

Aparima College



Strategic Plan And Charter 2017 – 2019

Principal's Signature:

Commissioner's Signature:

Submitted to the MOE on:

Introduction

The Aparima College Charter sets the direction for our school and is the overarching document that allows us to manage change in a positive way. It is an expression of how we want to achieve our vision and mission. All stakeholders have had an opportunity to contribute, and we are happy to incorporate new ideas that we believe have the potential to improve our school into our planning. We see the strategic plan component of our charter as a 'living document' able to be adapted and changed as required. We believe that this flexibility is important.

Aparima College

Aparima College is a Year 7 – 13 composite school situated in Riverton on the South Coast of the South Island. Our School catchment area encompasses the Riverton Township and stretches as far West as Orepuki and towards the North to Waimatuka taking in Thornbury, Wright's Bush, Pahia, Waipango, Gummies Bush, Gropers Bush and Otautau.

Southland has seen vast changes in its farming practices over the last decade and this has also brought exciting changes to our college. The dairy industry attracts people of all nationalities and is the biggest driver of these changes. This means our small rural school caters to a diverse community of students from a variety of ethnic backgrounds and nationalities. The composition of students at the start of 2017 included 39% identifying as Maori, 57% European, and 4% other.

The school community benefits from the presence of students from a variety of cultural and ethnic backgrounds. We regard this diversity as a positive resource that enriches our school life and celebrate the differing traditions, backgrounds and life experiences that it offers.

Our Vision

"An Innovative Learning Community Committed to Success and Excellence"

Our Mission

Our mission aims to achieve our vision for the school by:

Placing great value on the sense of community and whanau/family that our students and staff experience within the college and by continuing to support activities and programmes that maintain our culture.

Aiming to deliver a curriculum that is relevant to our community and responsive to student needs.

Recognising the essential contribution of our staff and encouraging their further professional and personal development.

Encouraging and celebrating our successes and excellence in all its forms.

Accepting and funding new technology where it has been shown to be effective, and funding professional development of staff to encourage the use of these new technologies and effective teaching practices.

Our Values

We support our multicultural inclusiveness through the Aparima College Tikanga. The foci are **taha tinana** (wholeness of body), **taha hinengaro** (wholeness of mind) and **taha wairua** (wholeness of spirit). This goes beyond Maori culture, extending to all cultural groups within our community.

*The core concept within our Tikanga is **aroha** or love in all its different aspects such as compassion, empathy, responsiveness and concern.*

At Aparima College we have built the principles of **taha tinana, taha hinengaro and taha wairua**, along with the values reflected from our community, into our school **tikanga**.

Our Tikanga encompasses the following:

Huakina Mai – Opening Doorways

Establishing meaningful relationships with students by creating positive expectations for student behaviour through modelling, shared experiences and making connections in a proactive way.

Ihi – Assertiveness

Setting clear boundaries that are fair and consistent, expressing respect for personal dignity, and making constructive use of learning opportunities, as they occur.

Kotahitanga – Unity

Relying on decision making through discussion, encouraging cultural identity through the curriculum and transferring *tikanga* values such as *haere tahi* (progressing together) *mahi tahi* (working together) *noho tahi* (staying together) into the classroom.

Awhinatia – Helping Process / Interventions

Creating a collaborative classroom climate where individual dignity is highly valued, where teachers believe in students' abilities to learn, and where classroom norms and routines are clearly explained. Whilst teachers are in a position of authority and have a responsibility to guide students, the relationship of teachers and students is one of trust and mutual respect.

I runga i te Manaaki – Pastoral Care

Creating a school culture of support, caring and understanding, based on the concepts of *tika* (fairness), *pono* (integrity) and *aroha* (compassion).

Raranga – Weaving Process

Together the student, teacher and whanau see themselves as being collectively responsible for understanding and overcoming barriers to learning and challenging behaviours in the classroom, school and community.

Oranga – A Vision of Wellbeing

Oranga draws on the notion of giving and receiving love; achieving self-worth in one's own eyes and in the eyes of others; having fun; and becoming self-disciplined.

Te Reo me ona Tikanga

Our society has a unique bi-cultural nature. We recognise the Treaty of Waitangi as a founding document of New Zealand/Aotearoa. As such it provides for a partnership between Maori as Tangata Whenua and the Crown as the provider of educational services.

Aparima College intends to contribute in a meaningful way to the improvement of the achievement of our Maori students and the creation of opportunities for the whole school to experience, understand and celebrate Te Reo me Ona Tikanga Maori/the Maori Language and Culture as an inherent and special part of our community.

To this end we will:

- **Develop clear and realistic policies, plans and targets for improving the achievement of Maori students (as per NAG 1(v) and NAG 2(iii))**

We will place a particular emphasis on gathering and analysing information on the achievement of our Maori students across the curriculum and take proactive steps to improve outcomes for these students where necessary.

- **Provide learning opportunities for Maori students that promote and foster te reo me ona tikanga Maori.**
- **Provide all students with a learning experience and wider school environment that promotes and fosters Te Reo me ona Tikanga Maori. We will also provide opportunities and encourage participation by all staff and the Board, in initiatives that improve their understanding and appreciation of Te reo me ona tikanga Maori.**

APARIMA COLLEGE STRATEGIC GOALS FOR 2017 – 2019

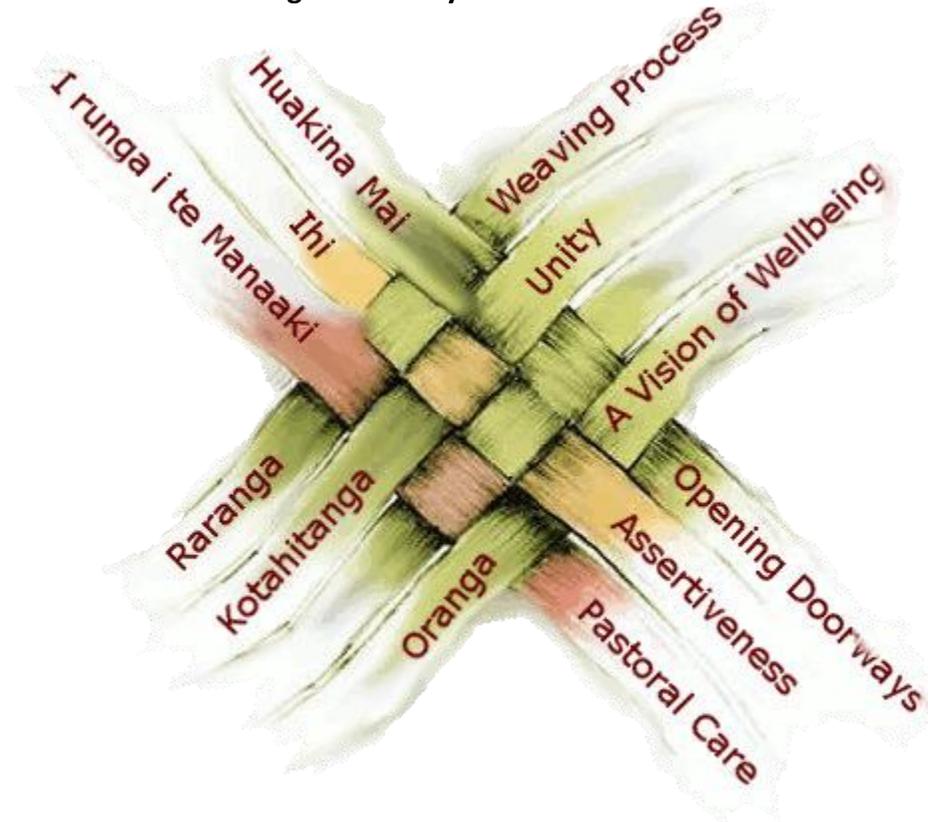
In addition to the over-arching goal to have every student achieve their full academic achievement potential which is expanded on in the Analysis of Variance and Annual Plan student achievement targets, following consultation with the staff and parents of Aparima College, the following four strategic goals have been identified for 2017:

GOAL	That all students will achieve their full academic potential	That all students will enjoy a safe and healthy school environment in which to learn	Increased provision for Te Reo Maori me ona Tikanga	That the College will successfully implement a phased return to self-governance
How we will do this	<p>Work with contributing primary schools to analyse achievement data and individual learning needs for students transitioning to the College</p> <p>Regularly gather and analyse student achievement data to inform decision making and identify any gaps that need to be addressed.</p> <p>Track individual student achievement as each student moves through the school</p> <p>Implement the recommendations arising from the Departmental Reviews</p> <p>Continue with the programme of Departmental reviews – In 2017 the Mathematics, Visual & Performing Arts, and Languages areas will be reviewed</p> <p>Student Achievement Targets will be set based on baseline data and will be focussed on areas that will make the most impact on raising student achievement</p>	<p>School wide core value of Respect in all its forms promoted and taught consistently across the school.</p> <p>School wide Tikanga promoted and taught consistently across the school.</p> <p>Modelling of how we demonstrate these values and practices</p> <ul style="list-style-type: none"> - PB4L (foundation year) 2017 - Rock and Water - Consistent transition strategies upon entering the College - Student council & student leadership reports to the Board - Student leadership through Mana leaders and Head students - Wellness group – staff led innovative ideas to enhance positive opportunities and support for students across the school 	<p>Meet at least twice a year with the local Runaka to plan how to work together to achieve this goal</p> <p>Encourage and support an Aparima College Kapa Haka Group</p> <p>Regular singing of the National anthem at school assemblies</p> <p>Continue to open each assembly with the school karakia</p> <p>Encourage teacher proficiency in the delivery of Te reo me ona tikanga in the classroom</p> <p>Professional learning for teaching staff on basic te reo for the classroom MASAM PLD a continued focus</p>	<p>Maintain the current community interest in the work of the Board of Trustees</p> <p>Work with the Ministry of Education to identify the appropriate level of statutory intervention at each stage of the phased return to full self-governance</p> <p>Obtain permission to set an election date</p> <p>Secure appropriate support for the induction and ongoing training of a new board</p> <p>Ensure appropriate support for the board chair is provided to develop and maintain a healthy relationship between the board and the principal</p>

Who will do this	All teaching staff - led by Principal and SMT	All teaching staff - led by Principal, students and parents	Commissioner/BOT and Principal, SMT, teachers	Commissioner/BOT and Principal with support from NZSTA and the Ministry of Education
What resources will be provided	Departmental Budgets to support learning initiatives Release time to meet with primary school staff	Involvement in the PB4L programme in 2017	Timetabling support for Kapa Haka practices Provision of support material for teachers MASAM strategies promoted during staff meetings Language apps explored to support teacher PLD	NZSTA training and support
Outcomes expected	Student Achievement Targets will be achieved The lift in NCEA achievement levels will be sustained and improved The focus on lifting student achievement in years 7 – 10 will result in improved achievement as measured against National Standards for Years 7 and 8 and against national achievement levels for Years 9 and 10.	Staff, students and parents will have a joint understanding of the school's values and tikanga which will be reflected in the school rules and disciplinary processes Positive behaviour will be recognised and rewarded Reduction of incidences of poor behaviour Reduction in number of formal complaints about student behaviour A school wide culture of positive behaviour expectations promoted and "lived"	There will be a supported pathway for learning for students wanting to learn Te Reo All students will have opportunities to participate in and learn about tikanga Maori The resources and opportunities offered by the local runaka and Ngai Tahu will be	A return to effective self-governance following a board election
Monitoring of Progress	Termly to governance meeting	Termly to governance meeting	Twice yearly to governance meeting, End of year meeting with runaka to discuss outcomes and plan for following year	Measured by: - Board election process - Board survey results - External reviews by ERO

APARIMA COLLEGE ANNUAL PLAN 2017

An innovative learning community committed to success and excellence



The school will raise student achievement in 2017 by focussing on teaching and learning; and inclusion and diversity

- Student empowerment for learning through wellbeing initiatives
- Continued development of a culture where academic success is valued and actively pursued
- Continuing to provide challenging education plans for all students that meet their learning needs
- Continue with a progressive professional development programme for the school and for individual staff

Target: To raise student achievement in NCEA at all levels. Specifically:

- That the cohort of Year 11 students identified as at risk of not achieving NCEA Level 1 be tracked and specific interventions developed to accelerate them to reach the target – priority learners: 9 male, 3 female
- That the cohort of Year 12 students identified as at risk of not achieving NCEA Level 2 be tracked and specific interventions developed to accelerate them to reach the target – priority learners: 12 students – 7 female, 5 male
- That the cohort of Year 13 students identified as at risk of not achieving NCEA Level 3 be tracked and specific interventions developed to accelerate them to reach the target – priority learners: 1 male student, 1 female student

ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
Assessment data review to determine learning needs of priority learners – baseline data from 2016 NCEA results & Year 10 end of year achievement	Principal CATEam Faculty Mtgs Whole Staff	Weeks 1-4 Term 1	<ul style="list-style-type: none"> - Priority learners are identified and plans developed - tracked during the year - Faculty Meetings to focus on student achievement data
NCEA Tracking of Priority Learners – <ul style="list-style-type: none"> - Tracking spreadsheet - Tracking whiteboard - Year 12 mentoring - Priority learner statistics shared through faculty spreadsheet led by assessment team head - Continued involvement in the Achievement 2017 MoE project (John Hogue/Rawiri Gibson) – Youth Guarantee 	Senior Management Team Whole Staff	Ongoing	<ul style="list-style-type: none"> - Priority learners are tracked during the year – progress reported to staff, parents - Priority learners achieve NCEA at the expected level - Priority learners in Year 11 achieve literacy and numeracy standards - School exceeds 85% better public service target - Maori achieve as well as non-Maori
Regular meetings focus on priority learners. <ul style="list-style-type: none"> - Staff meeting calendar - Cross curriculum discussions to share learning information - Faculty group meetings - Department meetings focus on analysis of student data within their curriculum scope 	CATEam, Staff Principal	Ongoing as per meeting calendar	<ul style="list-style-type: none"> - Effective tracking of student progress & achievement - Informed decision making - Teachers collect and use quality data in order to inform teaching practices and learning to meet the needs and interests of their students. - Consistency of assessment practices across the school.
Regular review of student progress and pathways to provide just-in-time support where needed <ul style="list-style-type: none"> - Staff member assigned to school wide data analysis - Value added data - Google docs tracking spreadsheet - Strengthening of home and school partnerships through improved communication strategies 	CATEam, Staff Principal		<ul style="list-style-type: none"> - Planned & resourced just-in-time interventions - Provision of timely, relevant & accurate information to students & parents - Greater consistency of feedback and feed forward - Home – School partnership: Provision of learning information to parents via email or telephone immediately a concern becomes evident - Tracking of academic support through SMS pastoral portal – support section - Effective monitoring of priority learners including Maori, Pacific, Boys, Special Needs
Academic counselling/mentoring	CATEam,	Ongoing	<ul style="list-style-type: none"> - Support for at risk/priority students

	Deans Staff		<ul style="list-style-type: none"> - Early identification of students at risk of leaving school unqualified or under qualified - Timely course adjustment to better meet the needs of at risk/priority students
Regular and timely communication with parents/caregivers of priority students (including students not achieving to potential) via telephone, email, learning conferences and formal signposting	CATeam, Staff Principal	Ongoing	<ul style="list-style-type: none"> - Provision of timely, relevant & accurate information to students & parents - Home – School partnership: Provision of learning information to parents via email or telephone immediately a concern becomes evident - Record of all communication with parents re academic progress via the SMS system support portal.
Tutorials - Use of SSR time for tutorials for priority learners where needed – focus on literacy & numeracy	Staff	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes - All students gain literacy & numeracy at Level 1
Provision of vocational learning opportunities for priority learners through partnerships with SIT or industry via the use of STAR funding and Gateway	CATeam. Staff, Careers	Ongoing	<ul style="list-style-type: none"> - Vocational programmes developed to support student achievement of NCEA - Effective use of STAR and Gateway opportunities to enrich student learning - Achievement of Gateway credit targets set by TEC - Vocational pathway programme opportunities for selected students as offered via Venture Southland or other appropriate partnerships - Dual enrolment of priority learners where applicable with the Murihiku Trades Academy (Southern Institute of Technology) - Dual enrolment for eligible/interested Year 13 students in the DualPathways Pilot at Southern Institute of Technology
Youth services involvement for at risk students – academic counselling/mentoring/careers advice & support	CATeam, Guidance, Careers, SLT	Ongoing	<ul style="list-style-type: none"> - Students remain at school and working towards NCEA at appropriate level - Students develop career goals and pathways
Teaching strategies for support of target groups (Boys, Maori, Pasifika, GATE, special needs, learning as identified in priority learning groups	CATeam, SCT, Staff, Principal	Ongoing	<ul style="list-style-type: none"> - Improved teacher practice - Raised student achievement - Boys achieving as well as girls - MASAM strategies embedded across whole school - Maori achieving as well as non-Maori
Provision of career advice linked to pathways <ul style="list-style-type: none"> - Careers advisor - Ministry of Education mentors 	CATeam, Guidance, Careers, Staff, Principal	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes - Effective use of Career information & opportunities to enrich student learning & future goal setting - Targeted careers advice for senior students provided - Investigation & development of partnerships with community and tertiary providers that support pathways to meet individual learner aspirations.
Teaching focussed on motivating students to achieve Merit and Excellence. <ul style="list-style-type: none"> - Tutorial opportunities through peer tutoring - Subject specific tutorials 	CATeam, Staff	Ongoing	<ul style="list-style-type: none"> - Developed pathways to improve the quality and quantity of Certificate Endorsements and Scholarships

Strategic Direction: Teaching and Learning –Year 9 & 10 Nag 1

To raise student achievement at all levels. Specifically:

- That the cohort of Year 9 students identified as underachieving at the start of 2017 be accelerated across a range of subjects and achieving at the expected curriculum level by the end of 2017. Reading – 11 students; Writing – 21 students
- That the cohort of Year 10 students identified as underachieving at the start of 2017 be accelerated across a range of subjects and achieving at the expected curriculum level by the end of 2017. Reading – 9 students. Writing – 18 students

ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
Assessment data review to determine learning needs of priority learners – baseline data from start of year AsTTle assessments & previous year’s achievement statistics	CATeam, Principal, SCT, Heads of Dept	Weeks 1-4 Term 1	<ul style="list-style-type: none"> - Priority learners are identified and plans developed - tracked during the year - Student goal setting and review for each term – all curriculum areas
Regular staff meetings focus on priority learners. <ul style="list-style-type: none"> - Staff meeting calendar - Faculty group meetings - Department meetings - SMT meetings 	CATeam, Staff Principal	Ongoing as per meeting calendar	<ul style="list-style-type: none"> - Effective tracking of student progress & achievement - Informed decision making - Teachers collect and use quality data in order to inform teaching practices and learning to meet the needs and interests of their students. - Consistency of assessment practices across the school.
Regular and timely communication with parents/caregivers of priority students (including students not achieving to potential) via telephone, email, learning conferences and formal signposting	CATeam, Staff Principal	Ongoing	<ul style="list-style-type: none"> - Provision of timely, relevant & accurate information to students & parents
Tutorials - Use of SSR time for tutorials for priority learners where needed – focus on writing & numeracy	Staff	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes
Teaching strategies for support of target groups (Boys, Maori, Pasifika, GATE, special needs, learning as identified in priority learning groups	CATeam, SCT, Staff, Principal	Ongoing	<ul style="list-style-type: none"> - Improved teacher practice - Raised student achievement - Boys achieving as well as girls - MASAM strategies embedded across whole school - Maori achieving as well as non-Maori
Provision of career advice linked to pathways	CATeam, Guidance, Careers, Staff, Principal	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes - Effective use of Career information & opportunities to enrich student learning & future goal setting - Targeted careers advice for senior students provided - Year 10 exposure to Careers Expo & Incubator programme - Year 10 exposure to Venture Southland Primary Industry Career information
School wide target focussed on accelerating progress in writing with specific emphasis on achievement for priority learners including Maori, Pacific, Boys and students with special needs. Priority students for writing (ref: baseline data)	CATeam, HoDs, Staff, Principal	Ongoing	<p>Teachers are able to target specific groups of students and implement programmes focused on accelerating progress in writing.</p> <ul style="list-style-type: none"> - Improved teacher pedagogy and practice - Raised student achievement in writing - Boys achieving as well as girls and Maori achieving as well as non-Maori - Improved student engagement and efficacy in writing

Strategic Direction: Teaching and Learning – Year 7 & 8

Nag 1

To raise student achievement at all levels. Specifically:

- That the cohort of Year 7 students identified as ‘well below’ or ‘below’ at the start of 2017 be accelerated to at or above the national standard in writing by the end of 2017: 26 students: 15 male, 11 female. Priority to be given to ‘well below’ students due to large numbers.
- That the cohort of Year 7 students identified as ‘well below’ or ‘below’ at the start of 2017 be accelerated to at or above the national standard in reading by the end of 2017: 10 students: 7 male, 3 female.
- That the cohort of Year 8 students identified as ‘well below’ or ‘below’ at the start of 2017 be accelerated to at or above the national standard in writing by the end of 2017: 20 students: 16 male, 4 female. Priority to be given to ‘well below’ students due to large numbers.
- That the cohort of Year 8 students identified as ‘well below’ or ‘below’ at the start of 2017 be accelerated to at or above the national standard in reading by the end of 2017: 10 students: 8 male, 2 female.

ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
Assessment data review to determine learning needs of priority learners – baseline data from start of year AsTTle assessments & previous year’s achievement statistics	CATEam, Principal, SCT, Heads of Dept	Weeks 1-4 Term 1	<ul style="list-style-type: none"> - Priority learners are identified and plans developed - tracked during the year - Student goal setting and review of goals each term.
Regular staff meetings focus on priority learners. <ul style="list-style-type: none"> - Staff meeting calendar - Cross curriculum sharing of learning information - Faculty group meetings - Department meetings - SMT meetings 	CATEam, Staff Principal	Ongoing as per meeting calendar	<ul style="list-style-type: none"> - Effective tracking of student progress & achievement - Informed decision making - Teachers collect and use quality data in order to inform teaching practices and learning to meet the needs and interests of their students. - Consistency of assessment practices across the school.
Regular and timely communication with parents/caregivers of priority students (including students not achieving to potential) via telephone, email, learning conferences and formal signposting	CATEam, Staff Principal	Ongoing	<ul style="list-style-type: none"> - Provision of timely, relevant & accurate information to students & parents - Use of email and phone calls to ensure timely notification of concerns - Regular use of the student log book to communicate student progress, goals and homework
Learning progressions for writing form part of staff professional learning and development	HoD English, CATEam, Staff	Ongoing	<ul style="list-style-type: none"> - Improved clarity and understanding for staff - More usability and accessibility for students to progress their learning
School wide target to focus on writing <ul style="list-style-type: none"> - Provision of resources to inform practice – toolkits for teaching (refer staff portal resources) - Priority Students for writing (ref: baseline data) 	CATEam, SCT, Staff, Principal, HoD English	Ongoing	<ul style="list-style-type: none"> - Improved teacher practice & pedagogy around writing - Raised student achievement - Boys achieving as well as girls - Teachers develop a toolkit of strategies and activities that can be trialled in their classes
Continue to focus on OTJs for Writing using learning progressions, National Standards and other assessment tools. <ul style="list-style-type: none"> - Moderation meetings - ALL Professional Learning & Development - Writing strategies such as Writing with the Runaka 	CATEam, HoD Eng, Year 7/8 Staff, Principal	Ongoing	<ul style="list-style-type: none"> - Teachers focussing on national standards, exemplars and benchmarks to provide clear success criteria for teachers and students

School wide target focussed on accelerating progress in writing with specific emphasis on achievement for priority learners including Maori, Pacific, Boys and students with special needs.	CATeam, HoDs, Staff, Principal	Ongoing	Teachers are able to target specific groups of students and implement programmes focused on accelerating progress in writing. <ul style="list-style-type: none"> - Improved teacher pedagogy and practice - Raised student achievement in writing - Boys achieving as well as girls and Maori achieving as well as non-Maori - Improved student engagement and efficacy in writing
School wide target focussed on accelerating progress in reading with specific emphasis on achievement for priority learners including Maori, Pacific, Boys and students with special needs. <ul style="list-style-type: none"> - ALL Professional Learning & Development - Reading for Dogs - Sustained Silent Reading - Reading recovery - Reading across the curriculum 	CATeam, HoDs, Staff, Principal	Ongoing	Teachers are able to target specific groups of students and implement programmes focused on accelerating progress in writing. <ul style="list-style-type: none"> - Improved teacher pedagogy and practice - Raised student achievement in reading - Boys achieving as well as girls and Maori achieving as well as non-Maori - Improved student engagement and efficacy in reading

Strategic Direction: Effective Partnerships

Writing through the medium of Science – Collaborative Western Southland Schools professional learning and development project

- Aparima College, Riverton Primary, Thornbury School, Isla Bank School, Waiau Area School, Otautau Primary, Hauroko Valley School, Takitimu School

ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
Learning progressions for writing form part of staff professional learning and development	HoD Science, CATeam, Jnr School & Science Dept Staff Principal SMT	Ongoing	<ul style="list-style-type: none"> - Improved clarity and understanding for staff - More usability and accessibility for students to progress their learning - Use of written language features to create meaning and effect and engage interest - Use of a range of scientific vocabulary to communicate meaning

Strategic Direction: Effective Partnerships			
Partnership pathway for the delivery of Te Reo Maori - Aparima College, Riverton Primary, Oraka Aparima Runaka, Ministry of Education			
ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
Inform staff, Governance and school communities of the project aims	Commissioner/Board of Trustees Principal		- Information disseminated
Increase effective teaching and learning of te reo Māori me ona Tikanga.	Principal, DP, Staff	Ongoing	<ul style="list-style-type: none"> - Support the implementation of Te Marautanga o Aotearoa and the development of relevant resources. - Support decision-making by whānau with information about quality provision in Māori language education options. - Strengthen professional development approaches to lift the quality of teaching and the use of Te Reo Maori within all classrooms in the school. - Consolidate and build evidence around second language teaching to enhance the effectiveness of professional development programmes and lift the quality of teaching te reo Māori as a second language. - Support teachers to develop local resources for local needs in consultation with the Runaka. - Explore using ICT to support Māori language teaching and learning. - Work alongside Riverton Primary to develop effective pathways for the provision of Te Reo me ona tikanga Maori.

Professional Learning & Development

ACTIONS	WHO	DURATION	EXPECTED OUTCOMES
2015-2016 PLD Plan reviewed	Principal & DP	April 2017	<ul style="list-style-type: none"> - Development of 2017-2018 PLD plan completed - 2017-2018 PLD plan implemented Term 2 2016
Focus on developing pedagogical knowledge to inform & improve practice eg guided writing, differentiation, numeracy Professional Learning Groups focussed on: <ul style="list-style-type: none"> - Innovations & the use of IT in the classroom - Development of Teaching and Learning Practice - Use of Data to improve student outcomes 	CATeam, SCT, Principal, Staff	Ongoing	<ul style="list-style-type: none"> - Improved teacher practice - Raised student achievement - Teachers engage in professional readings and learning conversations - Teachers develop practices which lead to personal reflection and the development of their professional practice - Teachers contribute to ongoing school wide professional growth. - Professional reading group (voluntary) - Professional Learning Groups – three core focus areas
PLD foci – internal continuation from previous plan <ul style="list-style-type: none"> - Professional reading focus - Informs one focus for professional learning group 	Principal, SLT, Staff	Term 2	<ul style="list-style-type: none"> - Teachers develop a toolkit of strategies and activities that can be trialled in their classes that support Boys’ education - Raised student achievement
ALL programme Year 2	CATeam, Principal, Staff	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes - Raised student achievement
Writing for Science Collaborative Western Southland PLD project	CATeam, Principal, HOD Science, Jnr Staff Science Staff	Ongoing	<ul style="list-style-type: none"> - Improved student outcomes - Raised student achievement - Improved literacy in Science - Writing across the curriculum - Science vocabulary enhanced
Positive Behaviour for Learning Supported by: <ul style="list-style-type: none"> - Schoolwide Wellbeing framework - Rock & Water Program - Restorative Justice Practices - School Core Value of Respect - School Tikanga 	Guidance Counsellor, Principal, SLT, staff	Ongoing	<ul style="list-style-type: none"> - Teachers have knowledge and understanding of approaches to school wide wellbeing and implement these in their classroom programmes and interactions with students - Wellbeing PLD run by Guidance Counsellor – investigation of Aurora College model for implementation (staff wellbeing)
Development of teacher resource toolkit in the staffroom to support strategic priorities	All teachers	Ongoing	<ul style="list-style-type: none"> - Greater engagement from students - Links with ‘real life’ helps students make links between their learning and the application to everyday situations - Resource bank available in staffroom - Curriculum plan 2017

Strategic Direction: Financial Resources and the School Environment		
GOAL	ACTIONS	EXPECTED OUTCOMES
The school will effectively manage financial resources	<ul style="list-style-type: none"> • Governance actively support the resourcing of activities, curriculum areas & facilities to ensure the needs, interests & talents of the students of Aparima College are adequately catered for • To continue to review and sustain the ICT infrastructure of the College • BYOD environment established including appropriate protocols, monitoring and uptake 	<ul style="list-style-type: none"> • The school will be adequately resourced to meet identified needs • Broadband via N4L project installed • BYOD environment established and trial analysed
Implement new 5 year property plan	<ul style="list-style-type: none"> • Monitor 10YA and 5YA property plans to meet curriculum aims and to comply with Ministry of Education guidelines. • Engagement Property Consultants undertaken as per Ministry requirements • 10YPP implemented • 5YA plan developed and priorities for capital works and maintenance prioritised • MLE consultation process completed by Principal and DP for junior block refurbishment and report provided at a Governance meeting • Essential maintenance and health and safety projects undertaken as per 10 YPP • Governance informed of renewal and replacement programme 	<ul style="list-style-type: none"> • Property consultants engaged • 10YPP implemented • 5YA developed and implemented • Junior school capital works project undertaken with modern/innovative learning environments • Annualised cyclical maintenance completed

Reference Documents

Annual Governance Schedule Compliance Checklist 10 Year Property Plan 5 Year Property Agreement	2017 Budget Structure of School Operations School wide Student Management and Wellbeing Framework Staff Professional development Plan Curriculum Plan 2017
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