

# **Mackenzie College Charter Strategic and Annual Plan**

**2016**



**Commitment**

**Excellence**

**Respect**



# Mackenzie Philosophy & Vision; 'Ara O Te Tika' *The Pathway to Wisdom*

'Mackenzie College provides a unique and rich learning environment for our students, built on a foundation of excellence and care: the college of choice'

We believe that we can fulfil our vision by fully living our mission of providing a positive learning environment. In this environment all students are encouraged to strive for excellence and to acquire the skills and values which will enable them to become responsible citizens of New Zealand.

A particular strength of Mackenzie College that greatly contributes to this mission, is the small size of our school community. Students are not just a number. We treat each student as an individual and through the personalisation of their learning we provide pathways that enable them to reach their potential.

Mackenzie College aims to be the first choice for a values-based education for the students of Fairlie and the surrounding districts. Our school community lives its values of Commitment, Respect and Excellence and we aim to have them on display in all that we do.

# Mackenzie Profile

Mackenzie College is a coeducational Year 7 - 13 secondary school, located in the South Canterbury township of Fairlie. In 1990 the name of the school was changed from Fairlie High School to Mackenzie College. The new name was seen to be a more appropriate one considering that the school's catchment area covers much of the Mackenzie District. The area served by the school is one of the greatest for a secondary school in New Zealand, stretching in the west from Irishman Creek (20 km west of Lake Tekapo), to the Opuha River in the east and from Mount Peel in the north to beyond Cave in the south. There are four main contributing primary schools - Albury, Fairlie, Lake Tekapo and St Joseph's, Fairlie. However, a small number of students move to Mackenzie College from smaller outlying schools such as Cannington.

The roll of the school at the start of 2016 was 195 students.

Mackenzie College continues to offer a wide range of subjects which ensures all of career pathways remain open to students leaving the College. We have close links with all Universities, Aoraki Polytech, Industry Training and Distance Learning organisations, and have a developing Gateway and Transition Programme. This enables students to successfully engage in courses that equal those offered in larger schools, but with the added benefit of high levels of personal support. Agriculture, Hospitality, Automotive Engineering and Tourism are some of many such examples. A high percentage of our students leave to attend, and succeed at, a university.

The school has positive connections internationally. In 2015 we had two AFS students from Finland and France attending school. We also have a close link with Takudai High School in Japan and host a group of their students and teachers each year for two weeks.

In 1995 a Community Library was established by a substantial extension of the old school library. This facility is now run by the college under contract to the Mackenzie District. In 2013 the gymnasium upgrade was completed. This was a substantial project that further enhances the range of facilities available to the students.

## Mackenzie Diversity

Mackenzie College continues to develop procedures and practices that recognise New Zealand's cultural diversity and places a high value upon it. Paramount to this is the unique position of Maori and Maori culture.

In recognising the unique position of Maori, Mackenzie College now offers learning opportunities in Tikanga Māori

and Te Reo Māori for all children in Years 7 through to 10. In addition, senior courses up to and including Level 3 of NCEA, can be offered through video conferencing facilities. We have a thriving Kapa Haka group and Tikanga Maori is prominent in all formal occasions.

The College undertakes to assist parents who request that instruction for their

children should be delivered through the media of Te Reo Maori. This may take the form of seeking the support from local whanau or iwi. It may also involve sourcing appropriate material from the New Zealand Correspondence School or other suitable institutions. Consultation with whanau annually ensures we are quick to respond to identified needs.

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## Mackenzie Curriculum

The college curriculum is the collection of knowledge and learning experiences that are used to develop a level of understanding and a wide range of desired skills in Mackenzie College students. Though meeting the criteria of the national curriculum, it is contextualised and unique to Mackenzie College. It is taught and used both inside and outside of the classroom.

2016 sees the college looking to review senior option lines and subjects to ensure we best meet the needs of all our students. 2015 saw us review our Junior Diploma programme and we are looking to make some modifications in 2016 as a result.

Similarly our Te Ara Award has been modified for 2016.

For 2016 we have completed our Information Technology infrastructure and now have a stable, high speed, wi-fi platform. We have purchased 50 chromebooks, a 3D printer and new digital cameras to support our increasingly digital learning environment.

We continue to review all aspects of our curriculum and acknowledge that it is a living and evolving entity and will always be a work in progress. Our curriculum will constantly develop to give every opportunity to the students to grow

into capable 21<sup>st</sup> century learners. It will provide clear subject pathways allowing flexibility for personalised learning and for students to excel in whatever area they choose to study.

In our desire to ensure our students are engaged in a learning programme that is second to none. The school is investing heavily in both Professional Development and learning resources that focus on enhancing student achievement.

# Mackenzie Achievement

‘Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei’  
*Pursue excellence, should you stumble be it to a lofty mountain*

The Board of Trustees values student achievement and recognises it as being central to the operations of Mackenzie College. Consequently, the Board has set specific goals for student achievement. These goals are reflected in the following pages.

The Board monitors student achievement using a structured programme of review that involves analysis of examination results, Learning Area and Principal Reports, together with the annual learning area audit report. This allows for triangulation of review data and increases the validity of trends or conclusions determined from the data. It allows for courses to be reviewed and planning to be adjusted so that the teaching and learning that takes place in our classrooms is effective. Continual improvement with a relentless focus on student achievement aspects of the Mackenzie college culture.

The Board of Trustees will ensure that all students at Mackenzie College receive an education that develops their skills and abilities whilst maintaining their individual respect and dignity. Encouraging students to excel and fulfill their potential whilst developing holistically is key.

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# Mackenzie Consultation

The Board of Trustees function as representatives of the wider community and oversee the governance of the College accordingly. Community views and opinions are regularly sought and valued. The annual Cottage Meetings together with Board surveys, provide significant feedback from the community on their desires for the operations of the college. The Cottage Meetings provide a vehicle for discussions regarding any and all college developments.

In addition to the Cottage meetings, the Board seeks feedback from the community every two years via the college survey on the health programme. This Charter will be reviewed by the community this year and every second year thereafter. The College Health programme is due to be reviewed in 2016.

We also consult with our Maori whanau annually.

# Analysis of Variance 2015

## Strategic Goals One and Two: High Student Achievement in Literacy, Numeracy and across the Curriculum.

**Goal:** Year 7 & 8 Students at Mackenzie will experience a rich curriculum that identifies and caters for their individual needs allowing them to reach and pass the required National Standards as well as achieve the Te Ara Award.

Targets	Strategies	Results	Analysis of Variance
<p><b>Reading</b> 90% of students in Year 7 and 90% of students in Year 8 will be at the national standard for reading by the end of 2015. Of the eight students who were below standard entering Year 7, five to be at standard by the end of the year.</p> <p><b>Writing</b> 90% of students in Year 7 and 90% of students in Year 8 will be at the national standard for writing by the end of the year. Of the 11 students who were below standard entering Year 7, seven to be at standard by the end of the year.</p> <p><b>Numeracy</b> 90% of students in Year 7 and 90% of students in Year 8 will be at the national standard for numeracy by the end of 2015. Of the nine students who were below standard entering Year 7, five to be at standard by end of year.</p>	<p>Integration and use of e-asTTle in planning and teaching Maths and English. Reintroduce at Year 9 and 10 as overview benchmarking.</p>	<p>Reading at or above: Year 7: 65%    Year8: 76% Boys: 65% (+5)    63% Girls: 65%    92% Maori: 33%    50%</p>	<p>Used for writing group retesting, Maths and English retested Term 4. Target of looking at achievement information and how we use it continues to be work in progress.</p>
	<p>Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data. Guiding students towards being more active in their learning.</p>	<p>Writing at or above: Year 7: 65%    Year 8: 59% Boys: 71%    44% Girls: 58%    76% Maori: 66%    25%</p>	<p>We have a school wide system in place with goal setting template to support so progress made and needs to be built on.</p>
	<p>Embed learning profiles as a key tool to ensure individualised responses to student needs is planned for.</p>	<p>Numeracy at or above Year7: 64%    Year 8: 79% Boys: 71%    69% Girls: 57%    93% Maori: 67%    75%</p>	<p>Positive progress made, learning profile developed and shared with staff. Again will need to be built on for 2016 otherwise will fall away.</p>
	<p>Clear learning support department goals, action plans and review process to ensure support is effective in accelerating learners' progress.</p>	<p>Year 7 Of the students identified as below standard from 2014, one student moved from below to at std in 2015 for Reading and Writing while two did so in Numeracy.</p>	<p>Have had on-going regular meetings all year although reporting not timely. Some good progress made and new Learning support teacher to</p>

<p>All students, whether at the national standard or not, should demonstrate that progress has been made with a target of a two sublevel gain over the year across all subjects.</p> <p>85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p>		Achievement monitoring data shows 31% of Year 7 girls and 41% of boys made a 1 sublevel gain across all subjects between the Term 2 and Term 4 assessment points.	build on progress.
	Accelerating Literacy PD targeting Year 8 students below standard in writing, further literacy PD sourced.		Report shared with Board. Pleasing shifts although most of group still below std.
	Numeracy PD requests given a high priority when allocating PD resources (outside literacy PD initiative).	<p>Year 8</p> <p>For Writing, two students moved from Below in 2014 to At in 2015. In Reading and Numeracy, no changes overall.</p> <p>Achievement monitoring data shows 31% of Year 7 girls and 41% of boys made a 1 sublevel gain across all subjects between the Term 2 and Term 4 assessment points.</p>	<p>Maths dept. were given all PD opportunities requested. Concern however that a coherent improvement plan based on PD not in place – Needs to be carried on in 2016.</p>
	Continue to embed Te Ara at Year 8 to support raising student achievement and engagement.	70% of Year 8 Students Achieved the Te Ara award (80% in 2014).	Te Ara had positive buy in and continues to enhance programme. After 3 yrs. it is timely we review effectiveness in 2016.
	To look for opportunities to integrate the learning of key skills across learning areas SMi.		This has not been progressed.
	Appraisal system supports teacher inquiry into impact of deliberate acts of teaching on student learning.		While professional learning groups were running, this was successful and staff feedback was positive.



**Goal:** Year 9 & 10 students will experience a rich and varied curriculum that identifies and caters for their individual needs allowing them gain the Mackenzie College Diploma.

Targets	Strategies	Results	Analysis of Variance
<p>All students in Year 9 who were at or above national standards at the end of Year 8 should demonstrate that they have made progress of two sublevels in literacy and numeracy.</p> <p>All Year 9 students below the standard for literacy and numeracy national standards at the end of Year 8 should make accelerated progress in Year 9 with a three sublevel improvement over the course of the year.</p> <p>85% of Year 10 students should be reaching a curriculum level of 5P in at least four different learning areas by the end of Year 10.</p> <p>Reduce the number of students achieving at least one sub level below standard across subjects by 50%.</p> <p>85% of Year 10 students should graduate with a diploma of achievement by end of Term 3.</p>	<p>Departments review content and ensure students see relevance to them and their lives.</p>	<p>16% made the 2 sub level gains in English and 28% in Maths.</p> <p>While there were some pleasing achievement shifts, no student who was below standard in 2014 made the 3 sublevel shift in achievement across all subjects in 2015</p> <p>Year 10: 75% of students reached 5P in 4 or more subjects (88% Girls) 75% of the year group achieved the Diploma (95% Girls)</p> <p>Of the 8 students identified as averaging 1 sublevel below the expected level in all subjects, 3 have achieved at the expected level at the end of 2015. This is a 37.5% improvement.</p>	<p>Still happening in a fairly ad hoc manner and needs some leadership to coordinate this.</p>
	<p>Further embed and develop a process of early identification of students at risk of not making the appropriate gains and implement through academic monitoring and individual action plans.</p>		<p>Our processes to identify these students are robust and effective. The Learning Support Register, class profile data, work with OTJ data make it clear, at a school wide level, who we are working with. Still working towards improving effectiveness of how we respond at classroom and learning area level. Again needs to be progressed in 2016.</p>
	<p>Assessment data is analysed by all staff each unit and priority groups of students targeted for additional support within classes.</p>		<p>Minutes of meetings suggest that this is not necessarily done formally. Discussion to be had as to whether compliance will result in added effectiveness.</p>
	<p>A learning profile is developed for each class which will clearly outline learning needs within the class and form the basis for a</p>		<p>Done and used by staff. As above, needs building on for 2016 or risk losing sight of what we have introduced.</p>

	<p>specific action plan within the class to meet those needs.</p>		
	<p>To continue to enhance the diploma programme as a way to increase Year 9 and 10 student engagement.</p>		<p>Reviewed Diploma effectiveness with students and parents. Timely communication and some modifications will be made for 2016.</p>
	<p>Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data guiding students towards being more active in their learning.</p>		<p>As above, same as for year 7/8.</p>

**Goal:** Year 11 students are supported in choosing appropriate pathways of study that will enable them to engage in learning whilst allowing them to progress onto further study in future years.

Targets	Strategies	Results	Analysis of Variance
<p>90% of all Year 11 students to attain Level 1 NCEA in 2015. 95% of all students at Level 1 should gain both the Literacy and Numeracy component. 60% of students at Level 1 should gain a certificate endorsement.</p>	<p>For three high needs students, an individualised plan is in place which takes into account specific needs and involves a modified academic programme with targeted support.</p> <p>Effective and appropriate use of the student management system (KAMAR) should allow for early identification of at risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.</p>	<p>Year 11: Participation based stats: 96% of those eligible achieved Level 1 Roll-based – 89% of students on our July 1<sup>st</sup> role achieved NCEA Level 1.</p> <p>Literacy/Numeracy 93% of all students achieved this.</p> <p>Endorsement: 56% of students achieved a Merit or Excellence Endorsement.</p>	<p>None of the three have achieved Level 1. Two have attended school regularly after other seniors finished and completed further assessments with more focus in one case. 2 of the 3 have made academic progress and are reasonably well placed to achieve Level 1 in 2016.</p> <p>This has been a big focus. Deans took on students of medium but not high risk of not achieving NCEA and SLT continued to monitor and support those at high risk. Already there have been some successful outcomes with two students in Y11 passing Level 1. One Y13 students completed Level 1 and 2 this year and all those in Year 13 who did not have Level 2 now do so.</p> <p>Monitoring and support has included, meetings, mentoring some for more than once a week sessions. Families have been closely involved in most cases. We ran a supervised classroom for three weeks so that students could stay on or return after NCEA exams to complete tasks and in some cases do extra. For a small number this continued until the week after school finished.</p> <p>Significant upskilling has taken place and plans are in place to ensure that the collection and sharing of interview data (in KAMAR) will be more</p>

			consistent and transparent from the start of 2016.
	Learning areas to implement individual action plans for students at risk of not achieving.		School wide focus through pastoral committee. HOLAS report that: Teachers running regular lunchtime help sessions. Differentiated assessment programmes. Modified programmes for individuals and groups in Science, Maths and English. Shared docs for feedback using chromebooks.
	All students at risk of not gaining the literacy or numeracy component will be identified by 1st July each year and a programme of support will be implemented, remaining in place until the student has made the necessary gains.		Implemented as per strategy.
	A learning profile is developed for each class which will clearly outline learning needs within the class and form the basis for a specific action plan within the class to meet those needs.	Curriculum meeting focus, evidence of use sighted by SMi after feedback of draft from staff. March 1 <sup>st</sup> staffing and look at how we can use to enhance student achievement.	As above for years 7-10.
Specialist support for at risk students increased.	Investigate using staff as academic Deans for at risk students in the senior school.		Could not staff this in 2015 but will re look at for 2016.

**Goal:** Year 12 students are supported in choosing appropriate pathways of study that will enable them to engage in learning and allow the development of the key skills that will assist them with further study or transition into employment.

Targets	Strategies	Results	Analysis of Variance
<p>2015 should see the Level 2 participation pass rate exceed 90%. 50% of students at Level 2 should gain a certificate endorsement All students who leave school at the end of Year 12 should have a suitable destination. 100% of those students who narrowly achieved Level 1 in 2014 should attain Level 2 in 2015.</p>	<p>All students at Level 2 have a course selection and careers interview through the pastoral team to assess the appropriateness of proposed curriculum pathway.</p>	<p>Yr 12 Level 2  Participation based stats - 91% Roll based Stats – 83% Endorsement - 30% This was met, all these students left with NCEA Level 2. Of the 3 students who narrowly achieved NCEA Level 1, 2 achieved level 2, the other is still possibly going to meet target.</p>	<p>Start of year course interviews conducted by Deans in conjunction with SLT and careers. Development of streamlined recording of interviews (in association with Learning conference interviews) to be implemented for 2016.</p>
	<p>The Careers department should identify all students likely to transition into the workplace during the year and should support them using appropriate skills based courses. Close monitoring of students considering leaving and liaising with necessary agencies to ensure appropriate pathway is put in place.</p>		<p>Transition/Gateway considerably improved from last year - placements made and positive progress towards workplace unit standard achievement.</p>
	<p>Effective and appropriate use of the student management system (KAMAR) should allow for early identification of at risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.</p>		<p>Pastoral Committee focus on identified at-risk students. Actions included parent contact, extra support, bringing back after exam leave started.</p>
	<p>Learning areas to implement action plans for students at risk of not achieving.</p>		<p>Mixed results, gaining some traction but needs developing.</p>
	<p>Gateway and transition courses to be upgraded to include the possibility to attain 20 credits.</p>		<p>Gateway students gained an average of 27 credits each in 2015 if related</p>

	Careers teacher to have release time increase of an hour per cycle to support these students.		unit standard credits from other courses are included. In Gateway alone they earned an average of 17 credits each.
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**Goal:** Year 13 students are supported in continuing with appropriate pathways of study allowing them to develop the key skills required for further study or transition into employment.

Targets	Strategies	Results	Analysis of Variance against Strategies
<p>2015 should see the Level 3 participation pass rate increase to 90% or greater. 50% endorsed certificate target. 100% of all students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification. 50% of students at Level 3 should gain a certificate endorsement.</p>	<p>All students at Level 3 should have a course selection and careers interview to assess the appropriateness of proposed curriculum pathway with greater input of careers information into learning areas.</p>	<p>Year 13 Results Participation 75% (Provisional) Roll based 65% (provisional)  Endorsement 32%.</p> <p>68% achieved U.E of those that were eligible, 50% of the whole cohort. 1005 of all students who left from year 13 have at least NCEA Level 2.</p>	<p>All student interviews with Caregivers and Deans/SLT completed term 1. Follow-up interviews carried out mid-year and more regularly if signalled by achievement data.</p>
	<p>Consistent staff responses to students producing substandard work – early interventions and home contact.</p>		<p>More follow up than last year. Some students have found gaining UE challenging and some disappointing external results.</p>
	<p>Close monitoring of students considering leaving and liaising with necessary agencies to ensure appropriate pathway is followed.</p>		<p>We have had some students leaving in the senior school. All have at least level 2. We have had concerns about a group of year 11 students wanting to leave at the end of year without even level 1 but we are working with families and students concerned. Two have decided to return.</p>
	<p>The Careers/Gateway department should identify all students likely to transition into the workplace during</p>		<p>Yr 12 students who we know are leaving have pathways in</p>

	<p>the year and should support them using appropriate skills-based courses.</p>		<p>place - some polytechnic related which is positive but impacts on our 2016 roll.</p>
	<p>Students are able to choose from a variety of courses that are offered, both in the college and as part of Mackenzie's membership of the eLearning network (NetNZ), that allow for them to proceed along a number of career pathways. In addition, where appropriate, University level courses are offered to suitable candidates.</p>		<p>Implemented as per strategy allowing students to have a reasonably wide range of subject options.</p>
	<p>Increased access by students to polytechnic and ITO courses to engage those students at risk of low achievement.</p>		<p>Significant increase in students attending Polytech/accessing ITO standards. Students are extremely positive about the experiences with a number citing these experiences as the highlight of their school year.</p>
	<p>Students challenged regularly to step up, challenge set at early targeted assembly and staff consistent in enforcing expectations.</p>		<p>Implemented as per strategy to a point. That point was until Term 4 and in Term 4 this slipped somewhat and a number of students finished the year poorly.</p>



**Strategic Goal 3:** Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to succeed in life beyond school

Targets	Strategies	Review and reporting on progress	Analysis of Variance against Strategies
<p>To foster the establishment of a school council that is an effective student voice and medium for student leadership development. Focus priority on lifting profile of school wide events.</p> <p>To review student perception of school pride, student safety and their engagement in learning at Mackenzie College.</p> <p>To provide clear direction and support for Head Students.</p> <p>To ensure consistent responses to student engagement challenges.</p> <p>To extend supported leadership opportunities for students.</p> <p>To investigate travelling uniform for sports teams and continuing to lift student involvement in sport.</p>	<p>Current council structure to be reviewed and modified to more student-driven model.</p>	<p>Term 1 structure to be formalised, shared with students and implemented. (JRe/Sta)</p>	<p>Modified council structure trialled for a 1 year cycle. Mixed success in development of student driven/ownership of committees. The majority of committees showed no significant improvement from previous year but some committees (dependent on the student leader(s) were very effective.</p> <p>Requirement for clearer deadlines, calendars of events, objectives for 2016 in order to assist students struggling with organisation and leadership of their committees.</p>
	<p>Carry out 'Me and My School' survey which is nationally referenced and develop action plan appropriate to findings.</p>	<p>Carry out survey in Term 2, response plan in place Term 3. JRe</p>	<p>Survey processed by NZCER and SLT. Follow up interviews carried out of student groups perceived as being higher priority concerns (Year 7 Female cohort). Trends were difficult to identify) due to the diversity of answers. Responses will be included in 2016 targets.</p>
	<p>Set out clear calendar for Head Students as to responsibilities and follow up with regular meetings.</p>	<p>Fortnightly meeting with minutes recorded. JRe</p>	<p>Head student Handbook and calendar was developed but will need continual input, modification by students.</p>
	<p>Review 'what if' document and respond where clarity or consistency lacking.</p>	<p>Term 1, JRe to lead.</p>	<p>Completed staff consultation. The modified 'What if' procedures are available online (and can be printed) The updated version has been added to the 2016</p>

			Pastoral Handbook.
	RGo/JSc to investigate potential of a sports trust.	Term 2 meeting and action plan put in place.	This has really been superseded by the Alumni fund and no work has been done on sports trust outside this.
	Ensure regular sports committee meetings. Sports coordinator to investigate possible uniform sources and fundraising options.	Ongoing, Termly meetings with minutes recorder. (JSc)	We have new PE tops ready to go for 2016. Also travelling jackets have been purchased. Sports committee fallen down somewhat although not sure it ever met regularly. Once new staff in place, we need to start up.
	TIC Sport to continue to foster student and staff involvement in Wednesday sport programme.	Report on programme Term 4 after staff and student survey.	Sport programme continues to be viewed positively by students and range of options continues to evolve.
	Student leaders in association with JRe and JSc to continue to promote House competitions with student body. Peer support focus Term 1-2.	End of year review to RGo from JRe.	From 2016, specific invitation and timeslots needed for person in charge of promoting house competitions for Head Student meetings and Council meetings.

**Strategic Goal 4:** To continue to develop a strong and positive presence in the Mackenzie community and to continue to develop strong whanau/school links to enhance student learning

Targets	Strategies	Review and reporting on strategies	Analysis of Variance
Greater parent attendance at parent teacher interviews.	Online booking system. Greater advertising earlier across varied mediums.	SMI – Review after each meeting and collect data from online system to analyse.	Number of parents attending up significantly. Term 3 meetings still not as well attended as hoped. Looking at modifying process to ensure 'at risk' students and families attend.
Increase publication of positive Mackenzie College news stories in local papers.	Prepare and submit stories quickly and accurately. Develop positive relationships with local reporters. Respond quickly, but in a considered manner to media requests.	RGo to liaise with staff involved in school events to ensure details are sent to local media.	Greater coverage in Accessible, some positive coverage in Herald although we are not always successful in getting articles published. Still a work in progress. We are however looking at cancelling our courier ad which costs about \$3500 per year.
Website is current and reflects school life.	Source possible website upgrades and a potential website manager.	Term 2 investigation and costings. Include possible benefits to be gained. (RGo)	We have now updated newsletter to an improved template. Looks better (my opinion) and certainly easier to format/use.
	Investigate use of group email messages and school Facebook page to enhance communication with families.	Term 3 as above. (RGo)	Positive progress made - Facebook added to the forms of communication - we are reasonably regularly using this, group texts/emails as well as website to share news.

**Strategic Goal 5:** Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible and well equipped learning environment.

Targets	Strategies	Review and reporting on strategies	Analysis of Variance
Modernise IT network to allow for quick and effective usage.	Coordinate N4L connection.	RGo to ensure connection by March.	Done - positive results.
Implement a Bring Your Own Device plan (BYOD) to allow student owned devices to be used at school.	Digital use policy reviewed and use agreement shared with students. Senior students to use own devices to enhance learning at school. Review and implement action plan for school wide BYOD 2016.	JRe by end of Term 1 to have agreement signed by students. Policy review Term 2. Senior students' trial to begin Term 2.	Staff survey (term 4) data shows that of those teachers involved in the trial: <ul style="list-style-type: none"> <li>All were pleased with the numbers of students bringing devices</li> <li>All were pleased with the positive use of them in their classes</li> <li>All found the use of BYOD in their class reasonably productive</li> <li>Most were very positive about BYOD use in 2016</li> </ul>
Review 10 YPP property plan ensuring priority areas addressed. Focus on modern learning environments.	Engage property consultant in and 5YA process.	By June have a clear property plan and initiate onset of upgrades. (RGo)	While we have nearly completed the plan, this will not be confirmed until early 2016.
	Rebuild server system to reduce IT maintenance and system breakdowns as well as to allow a more automated system.	RGo to investigate and present plan to BOT for consideration Term 1.	Done.

Ensure classrooms well equipped for 21 <sup>st</sup> century learning.	Respond to classroom capital requests once funding confirmed from March 1 <sup>st</sup> roll return.	RGo to monitor and manage requests.	Capital items have been purchased, and feedback on use has been positive.
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# Property Plan Summary

CAPITAL	2011 \$	2012 \$	2013 \$	2014 \$	2015 \$	2016 \$	2017 \$	2018 \$	2019 \$	2020 \$
Buildings										
Block A Admin					8 000		60 000			
Block B					28 000	280 000				
Block C		8 000								
Block D Music										
Block E Hall										
Block F			790,000							
Block G Boiler house	6 000									
Block H										
Block I Caretaker										
Block J Workshop										
Boiler	180 000									
House										
Block 14 Ancillary										
Buildings Capital New										
Sub Totals	186 000	8 000	790,000		36 000	280 000	60 000			
SITES										
Site 2514 (Mackenzie College)										
Site 3049 (House #40097 on school site)										
Subtotal 2 (sites)										
TOTAL CAPITAL	186 000	8 000	790,000		36 000	280 000	60 000			
FUNDING –Cash in										
MOE 5YA						467 820				
MOE other capital										
Locally raised funds	186 000	8 000	585,000		36 000					
Total Cash In	186 000	8 000	790,000		36 000	280 000	60 000			
Total Cash Out	186 000	8 000	790,000		36 000	280 000	60 000			
Opening Balance							187 820	127 820	47 820	47 820
Cash In	186 000	8 000			36 000	467 820				
Cash Out	186 000	8 000			36 000	280 000	60 000			
Closing Balance						187 820	127 820	127 820	47 820	47 820

# Mackenzie Finance

The Board of Trustees acknowledges that it is responsible for the prudent oversight of the college's financial assets and for ensuring that they are used for the educational benefit of the students of the Mackenzie District.

The Board, through a process of strategic and annual planning, will set the priorities for expenditure each year in an annual budget. Through careful and regular monitoring, expenditure will be scrutinised to ensure that it is being used for the identified priorities. A regular review cycle of the financial controls, procedures and policies should ensure that expenditure is appropriate. Accounts will continue to be audited annually.

Additional revenue streams such as charitable trusts, international students, and Ministry projects are to be identified where possible to improve the cash flow and reserves.

Goal: To set an annual budget that resources the key aspects identified in the strategic plan ensuring that a prudent approach to operations is maintained.

Present Situation	Targets	Strategies	Analysis of Variance
<p>An annual budget is developed that identifies key areas for development as well as the cost of general operations. Resourcing operations is done ensuring cost effectiveness. The past several years have allowed a surplus of funds to accumulate which may enable the development of the college facility to maintain its current pace.</p>	<p>The College continues to allocate resourcing on an 'as needed' basis whilst living 'within its means' and ensuring value for money.</p>	<p>This approach has been maintained with a clear student centric focus on resource allocation.</p>	<p>Year completed well within budget which is positive. Need to commit more to capital items for targeted learning areas in 2015 as well as IT upgrade.</p>
	<p>Additional potential revenue streams continue to be explored.</p>	<p>Sports Trust concept to be explored.</p>	<p>As per Sports section.</p>
	<p>Links with additional overseas education agents are explored and developed.</p>	<p>Principal to investigate possibilities 2014 with 2015 drive for overseas students.</p>	<p>Investigated a shared model of advertising and this needs to be developed further. Continuation of short term international visit brought a moderate profit.</p>
	<p>In 2014 the development of the College's programme for overseas students will be reviewed and potential new markets will be explored through Education New Zealand.</p>	<p>Goal from 2013 not implemented. Initial steps will be Principal fully understanding the processes, legislative requirements and possibilities in 2014.</p>	<p>Principal now understands legislative requirements so next step needs to be developed for 2015.</p>

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2015 - 2018
Student Achievement in Literacy and Numeracy	Improved literacy and numeracy outcomes for all students particularly Maori, Pasifika and children with special needs. Boys' writing a special focus. Accelerate progress of students performing below expectations.	Specialist English and Mathematics teachers a priority for appointments and staffing. Foster close links between Learning Support, Mathematics and English Learning Areas. Extend the role of a literacy coordinator. Extend the effectiveness of literacy teaching across all Learning Areas. Appropriate PD is sourced and delivered.
Student achievement across all areas of the curriculum	Students to achieve to their academic potential through actively engaging in a rich and varied curriculum that is responsive to their individual needs. Increasing students' capacity to succeed as independent learners is a key focus.	Strengthen capacity of all staff to effectively respond to assessment information in order to improve student achievement. Appraisal systems and PD implemented in a manner to ensure teachers are supported in improving their ability to individualise programmes of learning. Student monitoring system matched closely to effective and timely responses particularly for 'at risk' students. Cultural responsiveness of Mackenzie College curriculum is reviewed and enhanced. Ensure all students fully participate in the wider Mackenzie College Curriculum. Investigate and implement strategies to ensure students are gradually increasing their ability to succeed as independent learners.
Personal qualities; character, values, leadership and teamwork.	Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to also succeed in life beyond school.	Strengthen Student Council to enhance student leadership and student voice in co-curricular events. Continue to embed school values across all aspects of the school curriculum. Culture of high expectations and all students succeeding, permeates all aspects of school life. School pride and student safety at Mackenzie College surveyed and responded to.



<p>Community Engagement</p>	<p>To continue to develop a strong and positive presence in the Mackenzie community as well as strong whanau/school links to enhance student learning.</p>	<p>Explore ways of enhancing communication with our community, particularly electronic-based communication.</p> <p>Ensure positive school publicity in media publications.</p> <p>Foster positive relationships with other organisations such as Polytechnic and local businesses to further enrich our curriculum.</p> <p>Ensure positive links with contributing schools.</p> <p>Continue to develop our effectiveness to communicate student progress in a timely manner.</p>
<p>Modern Learning Environment</p>	<p>Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible learning environment</p>	<p>IT infrastructure upgraded to support easy, trouble-free digital access.</p> <p>Students develop skills needed to become responsible digital citizens.</p> <p>Teacher competence in digital teaching and learning enhanced through PD opportunities.</p> <p>Bring Your Own Devices introduction planned for as we move towards a 1:1 digital device per student environment.</p> <p>IT Leadership at SLT level clarified and enhanced.</p>

**Other 2015 Key Improvement Strategies to Achieve Strategic Vision**

<b>Property</b>	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
<p>Main focus is developing new 10YPP and 5YA in consultation with Project Manager.</p> <p>Paint English Block.</p> <p>Paint Hard Tech Block.</p> <p>Paint Boiler Block.</p> <p>Garden improvement.</p>	<p>Painting completed early 2015 on time and within budget.</p>	<p>Budget on Government roll predictions.</p> <p>Learning area classroom capital items to be purchased with some of any additional income.</p> <p>Stay within budget.</p> <p>Support fundraising opportunities such as Tekapo 10, international visits, PTA events.</p>	<p>No international visit this year otherwise finance plan was followed and successfully implemented.</p>
<b>Personnel</b>	<b>Short Report</b>	<b>BOT Governance</b>	<b>Short Report</b>
<p>Look for PD opportunities that focus on student learning and differentiation.</p> <p>Continue to strengthen appraisal system.</p> <p>Respond to workload issues and encourage a cohesive working environment.</p>	<p>A number of small initiatives put in place to address workload issues. This will be an ongoing topic and will continue to look at ways of addressing staff concerns.</p>	<p>Strengthen Principal appraisal process.</p> <p>Align procedures to updated policies booklet.</p> <p>Ensure review timetable comprehensive.</p>	<p>Appraisal was completed.</p> <p>Policies updated although still a few gaps.</p> <p>Review timetable in place – key point is to now follow this.</p>

# Charter Targets for 2016

## Strategic Goals One and Two: High Student Achievement in Literacy, Numeracy and across the Curriculum.

**Goal:** Year 7 & 8 Students at Mackenzie will experience a rich curriculum that identifies and caters for their individual needs allowing them to reach and pass the required National Standards as well as achieve the Te Ara Award.

Baseline Data	Targets	Strategies	Led by	Monitoring/ review details
<p><b>Year 7 cohort as Yr 6 (estimate)</b>  <b>Reading: 80%</b>  <b>Writing: 72%</b>  <b>Maths: 70%</b></p> <p><b>2015 Year 7 Cohort</b>  <b>Reading:</b>            Year 7: 65% at or above.            Year 8: 76% at or above  <b>Writing:</b>            Year 7: 65% at or above            Year 8: 59% at or above  <b>Numeracy:</b>            Year 7: 64% at or above            Year 8: 79% at or above  <b>Year 7 2015</b>            Of the students identified as below standard from 2014, one student moved from below to std in 2015 for Reading and Writing while 2 did so in Numeracy            Achievement monitoring data shows 31% of Year 7 girls and 41% of boys made a 1 sublevel gain across all subjects between</p>	<p><b>General Targets:</b>            85% of Students in Year 7 and 80% of year 8 to be 'At' or 'Above' National Standards Level for Reading, Writing and Numeracy by the end of 2016.            85 % of Year 7 students should be at an overall mean curriculum level 4B at the end of 2016 from otj achievement data.            85% of Year 7 students should be at curriculum level 4B in the writing genre each Learning area is responsible for delivering.            80 % of year 8 students should be at an overall mean curriculum level 4P at the end of 2016.            80% of Year 8 students should be at curriculum level 4P in the writing genre each Learning Area is responsible for delivering.            This means for year 7:            Reading - 2 out of the 7 students shift from 'Below' to 'At'            Writing - 3/9            Maths - 4/10            For Year 8:            Reading - 3/9</p>	Professional Learning Groups developed to support effective pedagogy to accelerate priority learner progress.	RGo/PD comm.	Review with staff mid and end of process
		Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are placed and what their next learning steps are.	SMi/ HoLAs	Dept meeting minutes and curriculum meetings
		Extend development of learning profiles as a key tool to ensure individualised responses to student needs.	SMi	As above
		Learning Support Team to develop effective processes to support literacy learning within small groups of students as well as individuals	KLe	Termly report to SLT on progress
		Utilising strengths of Primary trained staff particularly in the teaching of reading and writing for 2016	RGo	Teacher obs as per appraisal and strategic goals in place
		Extend writing group to 2 groups, 2 teachers and share learning school wide	JPa	As per initiative – 15 week monitoring
		Numeracy PD requests given a high priority when allocating PD resources (outside literacy PD initiative)	SFo/RGo	Termly review
		Learning Areas to take responsibility for specific types of writing and resources developed to support effective teaching of writing school-wide using literacy learning progressions	RGo/ HoLA's	Learning area goals, curriculum mtg discussion

<p>the Term 2 and Term 4 assessment points</p> <p><b>Year 8 2015</b>  For Writing, two students moved from Below in 2014 to At in 2015. In Reading and Numeracy, no changes overall. Achievement monitoring data shows 31% of Year 7 girls and 41% of boys made a 1 sublevel gain across all subjects between the Term 2 and Term 4 assessment points. 70% of Year 8 Students Achieved the Te Ara award in 2015 (80% in 2014)</p>	<p>Writing - 3/9  Maths - 3/9  80% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p>	<p>For all Year 7/8 classes to be taught by one teacher across at least 2 learning areas to progress subject integration and writing development.</p>	<p>SMi</p>	<p>Ongoing</p>
		<p>Appraisal system supports teacher inquiry into impact of deliberate acts of teaching on student learning.</p>		<p>Half yearly meetings with appraiser plus walkthroughs which are ongoing</p>

**Goal:** Year 9 & 10 students will experience a rich and varied curriculum that identifies and caters for their individual needs allowing them gain the Mackenzie College Diploma.

Baseline data	Targets	Strategies	Led By	Monitoring/review details
o	<p><b>General Target</b> 80% of Year 9 students should be at an overall mean curriculum level 5B at the end of 2016 using end of year otj achievement data. 90% of Year 10 students should be at a subject and overall mean curriculum level 5P at the end of 2016.</p> <p>Of the 11 Year 9 students below standard for either Reading or Writing (or both) at the end of Year 8 in 2015, all to make at least 2 sub level progress across subjects with 5 to make accelerated progress (3 sublevels over the year).</p> <p>Of the 6 Students below National Standard for Maths at the end of 2015, All to make at least 2 sublevel gains in Maths by the end of 2016. 2 to make accelerated progress. 80% of Year 10 students should graduate with a diploma of achievement by end of Term 3.</p>	All subjects implement plans to ensure subject OTJ targets are consistent with overall mean data as per targets – ie 80% Yr 9 at 5B and 90% Year 10 at 5P.	HoLA's	SLT sight Goals and monitor as part of appraisal process
		Further embed and develop a process of early identification of students at risk of not making the appropriate gains and implement this through academic monitoring and individual action plans at SLT and Learning Area level.	SMi/KLe/ HoLA's	Curriculum meetings – ensure on agenda termly
		Assessment data is analysed by all staff, starting with Junior Achievement Reports to Principal. Action plan developed in response to analysis and plan implemented, and monitored.	HoLA's	Meetings with Principal (already done)
		A learning profile is developed for each class which will clearly outline learning needs within the class and form the basis for a specific action plan within the class to meet those needs. Increasing the attention on priority learners will be a key aspect.	SMi	SMi to check all have been updated and saved on T drive by April
		Engagement of students in planning, setting achievement targets and reflecting on progress using a variety of data. Guiding students towards being more active in their learning. Students should be clear in understanding what they are learning, how they are placed and what their next learning steps are.	SMi	Checking for evidence in Learning Area mtgs, Walkthrough feedback, and appraisal observations.

**Goal:** Year 11 students are supported in choosing appropriate pathways of study that will enable them to engage in learning whilst allowing them to progress onto further study in future years.

Baseline data	Targets	Strategies	Led by	Monitoring/review details
<p>Year 11: Participation based stats: 96% for those eligible achieved Level 1 Roll-based – 89% of students on our July 1<sup>st</sup> role achieved NCEA Level 1. Literacy/Numeracy 93% of all students achieved this. Endorsement: 56% of students achieved a Merit or Excellence Endorsement.</p>	<p>90% of all Year 11 students to attain Level 1 NCEA in 2016 (roll based). 95% of all students at Level 1 should gain both the literacy and numeracy component. 60% of students at Level 1 should gain a certificate endorsement, 20% at excellence.  90% of all students to get at least 14 credits in each subject</p>	For identified high needs students, an individualised plan in place which takes into account specific needs and involves a modified academic programme with targeted support.	SLT	SLT to monitor pastoral and academic progress of students termly.
		Effective and appropriate use of student achievement and engagement data should allow for early identification of at- risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.	SMi	Ongoing, as issues arise that need to be responded to. Kamar records used as evidence of responses.
		Learning areas to implement individual action plans for students at risk of not achieving.	HoLA's	Learning area minutes include any interventions planned.
		All students at risk of not gaining the literacy or numeracy component will be identified by 1st July each year and a programme of support will be implemented, remaining in place until the student has made the necessary gains.	SMi	SMi report to SLT meeting post July 1 <sup>st</sup> and response plan initiated.

**Goal:** Year 12 students are supported in choosing appropriate pathways of study that will enable them to engage in learning and allow the development of the key skills that will assist them with further study or transition into employment

Baseline data	Targets	Strategies	Led By	Monitoring/review details
<p>Yr 12 Level 2</p> <p>Participation based stats - 91%</p> <p>Roll based Stats – 83%</p> <p>Endorsement - 30% achieved merit or ex Leavers This was met, all these students left with NCEA Level 2.(2 year 11 students left without level 2)</p> <p>Of the 3 students who narrowly achieved NCEA Level 1 in 2014, 2 achieved level 2, the other is still possibly going to meet target.</p>	<p>2016 should see the Level 2 roll-based pass rate exceed 90%. 50% of students at Level 2 should gain a certificate endorsement.</p> <p>All students who leave school at the end of Year 12 should have a pathway that includes further training/qualifications either tertiary or work place based.</p> <p>90% of all students should achieve at least 14 credits in each subject.</p>	<p>Extend the Senior Student Mentoring programme to include students at risk of not achieving endorsements.</p>	<p>SMi</p>	<p>Agenda item in SLT meetings</p>
		<p>Effective and appropriate use of student achievement and engagement data should allow for early identification of at-risk students. Learning support, parents, Deans and SLT all involved in establishing a suitable response to issues.</p>	<p>SMi</p>	<p>Pastoral minutes, SLT meeting notes and termly evidence in Learning Area and Curriculum mtgs</p>
		<p>Learning areas to implement action plans for students at risk of not achieving.</p>	<p>SMi/ HoLA's</p>	<p>Learning Area mtgs</p>
		<p>Gateway and transition courses to be upgraded to include the possibility to attain 20 credits.</p>	<p>JCr</p>	<p>Ongoing discussions, Principal and JCr</p>

**Goal:** Year 13 students are supported in continuing with appropriate pathways of study allowing them to develop the key skills required for further study or transition into employment.

Baseline data	Targets	Strategies	Led By	Monitoring/review details
<p>Year 13 Results Participation 75% (Provisional) Roll based 65% (provisional) Endorsement 32% 68% achieved U.E of those that were eligible, 50% of the whole cohort. 100% of all students who left from year 13 have at least NCEA Level 2.</p>	<p>2016 should see the Level 3 roll based stats increase to 80% 40% endorsed certificate target. 100% of all students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p>	<p>Review Our Senior Subject Options to ensure they provide meaningful and successful pathway options for all students</p>	<p>RGo/SMi</p>	<p>Term 2, plan in place and gather data</p>
	<p>100% of all students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p>	<p>Increase the range of block courses that have a work-ready focus at level 3 in particular</p>	<p>RGo/JCr</p>	<p>Calendared and plan in place already</p>
	<p>85% of all students should gain at least 14 credits in each learning area</p>	<p>Liaise with Polytech closely to ensure student success in both polytechnic and Gateway</p>	<p>JCr</p>	<p>Ongoing</p>
	<p>100% (11/11) of the students who have University as their goal to achieve University Entrance</p>	<p>Strong focus on Level 3 for all Learning Area in their annual Goals – particularly around 14 plus credits per subject</p>	<p>HoLA's</p>	<p>Curriculum mtg focus and appraisal focus</p>
		<p>Specific monitoring of students and early interventions if falling behind</p>	<p>SMi</p>	<p>Monthly monitoring by SLT</p>
		<p>Conduct a survey of Year 13 leavers about their experiences surrounding their non-achievement of Level 3 or UE</p>	<p>SMi</p>	<p>SMi to analyse by April</p>
		<p>Encourage all Learning areas to target specific external standards and avoid over reliance on externals for those 'at risk' students</p>	<p>RGo</p>	<p>Mtg with all HoLA's March</p>
		<p>Consistently remind Year 13 students of high expectations for academic success</p>	<p>RGo</p>	<p>Ongoing</p>
		<p>Contact similar size schools who have achieved better Level 3 results and look to implement changes to our structure if applicable</p>	<p>RGo</p>	<p>Use NZQA results to find similar schools with higher level 3 achievement consistently – add to yr 13 subject review Term 2</p>



**Strategic Goal 3:** Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to succeed in life beyond school

Baseline Data	Targets	Strategies	Led By	Review and reporting on progress
<p>A significant number of students participate in sport and/or music tuition at Mackenzie College. High behavioural needs students participate less actively in school- wide events.</p> <p>School Council is developing but is still a work in progress.</p> <p>Year 13 for 2016 not as forthcoming in applying for leadership roles.</p> <p>'Me and my school' survey indicates some areas that need follow up.</p>	<p>To further develop a school council that is an effective student voice and medium for student leadership development. Focus priority on lifting profile of school-wide events.</p> <p>To respond positively to aspects raised in school 'me and my school' survey.</p> <p>To extend supported leadership opportunities for students particularly in year 12.</p> <p>Reduce delay of Yr 13 Leadership organisation for start of Year.</p>	<p>Increase access of junior student input into council meetings.</p> <p>Clear timeline that is clearly communicated for council and committee to ensure projects are completed in a timely manner.</p> <p>Analyse follow up interviews from staff on target students from end of 2015.</p> <p>All Year 7 students taught by teacher across at least 2 subjects to encourage relationship strengthening</p> <p>Have a Dean for specifically Year 7 and 8.</p> <p>Resource a Year 7 liaison teacher to oversee Yr 7 students and their integration.</p> <p>English Dept. to progress active teaching of reading.</p> <p>To select Year 13 Leaders by the end of 2016 in readiness for beginning of 2017.</p>	<p>JRe</p> <p>JRe</p> <p>JRe</p> <p>RGo</p> <p>JRe</p> <p>RGo</p> <p>JCI</p> <p>RGo/JRe</p>	<p>Termly report – slt</p> <p>Curriculum minutes</p> <p>Follow process and commit - underway</p>

**Strategic Goal 4:** To continue to develop a strong and positive presence in the Mackenzie community and to continue to develop strong whanau/school links to enhance student learning

Baseline Data	Targets	Strategies	Led By	Review and reporting on strategies
<p>Feedback received from community via cottage meetings, parent evenings and informal and formal family meetings is that we have strong community support.</p> <p>Ten students who live in the area left Mackenzie to attend other schools. Six of these were Year 8 Girls.</p> <p>The website is coming to the end of its life and has no designated operator. Group email/texts used as a means of messaging starting to be developed.</p>	<p>Ensure Senior Parent interviews Term 3 are relevant and valuable.</p>	<p>Target students most 'at risk' and ensure meetings set up that best support student's needs.</p>	SMi	<p>Prepare from beginning Term3</p>
	<p>Increase publication of positive Mackenzie College news stories in local papers.</p>	<p>Prepare and submit stories quickly and accurately. Develop positive relationships with local reporters. Respond quickly, but in a considered manner to media requests.</p>	RGo	<p>Use Fridays to prepare stories for Accessible and, Timaru Herald monthly</p>
	<p>Website is current and reflects school life.</p>	<p>Source possible website upgrades and a potential website manager.</p>	RGo	<p>Term 2 investigation including costs</p>
	<p>Further develop Kamar Parent Portal and Facebook as communication tools.</p>	<p>Publicise Facebook and Portal usage and provide clear instructions for parents on how to access portal.</p>	RGo	<p>Ongoing</p>
	<p>Communicate with families of students leaving to attend other schools.</p>	<p>Look in to developing 'profile' section of Kamar as a key store of essential student learning information.</p>		<p>Term 2 target for JRe and SMi, agenda item SLT mtg</p>

**Strategic Goal 5:** Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible and well equipped learning environment.

Baseline Data	Targets	Strategies	Led By	Review and reporting on strategies
5YA and 10TPP should be completed end of Term 1.  External painting programme continuing through the year.  50 new chromebooks purchased in the last 12 months.  Increased number of senior students using laptops.	Ongoing PD for staff on IT and particular Google Classroom use.	IT committee set up and driving progress towards more digital classrooms. PD time used for 'hands on' IT Professional Development.	JRe	Termly report on progress from JRe to RGo
	Increase move towards BYOD in all classes.	Senior students, including Year 11 in 2016, to use own devices to enhance learning at school. Review and implement action plan for school wide BYOD 2017.	JRe	As above
	Ensure classrooms well equipped for 21 <sup>st</sup> century learning.	Respond to Learning Area requests for Capital equipment that enhances student learning.	RGo	Already actioned
		Regularly survey staff to ensure IT environment is effectively supporting teaching and learning.	JRe	Ongoing