



# **Greenhithe School**

## **Charter 2016 – 2018**

*“Our children grow to be capable, balanced, confident learners who embrace new experiences and opportunities”*

# Greenhithe School Charter

## Vision

Greenhithe School will promote an environment that supports the needs of all learners by:

- maintaining quality classroom practice and management
- ensuring that all learners feel safe, secure, supported and recognised
- focusing on literacy, writing and numeracy as the foundation for all learning
- fostering quality achievement-focused teaching in a climate where every learner is respected, supported and encouraged to develop a love of learning
- encouraging our children to be powerful learners with a range of skills and strategies which enable them to set goals, take risks, persevere and reflect
- providing opportunities for our children to develop life and leisure skills
- ensuring children have a voice and are listened to

## Values

Greenhithe School will promote a learning community where we support the personal development, learning and welfare of each child. Our values are: Perseverance, Respect, Initiative, Diligence, Excellence (PRIDE)

## Goals

- See Strategic Plan
- Greenhithe is a member of Whanau ki te Ako – Kahui Ako. This Community of Learners is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whanau ki te Ako formed in 2016 to enhance achievement and provide opportunities for their students. Goals in writing, mathematics, NCEA and University Entrance have been set for the next three years. An additional focus is the acceleration of Maori, Pasifika and Chinese learners. Throughout 2017, the CoL plans to endorse their Achievement Challenge, appoint Leadership roles, explore identified strategies for improvement (with a focus on Collaboration), and begin CoL related inquiry processes. The CoL has devised interim reporting targets for 2017.

### Charter Undertaking:

This draft Charter was ratified by the BoT will be submitted to the Ministry of Education

### Consultation Process:

The school has identified the values / principles, pedagogy and beliefs we believe are relevant to Greenhithe School. The community is consulted

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| Chairperson, Board of Trustees – Greg Stewart Date: 21/2/2018 | annually through parent interviews and newsletters. We also consult with focus parent groups of Maori, Chinese and Korean whanau. |
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| <b>Cultural Diversity and Maori Dimension</b>  |  |
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| <b>New Zealand’s Cultural Diversity</b>  | <b>The Unique Position of Maori culture</b>  |
| All cultures within the school will be valued and accepted through active encouragement of an inclusive, non-racist school culture and ethos. Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of his/her cultural background. | Greenhithe School will endeavour to develop an awareness of tikanga Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. |

**Focus area for Maori students:**

Monitor Maori student groups annually. Collate data from this group of students to monitor achievement in Mathematics, Reading and Writing. Analyse data to identify ways to support Maori students at Greenhithe School. Track specific data for Maori students through termly review and tracking sheets.

**What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school’s curriculum?**

Classrooms and school celebrations will reflect Maori culture through waiata, greetings, counting, basic phrases and correct pronunciation. Te reo is used as part of classroom programmes.

Our integrated, curriculum will include components of tikanga Maori as appropriate to the topic and the year level. School wide Maori singing to take place. To employ a Maori Language Tutor to work across the classes, a Kapa Haka group will be re-established Term 1 2016. To perform with school backing at Christmas on the Green, to be able to lead powhiri, participate in local cultural festivals and in regular whole school assemblies.

**What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it?**

We will work with parents to develop a plan which will meet the needs of the local Maori whanau. This will involve continuing to employ a Maori Unit holder from the staff, employ a unit holder to oversee Kapa Haka, establish a team of teachers to ensure the focus is maintained at syndicate level and to hold meetings with the parent group.


**What steps will be taken to discover the views and concerns of the school’s Maori community?**

The school will consult with the Maori community through meetings. Parents can also express their concerns through parent interviews and through our ‘open door’ policy.

**Focus area for students from other minorities:**

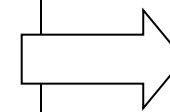
Monitor these student groups annually. Collate data from this group of students to monitor achievement in Mathematics, Reading and Writing. Analyse data to identify ways to support these students at Greenhithe School. Set up meetings to consult with our Chinese and Korean groups. Arrange for an interpreter to attend and assist.

## Strategic Plan 2016-2018

| Goals  | 2015 <small>(what we did)</small>   | 2016   | 2017  | 2018   |
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| <p><b>Goal 1:</b><br/>To provide high quality teaching &amp; learning programmes</p> | <p>Use data effectively to plan targeted learning for all students.</p> <p>Continue with our specialist programmes to meet the needs of those students working well above or below the NS.</p> <p>Cross grouping will continue as necessary across the year groups.</p> <p>Science initiatives planned for by syndicate teams through Inquiry planning.</p> <p>To look at the Pedagogy behind MLE and collaborative teaching. Attend Teacher Only day in Term 2 with North Shore schools.</p> | <p>Use data effectively to plan targeted learning for all students. To continue with the pedagogy behind MLE and collaborative teaching. Teachers will have extra training if needed to make sure the teaching and learning is effective.</p> <p>We will continue to focus funding on providing a broad range of high quality learning situations for all students, after considering the data carefully.</p> <p>Plan for a broadening science and technology curriculum focus. Appoint a Science curriculum team to help drive this initiative.</p> <p>PD (Professional Development) opportunities. We have been successful with ALIM 1 and 2 (Accelerated Learning in Maths) and ALL 1 (Accelerated Learning in Literacy).</p> | <p>This year we will open the MLE classes. Teachers will have extra training if needed to make sure the teaching and learning is effective.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Review use of available technologies to enhance teaching programmes.</p> <p>Create a science and technology space for classes to access.</p> <p>Review of science and technology teaching and the inquiry model</p> <p>ALiM (yr 3) and ALL (yr 2) continue, more teachers involved in the teaching as</p> | <p>Having reviewed the MLE classes at end of 2017, we will continue for 2018 with Year 1 and 2 in the block. There is an expectation to see the further enhancement of collaborative practices between teachers and students. Look for PD opportunities to continue to support staff in this area.</p> <p>School will continue to employ a SENCO for 4 days a week to coordinate and review programmes, monitor student progress and support the teachers.</p> <p>Implement the reviewed Inquiry model (2018 focus on health and well-being)</p> <p>Build resources to prepare for the implementation of</p> |

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|  |   |   | inquiry.   | the digital literacies area of the technology curriculum.<br><br>Continue with the Ministry funded ALL and ALIM interventions (Link to teacher inquiry/appraisal cycle).   |
| <p><b>Goal 2:</b><br/>To provide rich and diverse learning experiences which encourage children to reason critically and think creatively for innovative and enterprising purposes</p> | <p>Provide a rich curriculum in Inquiry learning incorporating as much science and technology as possible.<br/>Year 6 Camp and Year 5 EOTC provide varied experiences outside the classroom.</p> <p>Discovery time continues to be a popular and enriching experience for Year 1 and 2 students.</p> <p>Team leaders and their syndicate teams plan for trips, visitors and events to broaden the learning opportunities for all students.</p> <p>Maths problem-solving groups taken by DPs in Term 1 for Year 5 and 6 students. Other identified support or extension groups will be picked up during the year.</p> <p>Continue to build leadership capabilities for our senior students, e.g. School Leaders, Sports captains, Peer Mediators.</p> <p>Spellathon and Mathex competitions to improve achievement in these areas.</p> | <p>Employ a teacher for Maori language.<br/>Employ teachers for ESOL and international students.</p> <p>Continue with Mandarin.</p> <p>Trialling MLE in Rooms 1 and 2.</p> <p>Build up resources for Discovery Learning.</p> <p>GATE teachers to work alongside teachers in class to extend thinking skills.</p> <p>Continue with extension and support groups – DPs and principal.<br/>Evaluate and review all programmes. Continue with those programmes that have been successful.</p> <p>Clubs set up to cover a range of academic and sports activities.</p> | <p>To continue with language learning classes. Lani from Te Reo Tuatahi providing in class Te-Reo and leading the Kapa Haka group.<br/>Performing at local cultural festival for the first time.</p> <p>Build capacity in science and technology.</p> <p>Science Roadshow to be held at Greenhithe.</p> <p>Continue with extension and support groups – DPs.</p> <p>Further develop enterprising activities.</p> <p>Clubs set up to cover a range of academic and sports activities.</p> | <p>Continue to employ a Te Reo and Kapa Haka tutor.</p> <p>Kapa Haka and Te Reo unit holders employed to develop integration into the full curriculum.</p> <p>Continue to participate in local cultural festival.</p> <p>Participate in EPRO-8 engineering competition.</p> <p>Continued enrolment in ICAS exams.</p> <p>DP taking enrichment groups.</p> <p>Employing sports coordinator to continue to look for sporting opportunities for children, eg visiting coaches, team sports etc.</p> |

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|  | <p>Clubs will be running for many sports activities and music opportunities.</p> <p>The writing club and theatre sports are also planned for with the GATE teacher.</p> <p>In 2015 we are re-introducing the Kapahaka group with all Year 3-6s. This will run on a Friday afternoon on a rotation basis so all children will have the Maori culture experience.</p> <p>Our excellent enviro team will again be planting vegetables and herbs in the gardens with the “green Team”. Their journey is tracked and visible on a display in the main school building.</p> <p>The Year 4 choir will take part in the Kids for Kids event at Bruce Mason Theatre for the second time. The APPA choir will also be taking part in this annual event in the Town Hall.</p> <p>Senior Drama group to practice and perform at Mid Northern Cluster evening at Bruce Mason Theatre Term 2.</p> | <p>Enter competitions to encourage writers, working with our Librarian.</p> <p>Continue funding for Gate teacher.</p> <p>Change to Wednesday-with years 3-6 Juniors to run a fortnightly hui.</p> <p>Enviro Schools –Kelly has taken on this role. To continue with the planting and worm farms. To look at displaying the values throughout the school with signage.</p> <p>Travel wise - Fran</p> <p>The Year 4 choir will again take part in the Kids for Kids event at Bruce Mason Theatre. The APPA choir will also be taking part in this annual event in the Town Hall.</p> <p>School drama production- to be written, produced and directed by Victoria Hathaway. “Blame it on the Boogie”</p> | <p>Continue funding for Gate teacher.</p> <p>The Year 4 choir will again take part in the Kids for Kids event at Bruce Mason Theatre. The APPA choir will also be taking part in this annual event in the Town Hall.</p> <p>Senior Drama group to practice and perform at Mid Northern Cluster evening at Bruce Mason Theatre Term 2.</p> | <p>Funding for specialist GATE teacher.</p> <p>Unit holder for Enviro group-team established. Develop areas of school site, e.g. possible orchard, friendship bench. Link into school master plan development</p> <p>Senior school drama production</p> |
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|  |   | Junior production held to allow full school involvement.   |   |  |
| <p><b>Goal 3:</b><br/>To ensure assessment and reporting procedures align with NZC and National Standards.</p> | <p>Use end of 2014 data to inform Annual Strategic Goals and programmes. (see below)</p> <p>Tracking sheets used to monitor the target students. Also tracking the Maori Pacifica and Asian students using a tracking sheet. These students are clearly identified in class descriptions so they have a high profile.</p> <p>PAT Reading and Vocab established and used for targeted teaching. Staff had training at end of 2014 to ensure they are able to read data effectively to use in planning.</p> | <p>Use end of 2015 data to inform Annual Strategic Goals and programmes. (see below)</p> <p>Tracking sheets used to monitor the target students. Also tracking the Maori Pacifica and Asian students using a tracking sheet. These students are clearly identified in class descriptions so they have a high profile.</p> <p>PAT Reading and Vocab established and used for targeted teaching. Staff had training at end of 2014 to ensure they are able to read data effectively to use in planning.</p> <p>Trial PAT Punctuation and Grammar with the ALL group.</p> <p>Develop team leader capability in assessment literacy.</p> | <p>Use end of 2016 data to inform Annual Strategic Goals and programmes. (see below)</p> <p>Tracking sheets used to monitor the target students. Also tracking the Maori Pacifica and Asian students using a tracking sheet. These students are clearly identified in class descriptions so they have a high profile.</p> <p>Termly review practices developed further to include more detailed analysis in areas related to both the Annual Plan and our priority learners.</p> <p>PAT Reading and Vocab established and the data used for targeted teaching. PD provided as required</p> <p>Continuation of the use of e-asttle for whole school writing benchmark. Moderation opportunities are held to ensure shared understanding.</p> | <p>Use end of 2017 data to inform Annual Strategic Goals and programmes.</p> <p>Examine possible ways to monitor student progress data in light of changes to National Standards</p> <p>Termly Review practices to be implemented following annual review.</p> <p>PAT continued, PD in delivering and analysing the data to be offered in 2018 (workshops)</p> <p>Moderation practices in syndicates and across syndicates to be continued</p> |

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|   |   |   | <p>Continue to develop OTJ moderation practices through use of standard documents and the LLP in literacy.</p> <p>Develop a literacy and maths leadership team.</p>  | <p>Continue to develop the use of LLP in child speak as a tool for self-assessment and goal setting as the student progress through the school</p> <p>Literacy and maths teams developed with unit holders.</p>  |
| <p><b>Goal 4:</b><br/>Management Team to use self-review to set targets and direction for school.</p> | <p>Targets set for this year with Team Leaders and teachers. These goals reflect our ongoing commitment to AFoL PD and the continuing need to upgrade basic facts and number knowledge.</p> <p>The new Mgt structure has worked well. This has enabled TLs to monitor the teaching programmes in their teams and to share knowledge and expertise across the group.</p> <p>SMT members again affiliated with a syndicate group.</p> | <p>Review end of year data to set goals for 2016</p> <p>Develop Management team's leadership skills with career structure and succession planning in mind AFoL learning with colleagues as part of appraisal.</p> <p>Support staff professional development.</p> <p>Consolidate staffing positions for 2016. Induction of 6 new staff. Professional development for PRT and Tutor teachers.</p> | <p>Continue to develop Management team's leadership skills with career structure and succession planning in mind.</p> <p>Review performance of management structure to ensure it continues to best meet goals.</p> <p>Continue to support and encourage leadership capabilities</p> <p>Continuation of professional development for PCTs and tutor teachers.</p> <p>Professional development used when required to support teaching as inquiry processes, (e.g. Juniors -Oral Language).</p> | <p>Both DP's have professional learning groups for 2018</p> <p>Team leaders to be offered professional developed in coaching.</p> <p>Other staff offered specific PD by need, eg middle leadership for aspiring team leaders and COL leaders.</p> <p>PD priorities include giving opportunities to grow leadership, oral language through the school, ILE or collaborative teaching practice</p> |

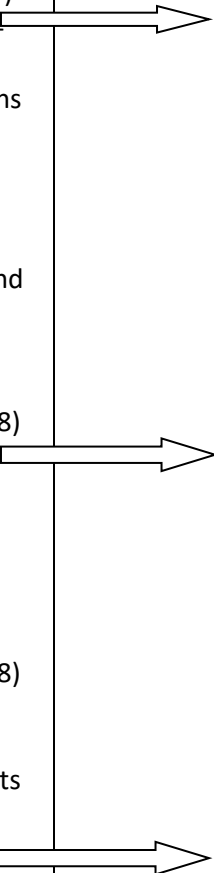


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| <p><b>Goal 5:</b><br/>Children causing concern are monitored carefully and their learning needs met</p> | <p>Groups and individuals receiving learning help as identified by data and tracking sheets. Buddy readers will begin in T2 as we are introducing a new innovation – SSM or MM (Sustained Silent Maths or Magic Maths), in T1.</p> <p>Continuing to employ Senco for 2 days (as for 2014)<br/>Senco now trained as Speld teacher and is partially through the 'Steps to Literacy' training. Steps to Literacy trialled with a small group. Teacher Aide trained with SENCO. Programme offered 2 x per week. After reviewing the Steps to Literacy 2014 trial it was decided to expand the programme by offering more TA time and increasing resourcing such as computers and space available. Students were selected using the data from end of 2014. A pool of children was tested and a final selection was made using the results from the Schonell test provided by Steps and the information we know about each student. 12 places have been made available in Term 1. We have identified target students with Dyslexia as STEPS is proven to be of great value to these students. Teacher Aides will be attending training and SENCO and DP will complete</p> | <p>Groups and individuals receiving learning help as identified by data and tracking sheets.</p> <p>Review and continue with SSM and MM.</p> <p>Continuing to employ Senco now for 3 days.</p> <p>Review success of new programmes and resources for struggling learners.</p> <p>Assess the impact of SPELD programme on individual learners.</p> | <p>Groups and individuals receiving learning help as identified by data and tracking sheets. Tracking sheets now hold intervention and progress data for target children. Termly review document tracking numbers and actions relating to priority learners.</p> <p>Review and continue with SSM and Senco</p> <p>Continuing to employ Senco.</p> <p>Continue with buddy reading, now across the school.</p> <p>Continue supporting dyslexic students with Steps programme.</p> <p>Provide regular meetings for parents.</p> | <p>Tracking systems updated following a review.</p> |

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|   | <p>Stage 2 of the STEPS training. The programme will be issued to individual students in a classroom based setting, with check ins from SENCO and TA.</p> <p>Teacher aides employed by BoT to support ORRs funded students and other students identified as needing extra in-class support with their learning.</p> <p>Dyslexic support continuing for parents and students this year.</p> <p>Continue to develop PMP programme and train staff.</p> <p>PMP sessions run 3 x per week. Continue to train staff.</p> | <p>Teacher aides employed by BoT to support ORRs funded students and other students identified as needing extra in-class support with their learning.</p>                        | <p>BoT continue to put funding aside for TA support.</p>   | <p>BoT continuing to put funding into additional TA support and teachers.</p>    |
| <p><b>Goal 6:</b><br/>Improve the quality of feedback through formative assessment (Assessment for Learning).</p> | <p>Continue with AFoL to promote clarity around the learning intentions and success criteria. This year we have 5 teachers on the AFoL contract and 2 senior staff shadowing. The whole school staff meetings ensure the previously trained staff and yet to be trained staff are in the learning zone. The staffroom wall continues to provide a celebration of the student / teacher capabilities.</p>  | <p>Continue with AFoL to promote clarity around the learning intentions and success criteria and have Evaluation Associates work with the remaining teachers who haven't been with Barbara Ann.</p> <p>Embed practice and monitor and evaluate AFoL programme.</p> | <p>Embed practice and monitor and evaluate AFoL programme.</p> <p>Workshops held for new teachers.</p> <p>The key components of AFoL have been embedded into the school curriculum implementation plan as an expectation. AFoL practices reviewed and shared in syndicate meetings as part of a focus rotation.</p> | <p>AFoL embedded into curriculum plans</p> <p>Workshops continued for new teachers on clarity and learning focused relationships, workshops for existing teachers on self and peer assessment and active reflection. (Internal PD)</p> <p>AFoL is a continued focus as a way of teaching, not stand-alone subject.<br/>Linking to Key</p> |

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|  |  |   |  | <p>Competencies in classrooms.</p> <p>Developing learner agency through the development of AFoL and student voice. (CoL driver)</p>   |
| <p><b>Goal 7:</b><br/>To review appraisal system to ensure the focus is on quality feedback, goal setting and review</p> | <p>Appraisal will again focus on AFoL capabilities.</p> <p>Team leaders have been interviewed (end 2014) and their aspirations noted. In 2015 2 TLs are enrolled on papers towards their Masters in Educational Leadership, one is doing the Speld training, 2 others are being trained by EA on the AFoL contract.</p> <p>Principal is part way through his appraisal process from an outside provider who will take on the appraisal of the 2 DPs in 2015.</p> | <p>BoT chairperson will appraise Principal and Principal will appraise Senior managers.</p> <p>To sustain the PLD we will be making AFoL capabilities a focus this year for all staff.</p> <p>New staff will be inducted into AFoL.</p> <p>Align the PTC with Tataiako.</p> | <p>Employ an outside appraiser for the Senior Management team.</p> <p>Review of AFoL, ensure this remains the most appropriate appraisal programme.</p> <p>New staff will be inducted into AFoL.</p> <p>Appraisal system updated, moved to individual Google Site, ensure the ownership of the appraisal documents by each staff member, allowing the staff member to maintain appraisal and attestation documentation if they move schools. Moved to a group model for the teaching as inquiry part of the process, with each team reviewing data and selecting a relevant area to inquire into practice.</p> | <p>Work with Kiwischools on further developing the google sites for teachers to control own attestation.</p> <p>PD on linking Tataiako to new professional standards and collectively working on what makes good sources of attestation evidence.</p> <p>Continue with group model linked with ALL and ALiM<br/>Two short and focused teacher inquiries linked to target students in literacy and maths in term 2 and 3</p> |

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| <p><b>Goal 8:</b><br/>Develop a safe and well-resourced environment with a focus on sustainability and the natural environment</p> | <p>Alterations to the Senior playground should be completed by end Feb 2015. The Junior playground is also underway and that and the sandpits are due to be completed in this year.</p> <p>MLE new build expected to begin in April or May this year, completion date February/ March 2016.</p> <p>Review behaviour policy with staff.</p> | <p>Completion of Junior sandpit term one.</p> <p>MLE new build started February, completion date November 2016. Removal of all prefabs on Isobel road side to enable the levelling and weather proofing of school sports fields.</p> <p>Review behaviour policy with staff.</p> | <p>Ongoing review of academic achievement of students in the new MLE class block to ensure the changes to the learning environment are resulting in improved engagement and achievement of students. (this may be a year early to have adequate data to properly assess).</p> <p>Removal of all prefabs on Isobel Road side, to enable the levelling and weather proofing of school sports fields. Develop and modernise rooms 1 and 2 and canteen. The Ministry to repair defects to rooms 9 and 10. Review behaviour policy with staff.</p> | <p>Levelling and weather proofing of school sports fields. Complete the vision from school master plan.</p> <p>Review policies in the annual cycle-examine behaviour policy and procedures with staff.</p>     |
| <p><b>Goal 9:</b><br/>To develop effective communication between the school and its community</p>                                  | <p>To continue with the Board Communication plan developed 2014/2015.</p> <p>Consultation with Community on Health Curriculum (60B Education Act).</p> <p>To cater for our growing Asian roll and fulfil their academic, and social needs to ensure they have a full part in Greenhithe school and community</p>                           | <p>Review Communication plan for 2016</p> <p>To cater for our growing Asian roll and fulfil their academic, and social needs to ensure they have a full part in Greenhithe school and community.</p>  | <p>Consultation with Community on Health Curriculum (60B Education Act)</p> <p>BoT sub-committee established in late 2016 to review communication with parents on a range of issues, including use of apps, regarding donations and direct communication from the BoT.</p>  | <p>Maori consultation will continue with two meetings per year and regular email communication regarding school events</p> <p>BoT continue to monitor communication schedule regarding donations and fees.</p> |

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|  | <p><b>Term 1</b><br/> Parent Interviews (Meet the teacher)<br/> New Families Community Meeting<br/> Dyslexia Parent group meeting (week 7)<br/> BoT hosted parent night (Maths focus Marie Hirst)<br/> Parent Survey (inc. Health and questions on parent interview format following feedback to BoT)<br/> New Entrant parent meeting (week 8)</p> <p><b>Term 2</b><br/> Maori Consultation Meeting (format and timing to be confirmed after talking to the families).<br/> BoT hosted parent night<br/> Dyslexia Parent group meeting. (week 8)<br/> Written report-mid year<br/> Parent Interviews (mid year report and target setting focus).</p> <p><b>Term 3</b><br/> Open afternoon<br/> BoT hosted parent night<br/> Dyslexia Parent group meeting. (week 8)</p> <p><b>Term 4</b><br/> Christmas on the Green<br/> Year 6 Graduation Evening (with parents and students)<br/> Written report - End of year.<br/> On-going communication<br/> Fortnightly newsletter<br/> Skoolbag app.<br/> Newsflashes when required<br/> SEN parent contact and update meetings<br/> OTJ Postcards as required after 1, 2 and 3</p> |  | <p>To introduce new Greenhithe school app to replace the Skoolbag app.</p> | <p>2018 Opportunities<br/> Meet the teacher<br/> Parent Interviews/Student led conferences<br/> Maori Consultation<br/> T2 open day<br/> New Entrant evenings<br/> PTA community events (eg Golf Day)<br/> Written reports<br/> Production<br/> Fortnightly newsletter<br/> Newsflashes<br/> Updated website<br/> Individual class communications, e.g. seesaw<br/> Matariki celebrations<br/> SEN Parent meetings and groups.</p> |
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|   | years at school.   |  |   | National standard monitoring to continue in 2018, except year 1-3 data reported on mid or end of year report, not anniversary postcard  |
| <b>Goal 10</b><br>Review school's ICT/technology infrastructure | <p>Continue to use Google docs throughout entire school.</p> <p>Set up test group in Year 6 class with Chrome books</p> <p>Continue to Research BYOD policy, discussions with HP technology, Kiwischools, Management and staff</p> <p>Look at infrastructure to furnish New MLE block.</p> | <p>Replace MUSAC with eTap and train staff on new system.</p> <p>Update policy</p> <p>Purchase new hardware, update server and infrastructure.</p> <p>Reimage and modernise devices to windows 10. We be looking to assess the effectiveness of the chrome books as a learning tool (if that is possible) which would help guide our future direction in that area, e.g. if we see that they are having significant positive impacts we may target one device per student in the future.</p> | <p>Review eTap and ensure staff able to enter and access data for their students.</p> <p>Digital technology is to become part of the New Zealand Curriculum. We will establish a new position with a job description to design new curriculum content, and develop achievement objectives across the whole learner pathway.</p> <p>Purchase ICT/technology equipment for new block.</p> <p>Use of google sites for teacher appraisal.</p> | <p>Formally integrate digital technology into the curriculum to support young people to develop skills, confidence and interest in digital technologies.</p> <p>Plan the implementation of new digital literacies curriculum component (In school CoL leader assigned to this role)</p> <p>Develop infrastructure for coding, computational thinking opportunities.</p> |