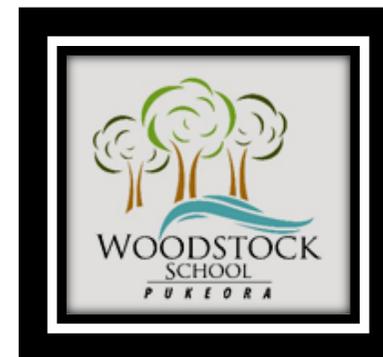


School Charter
Strategic and Annual Plan for
Woodstock School
2018 - 2023



Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

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Section 1: Introductory Section - Strategic Intentions

This outlines the schools overarching aims for students at our school. It includes the principles that guide all our interactions and relationships

Woodstock School 2018 - 23

BRIEF DESCRIPTION OF WOODSTOCK SCHOOL COMMUNITY

Woodstock School is an inner city school, with a decile 5 rating, situated close to the Waikato River and between high and low socio-economic areas i.e. predominately Woodstock, Chartwell and Fairfield suburbs. Consequently, we have large representation of this demography in our student enrolment pattern.

We have had an enrolment scheme in place for a number of years in order to avoid overcrowding at our school. Over 50% of our students are enrolled from within zone and the remainder are from an 'out of zone' situations. A large number of these students originate from the immediate Fairfield area (predominately a low decile area).

Ethnicity:

- 64 % NZ European/Other European
- 20 % Maori
- 4 % Pasifika
- 4% Chinese
- 4 % African
- 2% Indian
- 2 % Other

We have a specialised unit for the physically disabled (Conductive Education) as part of Woodstock School and these students have specialised physical programmes in their unit and are mainstreamed across the school at various times (curriculum and social needs). We also host two Patricia Avenue Satellite Units for ORs funded students (predominantly autistic students) on our school site. These students are also integrated into various aspects of Woodstock School's learning environment.

We have a very supportive community and this is reflected in the effectiveness of Board of Trustees governance of the school and also through the activities of PTA and Whaanau Awhina, which enhance the school's effectiveness in catering for the needs of our students.

Mission Statement	To ensure all of our tamariki achieve success within our culturally dynamic society.
Vision	We aim to help our students contribute positively to their own wellbeing, and that of society and the environment, through our example and our teaching and learning programmes.
Values	<p style="text-align: center;">Respect, honesty, compassion, trust and integrity and</p> <ul style="list-style-type: none"> • Maanakitanga - welcoming all of our guests and new whanau • Whaanaungatanga - connecting with others through shared experience • Kotahitanga – promote unity by all working toward a common goal
Principles	<p><u>Self-Managing (focus 2018)</u></p> <ul style="list-style-type: none"> - being motivated to do our best - demonstrating perseverance in order to achieve - continually developing self-awareness and well-being - showing resilience in difficult situations - being resourceful in solving our own problems <p><u>Participating and Contributing (focus 2017)</u></p> <ul style="list-style-type: none"> - Leadership activities - including others - showing responsibility through thoughts and actions - showing citizenship - being community mindedness <p><u>Building Positive Relationships (focus for 2016)</u></p> <ul style="list-style-type: none"> - developing empathy and respect for other people and cultures - developing a positive self-image - recognising the importance of relationships in the wider world e.g. Science, Environment. Education, the Arts, Technology - developing ability to communicate cooperatively - developing a sense of fairness and social justice <p><u>Thinking Constructively (continual focus)</u></p> <ul style="list-style-type: none"> - being reflective - exploring knowledge - creating new knowledge - being innovative

	<ul style="list-style-type: none"> - being problem solvers - developing creativity <p><u>Being an Effective Communicator (continual focus)</u></p> <ul style="list-style-type: none"> - using the language of each curriculum area to express our knowledge and understandings of the world around us, access new knowledge and interact with others - using appropriate ICT skills to enhance learning and communication
<p>Māori Dimensions and Cultural Diversity</p>	<ul style="list-style-type: none"> • All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values. • Staff members will ensure that students from all cultures are treated with respect and dignity and will work actively towards maximising the potential of each student irrespective of cultural background. • Maori potential approach (Maori potential, cultural advantage, inherent capability). Supporting Maori Students to achieve educational success as Maori • Provision of Te Reo Maori & Tikanga Maori • All staff are expected to develop an awareness of Tikanga Maori and Te Reo Maori and incorporate this awareness into classroom programmes. • Woodstock School promotes understandings consistent with the Treaty of Waitangi. <p>We have:</p> <ul style="list-style-type: none"> • Employed staff members to specific positions with responsibility to incorporate Tikanga Maori throughout the school. • Included a Maori dimension where possible i.e. greetings, commands, language related to everyday objects, days, months, number and into all areas of the curriculum. • Introduced a Woodstock School Mihi Whakataua kawa. • Planning documents include a dimension Maori in teaching programmes. • School curriculum includes the celebrations of events central and important to the position of Maori i.e. Matariki, Kingitanga • Te reo Maori, tikanga Maori, (including visits to the our local Marae) are visible in the school. • Continued with professional development for staff and encouraged an extension of knowledge and skills i.e. Ka Hikitia <p>What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it?</p> <p>All such requests will be given full and careful consideration by the Board of Trustees having regard to;</p> <ul style="list-style-type: none"> • Personnel with the requisite knowledge, skills and qualifications • Overall school financial position • Availability of suitable and appropriate accommodation within the school • Sustainability of request

Section 2: Strategic Planning

This sets out the Boards aims and directions for student progress and achievement for the next 3-5 years

Strategic Aim 1

To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to Curriculum levels.

Strategic Aim 2

To ensure Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori.

Strategic Aim 3

To promote excellence in teaching at Woodstock Primary School.

Strategic Aim 4

To enable students to value, respect and contribute to an ecologically sustainable environment.

Strategic Aim 5

To create an educational learning environment which minimises health and safety risks to staff and students.

Strategic Aim 6

To continually build an inclusive relationship between school and the community.

Strategic Aim 7

To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students and to enhance teaching & learning

Strategic Aim 1 and 2:

- **To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, learning needs and ethnicity as evidenced by progress and achievement in relation to NZ Curriculum levels.**
- **To ensure Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori.**

Strategic Goals	Core Strategies for Achieving Goals 2018 – 2023
<ul style="list-style-type: none"> • To continue to develop an environment which promote student engagement with their learning and improve achievement outcomes for all students • To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to the Curriculum levels. • Support the students in the conductive education unit by providing resourcing to enable the unit to remain open, full time, for 2018 	<p>Woodstock School accepts, values and welcomes all children into the school irrespective of their background, needs or abilities. We aim to be an inclusive school where students achieve to their highest level because they feel safe, affirmed and valued irrespective of their ability or disability, through strong positive relationships with all staff based on mutual respect, high expectations and a relevant and appropriate education delivered by effective teaching. We believe every child has the potential to learn and succeed. We strive to ensure that all students have fair access to a quality education environment to enable them to learn successfully and participate in society.</p> <p align="center">We aim to achieve this by:</p> <ul style="list-style-type: none"> • Continuing to provide an environment where all students feel connected, included and respected. • Ensuring teaching and learning programmes meet the needs of all learners, particularly priority learners. This means extra resourcing for the students in the Conductive Education unit, over and above their funding entitlement, for the 2018 year. • Effectively implementing the NZ Curriculum. • Improving outcomes for all students, particularly our “at risk” learners. • Implement and staff the Conductive Education programme for the students appropriately, according to funding. • Ensuring Maori Students are engaged in their learning and are achieving educational success with pride in their unique identity language and culture as Maori. • Considering what support the local iwi, school kaumatua and Whanau Awhina can provide within the school’s programmes and organisational structures.

	<ul style="list-style-type: none"> • Discovering Maori local history and ensuring our local School Based Curriculum (SBC) document incorporates Tikanga Maori and provides guidance and assistance for teachers in appropriate Maori language and culture for teachers planning classroom curriculum programmes. • Consulting with Maori parents and whaanau. A school wide programme of Te Reo for all students implemented. • Accelerating progress of students performing below expectations. • Reviewing the adequacy of teaching programmes throughout the school. • Enabling students to be engaged as 21st Century learners in an IT world.
Strategic Aim 3 To promote excellence in teaching at Woodstock Primary School.	
Strategic Goal	Core Strategies for Achieving Goals 2018 – 2023
<ul style="list-style-type: none"> • To continue to develop and promote a professional learning community which supports and promotes excellence in teaching. 	<ul style="list-style-type: none"> • Support all teachers to develop their skills, knowledge and practices across all curriculum areas to ensure that a high quality of teaching and learning occurs. • Seek to continually enhance and improve the quality of teaching and learning through the professional learning of staff and the continued development of effective changes in pedagogy. • Ensuring systems are easy to use for the purpose of gathering and collating achievement data. • Gather, collate and analyse achievement data and adjust teaching and learning programmes appropriately. • Identified target groups are being supported by classroom teachers, and teams, to ensure success. • Improve the ICT and e-learning capacity of staff when appropriate, through targeted professional development.

Strategic Aim 4	
To enable students to value, respect and contribute to an ecologically sustainable environment	
Strategic Goals	Core Strategies for Achieving Goals 2018 - 2023
<ul style="list-style-type: none"> • Develop and actively promote the Enviro. Schools programme within the school and wider community. • To enable students to value, respect and contribute to an ecologically sustainable environment. 	<ul style="list-style-type: none"> • Identify and secure the resources needed to allow the Enviro. Schools programme to be implemented effectively school wide. • Ensure any development or redevelopment of buildings grounds and infrastructure of the school aligns with the principles of Environmental Education. • Extend our current culture of self-review to include environmental education and promote continuous improvements in the area. • Continue to sustain our gold status. • Resource Enviro. School appropriately.
Strategic Aim 5	
To create an educational learning environment which minimizes health and safety risks to staff and students.	
Strategic Goal	Core Strategies for Achieving Goals 2018 - 2023
<ul style="list-style-type: none"> • Regularly review and minimise risks to staff and students • To incorporate the values and practices of a “Sunsafe School” 	<ul style="list-style-type: none"> • To ensure the schools preparedness for emergencies • To continue to review the schools Health & Well-Being Systems & Inclusive Schools Practices • To continue to increase the number of shaded areas around the school so that the students can eat and play in a shaded area
Strategic Aim 6	
To continually build an inclusive relationship between school and the community.	
Strategic Goal	Core Strategies for Achieving Goals 2018 - 2023
<ul style="list-style-type: none"> • Continue to monitor current situation and develop our plan for enhancing our 	<ul style="list-style-type: none"> • Enhance existing relationships between home and school • Continue with our student-led conferences • Develop new ways for involving parents and whaanau in the learning of their children.

<p>already established relationships</p>	<ul style="list-style-type: none"> • Promote the school positively in the wider community • Strengthen links and relationships with other schools and Early Education Centres in the community.
<p>Strategic Aim 7</p> <p>To ensure school finances, personnel and property are effectively managed to support the educational outcomes of students and to enhance teaching and learning</p>	
<p>Strategic Goal</p>	<p>Core Strategies for Achieving Goals</p> <p>2018 - 2023</p>
<ul style="list-style-type: none"> • Continually review and, if necessary, redesign management procedures for finances, personnel and property. 	<ul style="list-style-type: none"> • Operate within annual grants. • To revise the 10yr/5yr property plan and identify priority capital works programme. Upgrade the school buildings facilities for teaching & learning. • To refurbish and upgrade classrooms and buildings according to 5YA programme. • When a vacancy arises within the school, give consideration to the needs of the school and our students. • To ensure that the professional appraisal system and process is fully implemented incorporating self-review aligned with annual strategic goals. • To ensure Professional Development is resourced appropriately and adequately to maintain a high standard of teaching practice.

Section 3: Annual Planning

Domain	Strategic Goal 1 & 2	Target	Short Report November 2018
<p>Students' Learning and Engagement</p>	<ul style="list-style-type: none"> • To continue to develop an environment which promotes student engagement with their learning and improve achievement outcomes for all students. • To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their year level, their special learning needs and ethnicity as evidenced by progress and achievement in relation to curriculum levels 	<ul style="list-style-type: none"> • Target groups • Teaching and learning action research cycles • Instructional groups • Student agency relating their learning • Self and peer assessment • Key competencies are integrated into all curriculum areas • Within our school context our focus is to sustain improvements in Oracy, Reading, Writing, and Mathematics across the school. • Data recorded below was used to set specific targets for 2018. These targets are also recorded below. • As a school we are able to identify these target students as individuals and not just a number, or proportion of a groups. Historically, these students have underachieved since entering school, despite the many interventions implemented. Often these students entered school with little, or no preschool experience. 	

2017 End of the year National Standards progress and achievement levels

Mathematics Data 2017

2017

77 % of all students = at or above

66 % of Maori students = at or above

75 % of Pasifika students = at or above

90 % of Asian students = at or above

80 % of European/Pākehā/ Other European students = at or above

77 % of male students = at or above

77 % of female students = at or above

Overview

Generally, students are achieving at least 75% at or above the Curriculum levels, with the exception of Maori (66%). The lowest performing cohort was the 2017 Y.4 at 71%. The highest performing cohort was 2017 Y.6 at 80%.

The specific target in Mathematics for 2018 is to achieve accelerated learning and achievement for Maori students and the current Y. 5 students

Reading Data 2017

2017

80 % of all students = at or above

82 % of Maori students = at or above

75 % of Pasifika students = at or above

86 % of Asian students = at or above

83 % of European/Pākehā/ Other European students = at or above

80 % of male students = at or above

82 % of female students = at or above

Overview

Generally, all students are achieving at 80% at or above the Curriculum levels, with the exception of Pasifika at 75%. The lowest performing cohort were 2017 Y1 at 67%. The highest performing cohorts were the 2017 Y.2 and Y.4 at 90%.

The specific target in Reading for 2018 is to achieve accelerated learning and achievement for students currently in Y.2 and for the two underachieving Pasifika students.

Writing Data 2017

2017

66 % of all students = at or above

57 % of Maori students = at or above

80 % of Pasifika students = at or above

65 % of Asian students = at or above

65 % of European/Pākehā/ Other European students = at or above

60 % of male students = at or above

74 % of female students = at or above

Overview

Generally, all students are achieving at 65% at or above the Curriculum levels, with the exception of boys (60%) and Maori (57%).

The lowest performing cohort was the 2017 Y4 at 61% and the highest performing cohort was 2017 Y.1 at 80%.

The specific target in Writing for 2018 is to achieve accelerated learning and achievement for Maori boys.

Domain	Strategic Goal 3	Target	Short Report November 2017
<p>Excellence in Teaching</p>	<ul style="list-style-type: none"> To continue to develop and promote a professional learning community which supports and promotes excellence in teaching. 	<ul style="list-style-type: none"> To ensure quality professional development is implemented to support learning achievement at Woodstock Primary School and promote a professional learning community which supports excellence in teaching. Support all teachers to develop their knowledge, skills and practices to ensure that high quality teaching and learning occurs Seek to continually enhance the quality of teaching through professional development. <p>Purpose of the Professional Development:</p> <ul style="list-style-type: none"> To improve student achievement in by building capacity, collectively and individually, in the teaching of Oracy, Reading, Writing and Mathematics through supporting teachers to examine their classroom practice. This examination will be achieved through teachers identifying target students in the identified areas and completing an action research project involving these students. The effective practices identified through this process should extend to all students. The action research cycle will consist of each classroom teacher: 	

		<ul style="list-style-type: none"> Identifying two students. These students have been chosen as a result of the analysis of 2017 end of year progress and achievement data. Identifying their strengths Identifying their areas of need Identifying the next learning steps for them Identifying modifications to teaching practice to achieve these next learning steps Identifying support needed to achieve these teaching modifications Identifying the impact of these teaching modifications on these student's progress and achievement. 	
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Professional Development 2018

Term 1 Oracy/Writing All data, planning for documents and action plans to be kept together in individual teacher's appraisal folder.			
Action	Personal	Date	Action required before next workshop
<p>Before the staff meeting all teachers to identify two target students. These may change after the meeting, but come to the meeting with two students at the forefront of your mind and bring any data you have for these students.</p> <p>During this staff meeting we will:</p> <ul style="list-style-type: none"> Examine the requirements of the School Based Curriculum in Writing Review feedback requirements Review how to set up books 	<p>All staff Session lead by Jenny.</p>	<p>Week 2 7 February</p>	<p>All teachers examine class data (e.g. anecdotal notes, observations, formal assessments) and decide on their target students, ensuring these students are priority learners.</p> <p>With the support of the syndicate fill out sections 1- 5 of the "Planning for Written Language" document before the next staff meeting. i.e.</p> <ol style="list-style-type: none"> Look at the data. Identify what the students can do. What evidence of learning needs do you have?

<ul style="list-style-type: none"> • Discuss a new strategy of identifying what the students and their peers are checking for before they start to write • Discuss the difference between experimental, emergent and skilled writers Emergent – controls a few skills and may be making a few choices about how to present their work. Main focus at the beginning of this level is phoneme-grapheme relationship. Experimental – controls enough skills to be making choices about how to present certain aspects of their writing. There is often an over use of certain skills e.g. too many adjectives, too much information and redundant words and phrases. Skilled – can control enough skills to show evidence of making many choices about how to present their message. Length is not such a consideration; it is more about the effectiveness of meeting the purpose of the writing. • Revisit the oracy strategies of thumbs up and talk moves • Discuss with a colleague why you have chosen the two students you have as your target students in Writing. 			<p>4. Immediate focus – learning intention (choose one as well as a feedback focus) 5. Based on this information, decide on a strategy that you think will be the most effective in order to teach the identified need. (Action research: professional learning goal)</p> <p>Gather a sample of writing from your target students and give to Margaret Tay by the afternoon of 23 February (end of week 4).</p>
Enviro School Meeting	All staff lead by Danni	Week 6 7 March	
Portfolio Writing	All staff	Week 7 Beginning 12 March	Portfolio sample administered during week 7. Sample to be based on a visual static image from the “Big Learning.”
Moderation of Writing	All staff Session lead by Jenny.	Week 8 21 March	Use the information from the staff meeting to finalise your “Planning for Writing Sheets.”

<ol style="list-style-type: none"> 1. In your group sort the 6-7 pieces of writing into one of these categories: experimental, emergent or skilled. 2. Report back to the group as a whole and ensure agreement is found across the school. 3. Back in your groups, under the headings, record what it is the writer is doing, both the positive and the negative. Use the glossary to support your choices. 4. Report back to group on the criteria you have listed – discuss. 5. Teachers record the details of their students on the marking sheet. 6. In your original groups decide where the writing best fits in relation to the Curriculum levels. 			Identify any challenges your target students may have with Spelling.
School wide moderation process for all students	All staff Session lead by Jenny.	Week 8 21 March	
School wide moderation process for all students	All staff Session lead by Jenny.	Week 9 25 March	Classroom observations by Kym and Maree of target students in Writing.
Planning for the big learning	Session lead by Chris	Week 11 Monday 9 May	
Term 2 Oracy/Reading (To be confirmed) All data, planning for documents and action plans to be kept together in individual teacher's appraisal folder.			
Bring data for your target students in Reading During this staff meeting we will: <ul style="list-style-type: none"> • Examine the requirements of the School Based Curriculum in Reading • Revisit the oracy strategies of the word wall and shared book 	All staff Session lead by Chris	Week 1 4 May	

<ul style="list-style-type: none"> Discuss with a colleague why you have chosen the two students you have as your target students in Reading. 			
All staff to present and discuss the value of the reading activities they have chosen to support their target students.	Session lead by Maree	Week 3 16 May	
Review Alison Davies reading strategies in the junior school and discuss how to utilise them effectively in your Reading programmes, with particular emphasis on your target student.	Session lead by Caitlin and Bridget	Week 5 30 May	
Review Alison Davies reading strategies in the senior school and discuss how to utilise them effectively in your Reading programmes, with particular emphasis on your target student.	Session lead by Chris and Kirsty	Week 8 20 June	Decide in your syndicates what needs to be your focus in Mathematics for the following term and email your requirements to Kym before the end of Term 3.
Planning for the big learning	Session lead by Chris	Week 9 27 June	
Enviro. Schools	All staff Session lead by Danni	Week 10 Monday 2 July	
Term 3 Oracy/Maths All data, planning for documents and action plans to be kept together in individual teacher's appraisal folder.			
Bring data for your target students in Mathematics During this staff meeting we will: <ul style="list-style-type: none"> Examine the requirements of the School Based Curriculum in Mathematics Revisit the oracy strategies of the photo essay Discuss with a colleague why you have chosen the two students you have as your target students in Mathematics. 	Session lead by Kym	Week 1 25 July	

Session designed to support the syndicate, and individual teachers, to continue to meet the needs of their students.	Rimu Syndicate Session lead by Kym and Tracey	Week 3 8 August	
Session designed to support the syndicate, and individual teachers, to continue to meet the needs of their students.	Kauri Syndicate Session lead by Kym and Chris	Week 4 15 August	
Session designed to support the syndicate, and individual teachers, to continue to meet the needs of their students.	Pohutukawa Syndicate Session lead by Kym and Kirsty	Week 5 22 August	
Term 4			
	All teachers	Before week 3 of term 4	Reflect on target group data and write up your action research ready for presentation at your syndicate meeting. As a syndicate prepare a 20-minute presentation, which demonstrates the challenges you have overcome, and those that you are still dealing with, in relation to your target students.
Presentations of this year's action research. This research is to be presented as a syndicate and each syndicate will present for approximately 20 minutes.	All teachers	Week 3 31 October	

Other 2018 Key Improvement Strategies to Achieve Strategic Vision			
Domain	Strategic Goals	Outcomes	Short Report November 2018
Sustainable Environment	<p>4 Develop and actively promote the Enviro. Schools programme within the school and wider community.</p> <p>To enable students to value, respect and contribute to an ecologically sustainable environment.</p>	<ul style="list-style-type: none"> • A management unit is given to teachers to lead the school in the Enviro. School Project • To review and reflect upon our current practices • To re-establish, teach and nurture these practices • To look forward - implementing new initiatives based on the current and future needs of Woodstock School that are identified, researched and actioned by the students, with support from the community. <p>To focus on carrying out environmental education in, about and for the following areas of school life . . .</p> <ul style="list-style-type: none"> • Organisation Management • Physical Surroundings • Operational Practices • Creating a Living Curriculum in relation to the current environmental needs of the school community. These include: <ol style="list-style-type: none"> 1. Our current practices and learning 2. New initiatives based on our current needs e.g. the new Enviro Area that is in the planning stages. 	
Health and Safety	<p>5 Regularly review and minimise risks to staff and students</p>	<ul style="list-style-type: none"> • School documents are revised and published. • Staff, students and parents are all familiar with policies/procedures and well prepared. • Staff trained appropriately. • Surveys are taken into consideration in the H & B review. • Plan for the future set in place. • Peer mediation system in place and operating at senior student levels. 	

Community Involvement	<p style="text-align: center;">6</p> <p>Continue to investigate current situation and develop our plan for enhancing our already established relationships</p>	<ul style="list-style-type: none"> • Community consultation undertaken in July 2017 underpins the direction of our strategic plan. We engage in a formal consultation plan every three years. • School wide consultation including the BOT, staff and students • Encouragement of parents of Maori students to become Board of Trustees members • Establishing a school Whanau Awhina Committee • Establishing the unique and valued position of School Kaumatua for advice and guidance on all things valued in the Tainui Iwi • Report evenings • Newsletters • School events • Informal dealings with families • Open door policy 	
Property, Finance and Personnel	<p style="text-align: center;">7</p> <p>Continually review and, if necessary, redesign management procedures for finances, personnel and property.</p>	<ul style="list-style-type: none"> • Appoint appropriate staffing to achieve the strategic goals of the school. • Ensure capital needed to upgrade key identified projects is made available from the Board's reserves while also ensuring that board reserves are not exhausted or go into overuse by maintaining a net cash position of \$75,000.00 <p>We began revising our 10yr & 5YA plan in term 1 2017. We met with MOE and are hoping to have the plan signed off by the end of term 1 2018 and ready to begin implementing in term 2 2018. In our 10YPP, we will prioritise:</p> <ul style="list-style-type: none"> • health and safety work that keeps buildings safe • essential infrastructure works • plan for maintenance work • plan for any potential changes in roll numbers • plan to modernise learning spaces • request other capital funding, if available, such as new teaching space for roll growth. <p>Our Property Occupancy Document (POD) requires us to have a 10YPP.</p>	

		<p>We will formally submit a new 10YPP to MOE every 5 years as part of getting approval for our 5 Year Agreement (5YA) funding.</p> <p>Our 10YPP helps ensure that our school buildings are maintained and can support twenty-first century teaching and learning.</p>	
		<p>Other consideration:</p> <ul style="list-style-type: none"> • Asset register kept updated. • Continue to update furniture in all classrooms. • Continue to upgrade the external environment of the school. • Complete the upgrade of room 1a • Complete the new playground project. 	

