



OUR LADY OF LOURDES SCHOOL

Strategic and Annual Plan for Te kura o to Matou Wahine o Ruata 2020 - 2022

CHARISM	OUR MISSION	OUR VISION
<p>The Mercy Sisters legacy of:</p> <ul style="list-style-type: none"> ★ Respect ★ Compassion ★ Hospitality ★ Social Justice ★ Service ★ Excellence 	<p>MERCY IN ACTION - To Live, Love, Learn the Mercy way</p>	<p>Inspired by our Catholic faith to LIVE, LEARN, LOVE with Mercy Hearts to be:</p> <ul style="list-style-type: none"> ★ COLLABORATIVE ★ CULTURALLY INCLUSIVE ★ RESILIENT ★ CREATIVE ★ REFLECTIVE <p>witnesses</p>

We are a Mercy school founded in 1951 by the Mercy Sisters. Our Lady of Lourdes school is proudly Catholic. The school exists to provide the best possible education for our ākonga. This means that we set out to provide an environment which enables our tamariki to reach their full potential as 'We are made in the Image and likeness of God'. The Mercy values we live by are based on the life and teachings of Jesus Christ and all ākonga are witnesses to our catholic heritage and faith through an explicit teaching of the Religious Education programme and our Catholic Social Teachings as we live, love, learn the Mercy way.

The cultural dynamics of the school is as follows: Asian - 20%, Māori 15%, MELAA 1%, New Zealand /European - 42%, Pasifika -22%

Facilities: We have the gift of our Church within the school grounds. This is supported by six full teaching spaces with numerous upgrades taking place over the next two years. In addition to the teaching spaces we have a library and a large school hall. The administration facilities include two office areas, a staffroom and a separate general office. There is also a large field, a junior and a senior playground, netball / tennis courts and a much used swimming pool.

<p>Māori Dimensions and Cultural Diversity</p>	<p>Our Māori Dimensions are reflected by:</p> <p>We recognise the unique position of Bi Cultural Heritage and our responsibilities as a Crown Entity to our Māori faith, culture and heritage.</p> <p>We are developing and promoting an awareness of tikanga Māori and te reo Māori in order to provide the means for fostering better cultural understanding of the Treaty of Waitangi.</p> <p>We have prioritised developing our Cultural Competencies over the next three years. Partnership work began previously and we are working with Rangitane to build those important bi-cultural connections and relationships with Te Rangimarie Marae. All tamariki are able to share their personal and school pepeha.</p> <p>Ka Hikitia – Managing for Success, Tataiako - Cultural Competencies underpin our Māori Development Plan</p> <p>https://teachingcouncil.nz/required/Tataiako.pdf</p>	<p>We recognise Cultural diversity by:</p> <p>All cultures within the school are valued and accepted through active encouragement of an inclusive Mercy school culture and ethos.</p> <p>Staff ensure that tamariki from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.</p> <p>Every teacher/kaiako oversees one cultural group, connecting and building partnerships every term.</p> <p>Every year there are opportunities to connect with whanau and celebrate each others cultures, traditions and rituals.</p>	<p>We show Equity by:</p> <p>Equity objectives underpin all activities. The school's policies and practices seek to achieve equitable outcomes for students of both sexes, all ethnic, cultural, social, family and class backgrounds whatever their abilities and disabilities.</p> <p>Our Pastoral Team - to work towards a school of equity - linked to our Catholic Social Justice principles -</p> <p>SEE, JUDGE, ACT - is the process of Catholic Social Teachings will be our process in which we live out our Mercy values.</p>
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<p>Guiding Principles</p> <p>MERCY</p> <p>High Expectations</p> <p>Treaty of Waitangi</p> <p>Cultural Diversity</p> <p>Inclusion</p> <p>Learning to Learn</p> <p>Community Engagement</p> <p>Coherence</p> <p>Future Focused</p>	<p>Our WHY. We believe that...</p> <p>All children/tamariki have the right to Live, Love and Learn the Mercy way as 'we are all made in the Image and Likeness of God.' <i>This is evidenced through everything we do and say.</i></p> <p>We will endeavour to live our Charism, Mission and Vision. Tamariki should be given all the opportunities to reach their learning potential. We will begin to articulate our school's local curriculum in regards to the Principles of our Curriculum.</p> <p>We have HIGH EXPECTATIONS for all</p> <p>We celebrate our BI CULTURAL Heritage upholding our obligations under the Te Tiriti o te Waitangi.</p> <p>We celebrate CULTURAL DIVERSITY within an INCLUSIVE Mercy environment which displays our Hospitality and Catholic Social Teachings to all.</p> <p>We value and nurture LEARNERS and work to develop programmes so we can all develop to be all that God intended us to be.</p> <p>We will work on building a trustworthy, collaborative and KIND community all areas of school life</p> <p>Consolidation of effective systems and explicit teachings will enable a sense of COHERENCE</p>	<p>The HOW. We will do this by...</p> <p>The school/kura recognises and works to live out the school's Charism and Mission in all aspects ie: in our school/kura policies, procedures, and lived behaviour management strategies.</p> <p>Our school/kura responds to the National Education Priorities</p> <p>The school recognises the need to integrate Te Ao Māori into policies, procedures, teaching and learning programmes. Our mission is to ensure Catholic and Māori are side by side.</p> <p>Our goal is to develop a robust system for our Mercy values in and around the school</p> <p>The Local Curriculum is being developed however the Board acknowledges that this is not a quick process, as many paths need to be taken. The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period.</p> <p>Reports from reviews will form the basis for deciding priorities for school development and improvement.</p> <p>The Board will adhere to the Ministry of Education's assessments. Reports to parents will be undertaken twice a year with reference aligned with assessments regarding curriculum levels.</p>	<p>The WHAT. We show our WHY has been successful by...</p> <p>The visible living out of our Mercy Charism, Mission, Values and Vision. Linked to our newly revised Behaviour Management documentation.</p> <p>The ongoing development of our Local Curriculum so that it is a lived document in the school.</p> <p>The ongoing relationship building for Te Rangimarie marae and those natural partnerships with iwi.</p> <p>Effective analysing children/tamariki outcomes and achievements against previous year assessments and set goals. ESOL and Priority ākonga to be monitored.</p> <p>Explicit invitations to hear parent and whanau voice will be a focus</p> <p>Scheduled Board reviews: effective Internal and External reviews will take place.</p> <p>Review of the previous Catholic and the ERO recommendations/and linked to our Charter, Annual plans and</p> <p>Student Attendance rates will be monitored.</p> <p>Explicit and effective principal and teacher inquiry/Appraisals. Priorities to be set, time and financial support for affective change.</p>
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CATHOLIC DEVELOPMENT PLAN 2020-2023

Schools are asked to consider and demonstrate the ways in which they provide for their students:

- *an encounter with Christ, growth in knowledge, and the development of Christian witness.*

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
<p><u>Dimension 1:</u></p> <p>Tu Tūtaki ki a te Karaiti</p> <p><i>Encounter with Christ</i></p>	<p>3. Faith-based Leadership</p> <p>How effectively does faith-based leadership effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ?</p>	<p>2. Evangelisation</p> <p>How effectively does the school, through its practices and communications, facilitate an encounter with Christ and spread the Good News to both church and unchurched members of the community?</p>	<p>1. Spiritual Formation</p> <p>How effectively does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ?</p>	

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
<u>Staff Professional Development</u>	<p>Staff Retreat Review of all Mercy values PD: Te Rangimarie Marae DRS/Principal Conference Support Staff, Teacher Aides conference * PPD Human Sexuality development - all staff Four teachers - Certificate in RE Principal: PGCCL, NZCPA, Review Certification levels Term 3</p>	<p>Staff Retreat - Home of Compassion PD: Address deficits with Certification levels</p>	Staff RE paper.	
<u>Dimension 2:</u> Te Whakatupu mā te Mātauranga Growth in Knowledge	2. Religious Education How effectively is the Religious Education programme given high status, and what evidence is there that it is soundly managed, appropriately resourced, and professionally delivered by qualified kaiako (teachers)?		3. Catholic Curriculum How effectively is the Catholic worldview integrated into the daily practices of the school and into all curriculum areas?	1. Leadership How does effective leadership enable growth in knowledge and understanding, which are necessary factors in the disciple's journey?
<u>Dimension 3:</u> Te whakaatu karaitiana Christian Witness	2. Partnership and Collaboration <i>Recognising that education is a collaborative responsibility, how effectively does the school build strong commitments to all the groups it relates to including its whānau, its parish. How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand?</i>		5. Service and Outreach Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities in the Gospel message, and grow the practice and understanding of caring for others?	
<u>Dimension 4:</u> Te Kaitiakitanga me te whakapakari/ te tuakiri katorika Safeguarding and Strengthening Catholic Character	1. Stewardship How effectively does Governance and management safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?			

CATHOLIC STRATEGIC ANNUAL PLAN 2020

<u>2020</u>	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u>	<u>Monitoring and evaluating impact/ Resources</u>
<p><u>Dimension 1:</u> Tu Tūtaki ki a te Karaiti</p> <p>Encounter with Christ</p>	<p>3. Faith-based Leadership</p> <p>How effectively does faith-based leadership effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ?</p>	<p><i>The principal, supported by the senior leadership team, is able to articulate and promote a faith-based vision for the school.</i></p> <p><i>Children can articulate the Mercy values and expectations</i></p> <p><i>Develop all Kaiako with 464 (Tagged) positions to accept their significant role in the evangelisation of ākongā.</i></p>	<p><i>The principal and the DRS work collaboratively to lead the development of Catholic Special Character.</i></p> <p><i>Cohesive messages are displayed throughout the school and teachers and students can articulate the meaning of these messages.</i></p> <p><i>An Explicit and authentic behaviour plan is developed that reflects the Mercy Values and our Catholic Social teachings.</i></p> <p><i>Staff are mentored around living into the Mercy values.</i></p>	<p>The role of the DRS is promoted within all school decision making. The DRS and Principal have developed a trusting and respectful relationship. This is supported by the Tagged teachers and all staff. The Code of Ethics, our Mercy founders are part of our conversations.</p> <p>The Charism, Mission and Vision of the school is consistently shared with all members of our community To LIVE, LEARN and LOVE the Mercy way underpins our Behaviour plan. Year 6 voice was involved in building this - linked to our 2030 OECD Education Key Competencies. A Mercy overview linking in CST was developed, linked to our Mercy values.</p> <p>The year began with a staff retreat - building on from this a review of our Mercy Charism, Mission and values... explicit understanding of the role of the staff at OLOL. All staff fully supported the sacramental programme alongside the parish. Continual conversations with all for Living, Learning and Loving the Mercy way.</p>
<u>2020</u>	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u>	<u>Monitoring and evaluating impact/ Resources</u>
<p><u>Dimension 2:</u> Te Whakatupu mā te Mātauranga Growth in Knowledge</p>	<p>2. Religious Education</p> <p>How effectively is the Religious Education programme given high status, and what evidence is there that it is soundly managed, appropriately resourced, and professionally delivered by qualified kaiako (teachers)?</p>	<p><i>For our Catholic lens to be authentic and visible throughout all curriculum areas. Natural links are made throughout all aspects of school life.</i></p> <p><i>Planning, assessment, evaluation and reporting procedures are at least as effective and professional as those in other learning areas,</i></p>	<p><i>Policies and procedures reflect Catholic teaching and the school's Gospel values and tie to the vision of the school.</i></p> <p><i>Curriculum planning templates acknowledge the vision and values for the school in all curricula areas.</i></p> <p><i>A review of progress reports will be undertaken so they inform whānau of achievement in both</i></p>	<p>Began working with the Diocese in regards to School Docs. Limitations to add an authentic Catholic lens. Reviewing Curriculum Expectations/ Statements so there is authenticity here. Review of Pastoral Care, Special Character and RE. Links to the OECD 2030 Curriculum as well. Monthly review of policies, linking to our Gospel values.</p> <p>Work continues to be refined in regards to school wide documents - with Curriculum documents reflect the Mercy values and is tied to the pursuit of the overall vision for the school.</p> <p>Mid year, due to COVID 19, this is yet to take place - a self assessment of the Mercy values. We are looking at</p>

			<p>Catholic Character and Religious Education curriculum.</p> <p>A review of all Teachers certification planning - map out of the next three years development for individual teachers.</p>	<p>the use of the Seesaw App to develop assessment of RE and Catholic Character progress to whānau.</p> <p>Four teachers are undertaking professional development towards postgraduate work. A review of certification levels is underway with areas of development being highlighted.</p> <p>For teachers the DRS will focus on the Understanding Sexuality Framework in Term 3 and Term 4 work with the senior management team was undertaken linked to a review of our school wide Health programme.</p> <p>Staff were introduced to the new Relationships and Sexuality Education guidebook and the DRS led us through the powerpoints.</p>
2020	Investigating	Collaborative Sense Making	Prioritising to take action	Monitoring and evaluating impact
<p>Dimension 3: Te whakatau karaitiana Christian Witness</p>	<p>2. Partnership and Collaboration</p> <p>How effectively does the school build strong commitments to all the groups it relates to including its whānau, its parish.</p> <p>3. Te Tiriti o Waitangi</p> <p>How effectively does the school, as an authentic Catholic community, demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi.</p>	<p>Acknowledge whānau are the first educators of their tamariki in a variety of ways</p> <p>The school operates and educates in culturally appropriate ways.</p> <p>The school has a commitment to, and educates for, a deeper understanding of the principles of Te Tiriti o Waitangi, and the bicultural history of Aotearoa New Zealand.</p>	<p>Communication channels are effective, accessible to all.</p> <p>The parent body is consulted and communicated with in culturally appropriate ways. Wherever possible parents' ideas are incorporated into the life of the school.</p> <p>This new understanding will be reflected in all documents, policies and procedures</p>	<p>Due to the unprecedented lockdown we began to develop our Seesaw school App understanding, school website, Assembly emails and our school facebook page to build valuable connections with whānau. Teachers shared prayers, liturgies and resources with families via Seesaw. From Term 3, Seesaw has been used for real time reporting to whānau. We will continue to use this for our final end of year reporting. Excellent engagement with this from our community. End of Term 3 - Catholic Community Survey was completed - only 6 responses, will evaluate how to do this more effectively next time</p> <p>The staff reviewed the expectations of our teaching under the Treaty of Waitangi - this will be an ongoing focus for us all. In Term one, there was a focus supported throughout the year with Turangawaewae - I belong. The aim is to LIVE, LEARN and LOVE with a Catholic and Māori lens.</p> <p>Turangawaewae, Belonging, has been an overarching theme for the year.</p>
<p>Dimension 4: Te Kaitiakitanga me te whakapakari/ te</p>	<p>1. Stewardship</p> <p>How effectively does Governance and management</p>	<p>The Board has a rolling plan for Catholic Character internal evaluation, which ensures the review of one of the main</p>	<p>The Board of Trustees ensure that the vision and strategic direction for the school clearly and</p>	<p>Again due to Covid 19 there has been no internal review - this will need to be addressed in the June meeting.</p>

tuakiri katorika Safeguarding and Strengthening Catholic Character	safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?	dimensions of Catholic Character each year. The review involves staff, ākonga, whānau and parish personnel.	<i>explicitly reflect the Catholic Character of the school.</i> <i>BOT Proprietor Reps recognise their role in assisting the Principal. eg the Prop. REP. Reports.</i>	All Proprietors Appointees and Board Governance tasks have been collaboratively completed and shared.
	2. Legal Obligations	<i>Catholic Character responsibilities at Board and staff level are clearly understood, and are reviewed on a regular basis.</i>	The school's annual budget provides separate funding lines for Catholic Character and for Religious Education.	Appropriate funding has been allocated to development of professional learning, resources and growth for all.

<https://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

MĀORI STRATEGIC ACTION PLAN 2020-2022 (TBC)

'Ka hikitia' means to step up, to lift up or to lengthen one's stride. Here, it means stepping up how the education system performs to ensure Māori students are enjoying and achieving education success as Māori. To achieve this, the system must fit the student rather than making the student fit the system.

TREATY OF WAITANGI

	NOTICING/ INVESTIGATING	COLLABORATIVE SENSEMAKING	PRIORITISING TO TAKE ACTION
<p>How the principles of the Treaty of Waitangi (the Treaty) are applied in education.</p> <p>The rights and duties that stem from the principles of the Treaty include ensuring the position of Māori is considered fairly when developing policies and funding.</p>	<p>A deficit in our understanding of the Te Tiriti o Waitangi/ Treaty of Waitangi and the underlying principles as a Crown Entity</p> <p>Developing relationships with local iwi and hapu</p>	<p>Employed Pania to support this cultural awareness and understanding</p> <p>Pania a session around Crown Entity - Principles of PARTNERSHIP PROTECTION and PARTICIPATION</p>	<p>In 2019 - Term 3 and 4 work with Pania on the Principles Term 4: BOT and staff to Te Rangimarie Marae</p> <p>In 2020 - Term 1: Turangawaewae - BELONGING Powhiri, Pepeha, haka, STEWARDSHIP, environments</p> <p>Half the school completed a visit to Te Rangimarie Marae</p> <p>Term 3 /4 - reestablish and rebuild our relationships with Te Rangimarie Marae</p> <p>Continue to foster successful programmes for the natural participation of Māori into the classroom Term 2; Begin initial Māori Strategic Plan - for 2020-2022</p> <p>Term 3 and 4 - invite our Māori to our kura to hear their voices - their aspirations for our tamariki... shared kai Review at the end of the year in alignment with the CDP and the AP.</p> <p>2021 - review the TOW/ - with all staff during SOD - Annual Goals</p> <p><i>Matariki - school mass/</i></p> <p><i>School marae visit Term 1 - linking to our community</i></p>

OUR LADY OF LOURDES STRATEGIC PLAN (CHARTER) 2020-2023

School Priorities 2020-2023 - linked to our Catholic Kahui Ako goals			
Strategic Priority	2020	2021	2022
D1: Stewardship	Schools Docs is shared, linked to our Catholic teachings, Mercy and Gospel values and shared with our community PROPERTY DEVELOPMENT in the school - working with the Diocese		
D2: Leadership for Equity and Excellence	A consolidated Charism, Mission and Vision, Key Competencies and Principles to underpin our school documents - linked to a reviewed Behaviour Management Plan	Consolidated 21st Century Key Competencies, Curriculum Implementation plan	
		Ongoing consultations with key Stakeholders	
D3: Educationally Powerful Learning	Increase communication and relationships to engage the school community Look at critical Transition stages Kahui Ako Updated SMS - Assembly	Continue to work on Cultural Competencies of all staff Move to Digital Platforms for communication- linking in our roles of Stewardship/ Laudato Si	
D4: Responsive Curriculum	Development of a consolidated Local Curriculum - Māori Cultural Competencies, Mārae,		Review all curricula areas and priorities
	READING YEAR 0-2 Linked to Play Based learning WRITING: Year 6 ākonga - with resources including the Writing Toolbox MATHS: Year 3-5 ākonga, especially our Priority learners Digital Technology: Assessment criteria to use in reporting - mandated in 2020		
D5: Professional capability & Collective capacity	Review of all Catholic Certification levels Effective Appraisal systems in place, linked with the Catholic Elaborations and Teaching Standards		
Hauora	You Can Do It - Resilience programme Wellbeing survey Keeping ourselves safe programme	Hauora indicators - linked to our Catholic Myself and Others programme Catholic Review	

Strategic Goals 2020-2023 *(using the School Evaluation Indicators)*

Domain 1: Stewardship	Domain 2: Leadership for Equity and Excellence	Domain 3: Educationally Powerful Learning	Domain 4: Responsive Curriculum, effective teaching	Domain 5: Professional capability and collective capacity/ INQUIRY	HAUORA/ Wellbeing
1.4 The Board effectively meets statutory responsibilities	Leadership: 2.1 collaboratively pursues the school vision, goals and targets	3.4 Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners.	4.1 Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and/or Te Marautanga o Aotearoa /Linked to our Catholic Development goals	5.4 Access to relevant expertise builds capability for ongoing improvement and innovation	6.1 To promote the health and wellbeing of all through the introduction of robust systems to monitor, support and improve their hauora now and into the future

Core Strategies/Indicators to achieve these goals over 2020-2023

1.The Board ensures it meets all its statutory responsibilities. The school policies and procedures are coherent and reflects our Catholic school. The school provides a physically and safe environment for all.	REFER to the Catholic Development Plan and ERO recommendations 2.1 Leadership: seeks the perspectives and aspirations of all as part of the development of the school's vision, values, strategic direction, goals and priorities.	3.1 Leaders and teachers collaborate and build mutually respectful (mana enhancing) relationships to improve learning and behaviour. School and community work together to make effective transitions into and out of school.	4.1 Curriculum design is responsive and ensures that every student makes sufficient progress. Promote success for Māori as Māori. Review Maori achievement development	5. 1 A deliberate approach is taken to building internal professional leadership capacity. 5.2 Distributed leadership ensures continuity and coherence across curriculum and learning programmes and supports sustainability.	Regularly review aspects of pastoral care and behaviour management Provide ākonga with opportunities to enhance social leadership responsibilities Implement the Health and Safety at work Act as it pertains to a school environment.
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OUR ANNUAL GOALS FOR 2020

Domain 1: Stewardship	Domain 2: Leadership for Equity and Excellence	Domain 3: Educationally Powerful Learning	Domain 4: Responsive Curriculum	Domain 5: Professional capability and collective capacity/ INQUIRY	HAUORA/ Wellbeing
1.1/4 The Board works to SERVE all the community in it's role of Governance: Completing School Docs and updating all policies. Work with the Parish and the Diocesan in all property work	2.1 An explicit set of work on the school's Charism, Mission and Vision linked to the Behaviour Management programme.	3.4 Community collaborations opportunities for students to become confident,connected, actively involved lifelong learners.	4.1.Provide an educationally responsive localised curriculum that recognises the unique contexts for learning in our community. 4.6. Work towards achieving the educational targets Integrate Digital learning tools effectively	5.4 Support all staff through a robust and explicit Appraisal process. Continue to develop a Distributive Leadership team - sharing school wide responsibilities.	6.1 Make Hauora a priority for all our school community Care for all ākonga - Kindness, Mercy and Resiliency programmes to be supported. Keep prayer a priority for staff Faith/ Hauora

HOW THIS WILL BE ACHIEVED

<p>Meets requirements of the NEGS and the NAGS. The Board Minutes reflect:</p> <p>Analysis of ākongā outcomes</p> <p>Review policies and procedures on a three year rotation</p> <p>Ensure that all Property updates are completed.</p>	<p>Develop OLOL Key Competencies and principles during 2020</p>	<p>Leaders and teachers collaborate and build mutually respectful (mana enhancing) relationships</p> <p>Develop a consultation process through a range of methods. Draw on perspectives to help relationships through:</p> <ul style="list-style-type: none"> • Weekly newsletters • Reports to ākongā and their parents • Three way conference 	<p>Review our specific Local Curriculum - the Church and mārae</p> <p>Consolidation of the Digital Curriculum</p> <p>Time and resources for developing of Writing and Playbased learning</p>	<p>Design Appraisals leading with an authentic Catholic focus.</p> <p>Develop Catholic Development Plan and monitor PD</p> <p>Shared responsibility given to staff - give all staff opportunities to develop</p>	<p>Complete an annual Well-Being survey for staff and children.</p> <p>Purchase resources for Well-being and Resilience programmes in our school environment.</p> <p>Register with the Kindhearts movement, Year 6 ākongā on leadership sessions</p>
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2020 Annual Priorities

D 1: Stewardship	<p>Goal: Work with the Parish, Diocese and our school community as we update our school property. Explicit analysis of our school wide data.</p> <p>Targets: Property upgrade work underway, including the junior block, the swimming pool and playground. Explicit conversations with BOT on school wide data and analysis.</p>
D2: Leadership for Equity and Excellence	<p>Goal: Collaboratively pursues the perspectives and aspirations of all as part of the development of the school's vision, values, strategic direction, goals and priorities.</p> <p>Targets: Consolidated Charism, Mission, Vision implicit in a revamped Behaviour Management expectations aligned with PB4L, Aligned to our Key Competencies</p>
D3: Educationally Powerful Learning	<p>Goal: Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners.</p> <p>Targets: Strengthen reciprocal learning relationships and develop the Staff's understanding and capability in forming cultural relationships for responsive pedagogy. Create digital platforms for our whānau and community to interact with school and ākongā learning.</p>
D4: Responsive Curriculum	<p>Goal: Provide an educationally responsive localised curriculum that recognises the unique contexts for learning in our community.</p> <p>Targets: WRITING: Year 6 ākongā - WST Inquiry into this MATHS: Year 3-5 ākongā, especially our Priority learners</p> <p style="text-align: right;">READING YEAR 0-2 Linked to Play Based learning Digital Technology: Assessment criteria to use in reporting - mandated in 2020</p>
D5: Professional capability & Collective capacity	<p>Goal: Access to relevant expertise builds capability for ongoing improvement and innovation</p> <p>Targets: To have completed Appraisal documents for all staff for effective practice throughout the school Develop a collaborative Distributed Leadership pattern in the school reflecting our Catholic character</p>
HAUORA	<p>Goal: To promote the health and wellbeing of all our students</p> <p>Targets: Year 2-6 ākongā and their families as we introduce Well-being and Resiliency programmes - linked TO LIVE, LOVE, LEARN the MERCY WAY</p>

Improvement Plan - Domain: Stewardship

Strategic Goal The Board represents and serves the community The Board meets statutory requirements The Board scrutinises the work of the school in achieving the best student outcomes possible.	Annual Goals: Provide a physical environment that promotes student safety and enhances the achievement of educational goals and priorities: Monitor and review current priorities within the Cyclical Maintenance Plan and the 5/10 Year Property plan and implement as supported by the Board and the Diocese. Maximize all funding opportunities in order to provide an environment that promotes equity & excellence in educational opportunities
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Key Improvement Strategies

When	What	Who	Indicators of Progress
ALL year	Review of all school documents including: Action Plans, Annual Plan Governance Manual Preparation for the Annual Audit Complete SCHOOLS DOCS for updated policies Review all school procedures Confirm Building plans for the Junior areas of the school	BOT Prop Reps Principal Diocesan Property team	A Board and Staff that reflect and speak to the Charism, Mission and Vision of the school Property updates have been consulted upon, budgeted for and completed. The Annual audit is completed well Schools Docs is up and running with collaborative voice from key stakeholders when reviews take place All school procedures, expectations and statements are completed

Monitoring

Mid Year: Due to the Pandemic property plans are now delayed by at least a term. The 10 Year Property Plan has been reviewed at a BOT meeting. The swimming pool, school fencing has been undertaken, A new alarm system and smoke detectors have been installed by June as well.
 Schools Docs are up and running and regular reviews are happening as planned.
 The Catholic Code of Ethics has been discussed by all, shared with our school community as well. Action plans are being reviewed mid year as our school procedures.
 The annual Audit has been completed and findings are being reviewed with new systems developing for these.

End Year: The Board and school community are living our school charism, mission and continually updating and refining our school vision.
 The three junior classrooms and support staff areas have shifted to their designated areas as we wait on property work to begin - now Term 1, 2021.
 Areas for growth within the audit have been undertaken and refined during the year.
 Policies and procedures continue to be reviewed at all levels - at the BOT meetings as well with staff.

Resourcing; Appropriate budget, ongoing monitoring as new priorities arise.

School Operations, Governance & Management

Nag 1 Student Achievement	Key school documents that inform the School Charter relating to curriculum include: <ul style="list-style-type: none"> New Zealand Curriculum Framework linking the Teaching as Inquiry School Curriculum; intentions to meet requirements of the NEG's, NAG's, National Education Priorities, & National Standards. Curriculum Achievement Action Plans Associated Policies Annual Plans
Nag 2 Self Evaluation	Key school documents that inform the School Charter relating to self evaluation include: <ul style="list-style-type: none"> Strategic goals based on strategic, regular and emergent self reviews Job Descriptions * Performance Agreements * Staff appraisals & attestation Standards of the Teaching Profession - Catholic Elaborations Professional dialogue sessions Teaching as Inquiry

	<ul style="list-style-type: none"> • Accidents & Medical register • School Annual Plans
Nag 3 Personnel	<p>Key school documents that inform the School Charter relating to personnel include:</p> <ul style="list-style-type: none"> • Job Descriptions • Performance Agreements / Staff Appraisals • Education Council Practicing Teacher Criteria • Staff Handbook * School Prospectus • Staff Professional development - Roles & Responsibilities Personnel & Curriculum Policies
Nag 4 Finance/Property	<p>Key school documents that inform the School Charter relating to finances include:</p> <ul style="list-style-type: none"> • Annual Budget , SUE Reports, Asset Register - consolidated Auditors Report • 10 Year Property Plan, 5 Year Property Schedule and Maintenance Schedule • Hazard's Register • Health and Safety Procedures including the school Lockdown & Evacuation Procedures • Insurance
Nag 5 Health & Safety	<ul style="list-style-type: none"> • Key school documents that inform the School Charter relating to health and safety include: • Strategic Plans • Hazard's Register and the Maintenance Schedule • Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures • Student Support Programmes and Procedures • School Health & Safety Management System / Vulnerable Children's Act

Improvement Plan - Domain: Educationally Powerful Learning

Strategic Goal: To provide and promote educational relationships and partnerships that enhance student learning and enrich opportunities for students to become confident, connected, empathetic, actively involved, lifelong learners.

Annual Goal: Build educationally powerful connections with students, whānau and community. To develop the staff's understanding and capability in forming cultural relationships for responsive pedagogy and building te reo skills

Baseline data and Annual Target

Source	2020 target
School performance data	Through digital learning tools improve pedagogical approaches to teaching and learning and therefore be more culturally responsive to tamariki
Whānau survey	Increased understanding and awareness of whānau involvement in learning

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Upload all new children's information and contact details Explicit planned activities for building school /whānau partnerships Continue to work with Pania to develop our Cultural Competencies Visit of the whole school to Te Rangimarie Marae - Identify relevant stories to our place and share with tamariki	All staff	Contact Assembly for an upgrade to our SMS programme 90-100% attendance at parent/teacher interviews - hear our parents voice Teachers have increased knowledge about our place, our marae and able to share with ākonga Teachers have growing knowledge of Te Rangimarie marae and our local area Redesign of our Māori Development plan linked to the Treaty of Waitangi
Terms 2-4	Developing digital platforms for all staff and explicitly plan these connections Use the Digital Technology to engage with the community beyond the classroom (Link to PLD focus)	Davinia The Digital Team	Regular posts by teachers and learners Regular views by parents and whānau Development of school website

	Use of digital technology to lift student agency and enable students to better drive their own learning Increased understanding and awareness of whānau involvement in learning		Increase in work submitted from all year groups. Increase in finalists Commitment & participation at whanau forum hui- number and regularity improves.
<p>Monitoring: In Term one we worked with Pania and Te Rangimarie marae until the lockdown - developing our Cultural Awareness will look to establish in Term 3. Everyone is working on developing our Local Curriculum linked with a 2020 OECD OLOL curriculum</p> <p>All children's details have been updated, an updated SMS Assembly migration has taken place during lockdown with school emails addresses being used to communicate with whānau</p> <p>Attendance rates are pleasing - with the 10 tamariki and their whānau being contacted when Attendance is of concern</p> <p>Digital platforms are being used in a variety of contexts and exciting where we could go with this. An uptake of whānau partnership since the lockdown which is still continuing now and we want to work towards this. Conferences to take place in Term 3.</p> <p>End Year: The new SMS Assembly is working well for the school. The school is developing the links for a combined platform for the school App, webpage, facebook page and school calendar. The staff have access and are using the Seesaw App to give regular updates of learning and to engage with our school community. This has been highly successful and will now be the platform for reporting at the end of the year.</p> <p>Student data has been very pleasing with the year we have had.</p> <p>With Covid hitting us at the end of Term one, we have suspended with the work we were doing with Pania. We will review our relationships with Te Rangimarie marae during Term 4 and keep this a focus for 2021.</p>			
<p>Resourcing: Whaea Pania - support with Te Rangimarie Marae, and the Cultural Competencies - \$10,000 for 2020, Te Rangimarie Marae Digital platforms - Mindlab, Digital Curriculum and supporting resources, upgraded SMS: Assembly</p>			

Improvement Plan - Domain: Responsive Curriculum (1) LITERACY - WRITING

Strategic Goal : To provide an educationally responsive localised curriculum for implementing a specific Writing programme, linked to our Within School role	Annual Goal: 80% of ākonga achieving AT or ABOVE in Writing
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Baseline data and Annual Target - Where do we want to be at the end of 2020? The focus is on student outcomes.

Source	Baseline Data	2020 Targets
Teacher judgements against expected Curriculum levels. Various Assessment tools	<p>2019 DATA</p> <p>Māori - 85% of tamariki are achieving AT OR ABOVE</p> <p>Pasifika - 71.5% of tamariki are achieving AT OR ABOVE</p> <p>Year 5 learners - 60% Achieving At or Above of tamariki are achieving AT OR ABOVE</p> <p>Male 78% of tamariki are achieving AT OR ABOVE</p> <p>Female 81% of tamariki are achieving AT OR ABOVE</p>	<p>Year 6 learners - to be achieving AT and ABOVE for school expectation</p> <p>80% All students - 'At or Above' expectations</p> <p><u>SCHOOL WIDE DATA FOR 2020</u></p> <p><u>78 % of tamariki are achieving AT or ABOVE</u></p> <p><u>YEAR 6: 75% of tamariki are achieving AT OR ABOVE</u></p> <p><u>MĀORI: 75% of tamariki are achieving AT OR ABOVE</u></p> <p><u>PASIFIKA: 69 % of tamariki are achieving AT OR ABOVE</u></p> <p><u>ASIAN: 88% of tamariki are achieving AT OR ABOVE</u></p> <p><u>EUROPEAN/PAKEHA: 78% of tamariki are achieving AT OR ABOVE</u></p> <p><u>MALES:71% of tamariki are achieving AT OR ABOVE</u></p> <p><u>FEMALES:84% of tamariki are achieving AT OR ABOVE</u></p>

When	What	Who	Indicators of Progress
Term 1	Introduction of new Within School role	Team Leaders	By the end of Term one:

	Attend Write that Essay writing programme Observe teaching of Writing and specific literacy skills Empower ākongā by ensuring ākongā know/ can articulate their next steps Ensure 'Priority Ākongā' are identified through the ESOL register, school data Explicit purchasing of resources for our ākongā	WSTeacher Principal	Senior management will compare and analyse beginning of term 'knowledge' data with end of term knowledge data across the school. Report to the BoT Teachers will compare and analyse beginning of term data and look for specific teaching opportunities Interview 'Priority Ākongā' to ascertain mindset/dispositions towards mathematics. Teacher to share next steps of learning with Parents of Priority learners
Term 2	Staff meeting to monitor Writing teaching progress Observe teaching (appraisal process) Team meetings to monitor progress Teacher learning walkthroughs Parent /teacher/ student meetings - 3 Way conference		By the end of Term two, Moderation of data and discussion by all teaching staff Evaluate the effectiveness of the approach. Analyse mid year data - report to the BoT Practices observed in each other's classrooms
Term 3/4	Teaching inquiry Sharing of inquiry findings		By the end of term three, leaders will collect and analyse data Teachers will have Conducted a teaching inquiry into the link between DT & Maths teaching/improvement Report to the BoT Set targets for 2021

Monitoring

MID YEAR: The WST role has been established and was just getting underway when school was asked to close. The WST looked into a variety of programmes. Term 3 - Analyse data, audit classroom teaching and resources, observations and establish Best Practice. Discussion with the Ministry over the PaCT TOOL and the PCT - linked to our Kahui AKO goals.

'Write that Essay' conversation has taken place but again this was put on hold.

Steps Web established throughout the school for all tamariki - working well and will continue this explicit teaching for the rest of 2020.

Priority Ākongā being established - will be linked to explicit Appraisals, planning and assessment across a number of platforms.

END OF YEAR: 75% of Year 6 tamariki are achieving 'AT OR ABOVE' by the end of 2020 for our Year 6 tamariki. Many new programmes and strategies have been trialled with the PaCT tool introduced in 2021.

As a kura three are 78% achieving AT or ABOVE for Writing.

Females are achieving higher than males.

Pasifika tamariki are the achieving lower than other ethnicities - with ESOL programmes a priority in the school.

Moderation has taken place amongst teachers to clarify understanding. Steps Web has been well utilised and has made an impact on engagement and understanding of learning. The seesaw App has allowed teachers to preload their learning in a flipped classroom environment. Explicit modelling, reflective practise on specific learning goals and links to the Curriculum standards has been the norm.

Effective use of the teacher aide supports has increased tamariki engagement. ESOL and Priority learners have also had explicit learning experiences.

Observations by the WST has taken place for writing with feedback given to teachers and shared understanding explained.

2021 - as a Kahui Ako focus we are undertaking professional development in the Literacy Progressions and the PaCT tool. We will do across school moderation and work on our teacher capability and effective use on the language of assessment. We will continue to use Steps Web as a way to engage our tamariki and give explicit teaching to the structure of language.

Resourcing Termly staff meetings to monitor progress.

Release time for the Within School Teacher - Mr A to undertake observations, and research/ work with the Across School Teachers and the Kahui Ako

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	10	7.9%	18	14.2%	81	63.8%	18	14.2%	127
Māori			3	25.0%	9	75.0%			12
Pasifika	4	15.4%	4	15.4%	15	57.7%	3	11.5%	26
Asian	1	3.8%	2	7.7%	18	69.2%	5	19.2%	26
European/Pākehā/ Other European	5	7.9%	9	14.3%	39	61.9%	10	15.9%	63
Male	7	11.1%	11	17.5%	40	63.5%	5	7.9%	63
Female	3	4.7%	7	10.9%	41	64.1%	13	20.3%	64

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	2	8.0%	2	8.0%	16	64.0%	5	20.0%	25
After 2 years at school					13	76.5%	4	23.5%	17
After 3 years at school					11	84.6%	2	15.4%	13
End of Year 4	4	14.8%	6	22.2%	13	48.1%	4	14.8%	27
End of Year 5	2	8.0%	7	28.0%	15	60.0%	1	4.0%	25
End of Year 6	2	10.0%	3	15.0%	13	65.0%	2	10.0%	20

Improvement Plan - Domain: Responsive Curriculum (2) LITERACY - READING

Strategic Goal : To provide an educationally responsive localised curriculum for implementing Play Based learning to supporting Junior reading progress

Annual Goal: 80% of ākonga achieving AT or ABOVE in Reading by the end of Year 2

Baseline data and Annual Target - Where do we want to be at the end of 2020? The focus is on student outcomes.

Source	Baseline Data	2020 Targets
Teacher judgements against expected Curriculum levels. Various Assessment tools Explicit Phonics programme Early Words programme Play based learning Steps Web for Priority learners	2019 DATA <u>MĀORI:</u> 75 % of tamariki are achieving AT OR ABOVE <u>PASIFIKA:</u> 72 % of tamariki are achieving AT OR ABOVE <u>ASIAN:</u> 100% of tamariki are achieving AT OR ABOVE <u>EUROPEAN/PAKEHA:</u> 95% of tamariki are achieving AT OR ABOVE <u>WHAT DOES THE DATA TELL US</u> Working in Year 1: 14/19 (73%) tamariki are achieving AT or ABOVE After 1 year: 63% of tamariki are achieving AT or ABOVE	85% of ākonga achieving AT or Above in Reading by the end of Year 2. SCHOOL WIDE DATA FOR 2020 <u>83.3 % of tamariki are achieving AT or ABOVE</u> <u>MĀORI:</u> 91% of tamariki are achieving AT OR ABOVE <u>PASIFIKA:</u> 61.5 % of tamariki are achieving AT OR ABOVE <u>ASIAN:</u> 88.5% of tamariki are achieving AT OR ABOVE <u>EUROPEAN/PAKEHA:</u> 89% of tamariki are achieving AT OR ABOVE <u>MALES:</u> 79% of tamariki are achieving AT OR ABOVE <u>FEMALES:</u> 87.5% of tamariki are achieving AT OR ABOVE

When	What	Who	Indicators of Progress
Term 1	Introduction of Play Based learning linked to an effective Oral Language programme Explicit tracking of learning through the Seesaw App Observe teaching of Writing and specific literacy skills	Team Leaders Support staff Principal	By the end of Term one: Leaders will compare and analyse the beginning of term 'knowledge' data with end of term knowledge data across the school. Report to the BoT

	Ensure 'Priority Ākongā' are identified through the ESOL register - introduce STEPS WEB working in support of language Explicit purchasing of resources for our ākongā - Reading Eggs, Phonics,		Analyse the 6 Year Net data at the end of March - look at trends Teachers will compare and analyse beginning of term data and look for specific teaching opportunities Interview Priority Ākongā to ascertain mindset/dispositions towards literacy Teacher to share next steps of learning with whānau
Term 2	Observe teaching (appraisal process) Team meetings to monitor progress Teacher learning walkthroughs Parent /teacher/ student meetings - 3 Way conference		By the end of Term two, Moderation of data and discussion by all teaching staff Evaluate the effectiveness of the approach. Analyse mid year data - report to the BoT Practices observed in each others classrooms
Term 3	Teaching inquiry Sharing of inquiry findings		By the end of term three, leaders will collect and analyse data Teachers will have Conducted a teaching inquiry into the link between DT & Maths teaching/improvement
Term 4			Implement findings from inquiry By the end of Term four teachers and learners will analyse & review progress against targets. (See targets) Set targets for 2020

Monitoring

MID YEAR: Play based learning pedagogy at the initial stage - we are now working in different physical spaces so there is a review underway.

Great support for Oral Language and experiences. A balance is required as well for explicit teaching of core areas of learning in the junior rooms.

Linked in with Phonics, Early Words, and Steps Web for literacy. School wide apps to support engagement of learning.

Constant monitoring of Six Year data is underway - looking for HOTSPOTS.

Peer observations to take place in Term 3 - a priority in the junior school as teachers need many tools in their kit -

END OF YEAR: Oral language and play based learning has been significant this year. We know it takes three years for all of our tamariki to develop the necessary skills and concepts to be AT expectation.

After 1 year of school - 62.5% of tamariki are achieving AT or ABOVE

After 2 years of school 76.5% of tamariki are achieving AT or ABOVE.

By the end of Year 3 100% of tamariki are achieving AT or ABOVE

Resourcing Termly staff meetings to monitor progress.

Teachers to undertake observations, and research/ Best practice in schools

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	9	7.1%	12	9.5%	60	47.6%	45	35.7%	126
Māori	1	8.3%			9	75.0%	2	16.7%	12
Pasifika	2	7.7%	8	30.8%	9	34.6%	7	26.9%	26
Asian	1	3.8%	2	7.7%	12	46.2%	11	42.3%	26
European/Pākehā/ Other European	5	8.1%	2	3.2%	30	48.4%	25	40.3%	62
Male	4	6.5%	9	14.5%	26	41.9%	23	37.1%	62
Female	5	7.8%	3	4.7%	34	53.1%	22	34.4%	64

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	4	16.7%	5	20.8%	10	41.7%	5	20.8%	24
After 2 years at school	1	5.9%	3	17.6%	5	29.4%	8	47.1%	17
After 3 years at school					9	69.2%	4	30.8%	13
End of Year 4	2	7.4%	1	3.7%	12	44.4%	12	44.4%	27
End of Year 5	1	4.0%	1	4.0%	13	52.0%	10	40.0%	25
End of Year 6	1	5.0%	2	10.0%	11	55.0%	6	30.0%	20

Improvement Plan - Domain: Responsive Curriculum MATHS

Strategic Goal : To provide an educationally responsive localised curriculum for implementing a specific Maths programme,

Annual Goal: 85% of ākonga achieving AT or ABOVE in MATHS for **Year 3-5 ākonga**

Baseline data and Annual Target - Where do we want to be at the end of 2020? The focus is on student outcomes.

Source	Baseline Data	2020 Targets
Teacher judgements against expected Curriculum levels. Various Assessment tools Explicit teaching of daily basic facts Investigating and training staff in the Spring Maths Programme Prioritising time for teaching Purchasing resources and Apps to support learning	<p>2019 DATA</p> <p><u>MĀORI:</u> 86 % of tamariki are achieving AT OR ABOVE</p> <p><u>PASIFIKA:</u> 68% of tamariki are achieving AT OR ABOVE</p> <p><u>ASIAN:</u> 93% of tamariki are achieving AT OR ABOVE</p> <p><u>EUROPEAN/PAKEHA:</u> 90% of tamariki are achieving AT OR ABOVE</p> <p>WHAT DOES THE DATA TELL US</p> <p>After 2 years: 96 % of tamariki are achieving AT or ABOVE</p> <p>After 3 years: 100% of tamariki are achieving AT or ABOVE</p> <p>At the end of Year 4: 75% of tamariki are achieving AT or ABOVE</p>	<p>85% ākonga to be achieving AT and ABOVE in the Year 3-5 areas of the school</p> <p>SCHOOL WIDE DATA FOR 2020</p> <p><u>82.5 % of tamariki are achieving AT or ABOVE</u></p> <p><u>MĀORI:</u> 67% of tamariki are achieving AT OR ABOVE</p> <p><u>PASIFIKA:</u> 77 % of tamariki are achieving AT OR ABOVE</p> <p><u>ASIAN:</u> 92% of tamariki are achieving AT OR ABOVE</p> <p><u>EUROPEAN/PAKEHA:</u> 84% of tamariki are achieving AT OR ABOVE</p> <p><u>MALES:</u>79% of tamariki are achieving AT OR ABOVE</p> <p><u>FEMALES:</u>86% of tamariki are achieving AT OR ABOVE</p>

When	What	Who	Indicators of Progress
Term 1	<p>Introduction of Maths routines</p> <p>Observe teaching of Maths within Teams</p> <p>Empower learners by ensuring students know/ can articulate their next steps</p> <p>Ensure 'Priority Ākongā' are identified through the ESOL register, school wide data</p> <p>Explicit purchasing of resources for our ākongā</p> <p>Sharing BEST PRACTICE with each other</p>	<p>Team Leaders</p> <p>Teachers</p> <p>Principal</p>	<p>By the end of Term one:</p> <p>All staff will compare and analyse beginning of term 'knowledge' data with end of term knowledge data across the school.</p> <p>Report to the BoT</p> <p>Teachers will compare and analyse beginning of term data and look for specific teaching opportunities</p> <p>Interview Priority ākongā to ascertain mindset/dispositions towards mathematics.</p> <p>Teacher to share next steps of learning with Parents of Priority Ākongā</p>
Term 2	<p>Team meetings to track all ākongā, especially Priority</p> <p>Observe teaching (appraisal process)</p> <p>Team meetings to monitor progress</p> <p>Parent /teacher/ student meetings - 3 Way conference</p>		<p>By the end of Term two,</p> <p>Moderation of data and discussion by all teaching staff</p> <p>Evaluate the effectiveness of the approach.</p> <p>Analyse mid year data - report to the BoT</p> <p>Practices observed in each others classrooms</p>
Term 3/4	<p>Teaching inquiry</p> <p>Sharing of inquiry findings</p>		<p>By the end of term three,</p> <p>Teachers will have Conducted a teaching inquiry into the Maths teaching/achievement data</p> <p>Report to the BoT</p>

Monitoring

Mid Year data shows pleasing progress in Maths.

Year 3 -85%, Year 4 - 85%, Year 5 -50% achievement.

In Term 3 - audit Best Practice - what is going well to engage ākongā, observations linked in with Appraisal goals.

Multiplication and Division will be the focus - ongoing use of school Apps.

Term 3: Look into the Spring into Maths programme -

END OF YEAR DATA:

After 3 years at school: 100% of tamariki are achieving AT or ABOVE

End of Year 4: 78% of tamariki are achieving AT or ABOVE

End of Year 5: 80% of tamariki are achieving AT or ABOVE

Females are achieving higher than males, so we are looking to address that next year.

Our Māori ākongā are the lowest achieving

Resourcing Termly staff meetings to monitor progress.

Release time for observations of one another, Appropriate budgeting required for all.

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	8	6.3%	14	11.1%	72	57.1%	32	25.4%	126
Māori			4	33.3%	6	50.0%	2	16.7%	12
Pasifika	3	11.5%	3	11.5%	15	57.7%	5	19.2%	26
Asian	1	3.8%	1	3.8%	18	69.2%	6	23.1%	26
European/Pākehā/ Other European	4	6.5%	6	9.7%	33	53.2%	19	30.6%	62
Male	4	6.5%	9	14.5%	31	50.0%	18	29.0%	62
Female	4	6.3%	5	7.8%	41	64.1%	14	21.9%	64

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school			3	12.5%	14	58.3%	7	29.2%	24
After 2 years at school			3	17.6%	13	76.5%	1	5.9%	17
After 3 years at school					10	76.9%	3	23.1%	13
End of Year 4	3	11.1%	4	14.8%	11	40.7%	9	33.3%	27
End of Year 5	3	12.0%	2	8.0%	14	56.0%	6	24.0%	25
End of Year 6	2	10.0%	2	10.0%	10	50.0%	6	30.0%	20

Improvement Plan - Domain: Wellbeing

Strategic Goal: To promote the health and wellbeing of all through the introduction an explicit Behaviour Management programme **that LIVES, LOVES, LEARN the Mercy way.**

Annual Goal: All ākonga feel valued by the teachers; that they experience personal success and that they are happy.

Monitor workload and ensure staff feel appreciated

Baseline data and Annual Target

Source	2020	2020
Student surveys	Increase student voice by responding to the 2020 wellbeing surveys. All responses to be less than 20% disagree in the 3 domains below;	Our longer-term goals are articulated fully in Page 18/19 ERO Wellbeing for Success Guiding document.
Ministry of Education	<ul style="list-style-type: none"> ○ Asking for student input on how to get on better with each other ○ Understanding of school rules ○ Having a say about what happens at school 	<ul style="list-style-type: none"> ● Children feel they belong to our kura, Church and marae ● Their language culture and identity are acknowledged, valued and accepted ● Teachers really care about all students, living our Mercy values ● They build personal resilience over time ● They know how to form and keep good relationships ● They are provided with a broad curriculum with many activities to try

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
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<p>Ākonga Terms 1-4</p>	<p>Monitor and review ākongawith high health needs and special needs - link to our Kahui Ako Develop Senior school Whānau leaders Job Descriptions Explicit raising of profile of our Mercy values,I linked to our Key Competencies Discuss and share knowledge of individual ākonga well being at staff meetings and team meetings. Continue development of growth mindset philosophy Eg; class talk about thinking positively, being kind to each other, believing we are great, not listening to negativity</p>		<p>By the end of term one, staff will review</p> <ul style="list-style-type: none"> • Monitor ākonga who appear on minutes of staff and syndicate meetings. • Record actions for support . <p>Ākoga</p> <ul style="list-style-type: none"> • Can live and learn the MERCY way - have a sense of belonging • Establish and maintain positive relationships, respect for each others' needs and show empathy • Are physically active and lead a healthy lifestyle • Are resilient and adaptable in new and changing contexts - all of this is linked to our Behaviour Management plan - based with to Live, Love , Learn the Mercy way
<p>Staff Term 1-4</p>	<p>AS ABOVE Link to the Kahui Ako goal of Well-being Nurture our 'faith wellbeing - retreats and prayer life Include all staff to develop a sense of value and that their hauora is important Ongoing Staff workload and sickness is monitored. Workload adjusted where necessary. April/ May Flu injection provided for all staff who wish to have it at no cost.</p>	<p>Principal Senior Management All staff to have voice</p>	<ul style="list-style-type: none"> • Happy staff Term 1 and then termly thereafter • Stress points are managed • Sickness and absences are monitored 2018-2019 • Increasing uptake of staff. Reduced sickness.

Monitoring

All akonga working towards our school mission to LIVE, LOVE < LEARN the Mercy way - a focus on Mercy and Kindness is a priority.
Behaviour Management programme linked to this - and working well - continues to be reviewed.
Mid Year: Survey completed post lock down - link here...
A staff member introduced the Resiliency programme with a Catholic lens throughout this
Whānau leaders expectations are clear and now every Friday we spend time as a roopu to develop key caring relationships.
Everything is linked to our Charism and Mission
Wellbeing for staff has been
The school and board have worked collaboratively with the wider parish community to integrate pastoral support into the school. This has been a demonstration of the mercy values in action, further embedding live, love, learn.

Resourcing

Time and support for staff
Prioritising goals and

