



# OUR LADY OF LOURDES

## 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"> <li>★ <i>Respect</i></li> <li>★ <i>Compassion</i></li> <li>★ <i>Hospitality</i></li> <li>★ <i>Social Justice</i></li> <li>★ <i>Service</i></li> <li>★ <i>Hospitality</i></li> </ul>	<p><b>MERCY IN ACTION - To Live, Love, Learn the Mercy way</b></p>	<p>Inspired by our Catholic faith to LIVE, LEARN, LOVE with Mercy Hearts to be:</p> <ul style="list-style-type: none"> <li>★ <i>COLLABORATIVE</i></li> <li>★ <i>CULTURALLY INCLUSIVE</i></li> <li>★ <i>RESILIENT</i></li> <li>★ <i>CREATIVE</i></li> <li>★ <i>REFLECTIVE</i></li> <li>witnesses</li> </ul>

We are a Mercy school founded in 1951 Our Lady of Lourdes is proudly Catholic. The school exists to provide the best possible education for our Students. This means that we set out to provide an environment which enables students to reach their full potential – intellectually, physically, spiritually and socially and which allows students to experience the satisfaction and rewards of living and learning as active members of a Christian community. The spiritual values that we live by are based on the life and teachings of Jesus Christ and all students take part in the Religious Education programme.

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

**Facilities** There are six full teaching spaces. In addition to the teaching spaces we have a library and a large School Hall. The administration facilities include an office for the Principal, secretary, a staff room and a separate general office. There is also a large field, a junior and a senior playground, netball / tennis courts and a swimming pool

<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p><b>Our Māori Dimensions are reflected by:</b></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 in all areas of school life. 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><b>Ka Hikitia – Managing for Success, Tataiako - Cultural Competencies underpin our Māori Development Plan</b></p> <p><a href="https://teachinacouncil.nz/required/Tataiako.pdf">https://teachinacouncil.nz/required/Tataiako.pdf</a></p>	<p><b>We recognise Cultural diversity by:</b></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 oversee one cultural group, connecting, building partnerships every term.</p> <p>Every year there are opportunities to connect with fanau and celebrate each others cultures, traditions and rituals.</p>	<p><b>We show Equity by:</b></p> <p>Equity objectives underpin all activities in this school. The school's policies and practices seek to achieve equitable outcomes for students of both sexes, and all religions, ethnic, cultural, social, family and class backgrounds whatever their abilities and disabilities.</p> <p>Our Pastoral Team - taking away barriers to equity - linked to our Catholic Social Justice principles -</p> <p>SEE JUDGE ACT - a process of Catholic Social Teachings will be our process in which we live out our Mercy values.</p>
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Guiding Principles	Our WHY. We believe that...	The HOW. We will do this by...	The WHAT. We show our WHY has been successful by....
<p><b>MERCY</b> High Expectations Treaty of Waitangi Cultural Diversity Inclusion Learning to Learn Community Engagement Coherence Future Focused</p>	<p>All children/tamariki have the right to Live, Love and Learn the Mercy way as we are all made in the <b>Image and Likeness of God. The is evidenced through everything we do and say.</b></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. We have HIGH EXPECTATIONS for all</p> <p>We celebrate our BI CULTURAL Heritage upholding our obligations under the Te Titiri o te Waitangi.</p> <p>We celebrate CULATUAL 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>OUR Year 6 ākongā will grow to be all that God intended them to be, living out the MERCY values, and striving to make a difference in our world.</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 Reo and Tikanga Māori into policies, procedures, teaching and learning programmes. Catholic and Bi-Cultural are side by side.</p> <p>Our goal is to develop a robust system for our Mercy values to be placed, underpinned by a number of systems to be developed. A range of consultations will take place.</p> <p>The Local Curriculum has begun however the Board acknowledges that this is not a quick process, many paths need to be taken - however this is one of our most urgent expectations. 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 visible living out of our Mercy Charism, Mission, Values and Vision. Linked to our newly revised Behaviour Management documentation - triangulating observations, analysing the data and voice.</p> <p>The ongoing development of our Local Curriculum</p> <p>The ongoing relationship building for Te Rangimarie marae and those natural partnerships with iwi</p> <p>Analysing children/tamariki outcomes and achievements against previous year assessments and set goals.</p> <p>Parent and whānau voice</p> <p>Scheduled Board reviews: Internal and External. Reviewing the previous Catholic and the ERO conclusions and recommendations/and linked to our Charter, Annual plans and</p> <p>Student participation rates - Attendance Principal and Teacher inquiry/Appraisals</p>

## 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>
<b><u>Dimension 1</u> Tu Tūtaki ki a te Karaiti Encounter with Christ</b>	<p><b>3. Faith-based Leadership</b></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><b>2. Evangelisation</b></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><b>1. Spiritual Formation</b></p> <p>How effectively does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ?</p>	
<b><u>Dimension 2:</u> Te Whakatupu mā te Mātauranga Growth in Knowledge</b>	<p><b>2. Religious Education</b></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><b>1. Leadership</b></p> <p>How does effective leadership enable growth in knowledge and understanding, which are necessary factors in the disciple's journey?</p>	<p><b>3. Catholic Curriculum</b></p> <p>How effectively is the Catholic worldview integrated into the daily practices of the school and into all curriculum areas?</p>	
<b><u>Dimension 3:</u> Te wkakaatu karaitiana Christian Witness</b>	<p><b>2. Partnership and Collaboration</b></p> <p>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(es) How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand?</p> <p><b>3. Te Tiriti o Waitangi</b></p> <p>How effectively does the school, as an authentic Catholic community, demonstrate a strong commitment to</p>	<p><b>1. Catholic School Community</b></p> <p>How effectively does the school, as an authentic Catholic community, promote and support active Catholic witness and practice in the school and in the parish community of which it is an integral part?</p> <p><b>4. Pastoral Care</b></p> <p>How effectively does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each</p>	<p><b>5. Service and Outreach</b></p> <p>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?</p>	

	the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership?	member of the community is known, respected, cared for and aware that they are loved unconditionally by God?		
<b>Dimension 4:</b> <b>Te Kaitiakitanga me te whakapakari/ te tuakiri katorika</b> <b>Safeguarding and Strengthening Catholic Character</b>	<b>1. Stewardship</b> How effectively does Governance and management safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?			

<https://www.ero.govt.nz/assets/Uploads/ERO-15968-School-Evaluation-Indicators-2016-v10lowres.pdf>



## CATHOLIC STRATEGIC ANNUAL PLAN 2020

<u>2020</u>	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u> <u>What will we do / who</u>	<u>Monitoring and evaluating impact/</u> <u>Resources</u>
<b>Dimension 1:</b> <b>Tu Tūtaki ki a te Karaiti</b>  <b>Encounter with Christ</b>	<b>3. Faith-based Leadership</b> 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?	<i>The principal, supported by the senior leadership team, is able to articulate and promote a faith-based vision for the school.</i>  <i>The principal and the DRS work collaboratively to lead the development of Catholic Special Character.</i>  <i>Children can articulate the mercy values and expectations surrounding what it means to be a student at OLOL</i>	<i>The principal and DRS encourages, empowers and nurtures faith in others and encourages faith-based leadership from all.</i>  <i>Time is prioritised for the DRS to collaboratively plan and gather resources to support the Catholic Special Character of the school.</i>  <i>Cohesive messages are displayed throughout the school and teachers and students can articulate the meaning of these messages.</i>  <i>The senior management to provide effective leadership for the development</i>	

		<p><i>Build all Kaiako with 464 (Tagged ) positions to accept their significant role in the evangelisation of ākongā. Provide every opportunity for development.</i></p>	<p><i>and implementation of activities and programmes that help our community to encounter Jesus Christ.</i></p> <p><i>Staff are mentored around living into the Mercy values.</i></p> <p><i>Regular check ins with teaching staff to support their practice and their own faith leadership.</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>BOT Proprietor Reps recognise their role in assisting the Principal. eg the Prop. REP. Reports.</i></p>	
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2020	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u> <u>What will we do / who</u>	<u>Monitoring and evaluating impact</u>
<p><u>Dimension 2:</u></p> <p><b>Te Whakatupu mā te Mātauranga Growth in Knowledge</b></p>	<p><b>2. Religious Education</b></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 a 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>The school implements the nationally mandated Religious Education curriculum delivering its Achievement Objectives with integrity, for no less than the minimum time each week specified by the New Zealand Bishops.]</i></p> <p><i>2. The school provides effective learning and teaching programmes for Religious Education and reflects best practice in current pedagogy.</i></p> <p><i>4. Planning, assessment, evaluation and reporting procedures are at least as effective and professional as those in other learning areas,</i></p>	<p><i>Evaluation of current documentations whilst making comparisons to best Catholic practice.</i></p> <p><i>Policies and procedures reflect Catholic teaching and the schools gospel values and tie to the vision of the school.</i></p> <p><i>Ensure staff understand the teaching of the gospel values in relation to the curriculum and all aspects of school life.</i></p> <p><i>The new curriculum document reflects the Mercy values and is tied to the pursuit of the overall vision for the school. Working and consolidating the RE programme with the DRS.</i></p> <p><i>Curriculum planning templates acknowledge the vision and values for the school in all Curricula areas.</i></p> <p><i>New planning and assessment templates will be devised.</i></p> <p><i>A review of progress reports will be undertaken so that Ākonga they inform whānau of achievement in both Catholic Character (religious or spiritual development) and Religious Education curriculum.</i></p>	

2020	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u> <u>What will we do / who</u>	<u>Monitoring and evaluating impact</u>
<p><b>Dimension 3:</b> <b>Te wkakaatu</b> <b>karaitiana</b> <b>Christian</b> <b>Witness</b></p>	<p><b>2. Partnership and Collaboration</b></p> <p><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(es) How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand?</i></p> <p><b>3. Te Tiriti o Waitangi</b></p> <p><i>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, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership?</i></p>	<p>2. <i>Acknowledge whānau are the first educators of their tamariki</i></p> <p>3. <i>The school provides clear information and opportunities for parents to understand school systems and practices in general and in relation to Catholic Character.</i></p> <p>4. <i>The school operates and educates in culturally appropriate ways.</i></p> <p>1. <i>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.</i></p> <p>2. <i>The school has a commitment to learning and teaching about local Māori and pakehā history</i></p>	<p>Hold meetings twice a year to share how whānau can best support their family.</p> <p><i>Communication channels are effective, accessible to all, and available in the language of various parent groups.</i></p> <p><i>The parent body is consulted and communicated with in culturally appropriate ways. Wherever possible parents' ideas are incorporated into the life of the school.</i></p> <p><i>An overall school focus in 2020 will be working with Te Rangimarie marae.</i></p> <p><i>This new understanding will be reflected in all documents, policies and procedures</i></p> <p><i>In Term One, this will be a focus supported throughout the year with Turangawaewae - I belong</i></p>	

<u>2020</u>	<u>Investigating</u>	<u>Collaborative Sense Making</u>	<u>Prioritising to take action</u> <u>What will we do / who</u>	<u>Monitoring and evaluating impact</u>
<p><b>Dimension 4:</b> <b>Te</b> <b>Kaitiakitanga</b> <b>me te</b> <b>whakapakari/</b> <b>te tuakiri</b> <b>katorika</b> <b>Safeguarding</b> <b>and</b> <b>Strengthening</b> <b>Catholic</b> <b>Character</b></p>	<p><b>1. Stewardship</b> How effectively does Governance and management safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment?</p> <p><b>2. Legal Obligations</b> – as listed later in this document.</p>	<p>1. <i>The Board of Trustees ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic Character of the school.</i></p> <p>2. <i>The Board of Trustees recognises that the school, as an ecclesial entity, has a responsibility for helping to form Christ in the lives of others, and is committed to this work.</i></p> <p>8. <i>The Catholic Character and Religious Education goals in the school's strategic and annual plans arise from rigorous self-review and are focused on growth and improvement.</i></p> <p>10. <i>Catholic Character responsibilities at Board and staff level are clearly understood, and are reviewed on a regular basis.</i></p>	<p>Policy and procedures in the school have the Catholic lens applied supported by Catholic Social Teachings</p> <p>The Board has a rolling plan for Catholic Character internal evaluation, which ensures the review of one of the main dimensions of Catholic Character each year. The review involves staff, ākongā, whānau and parish personnel.</p> <p>11. All school promotional material reflects the Catholic identity of the school.</p> <p>The school's annual budget provides separate funding lines for Catholic Character and for Religious Education. All responsibilities are carried out by the Prope Rep.</p>	<p><i>Board of Trustees members have access to, and are familiar with, the following documents: The Declaration, the Handbook for Boards of Trustees of Catholic Schools, any diocesan guidelines for the appointment of a principal, the Certification</i></p>

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

### Strategic Priorities and Goals (using the School Evaluation Indicators)

**EVALUATION INDICATORS: Bold indicates priorities for current year**

Domain 1: Stewardship	Domain 2: Leadership for Equity and Excellence	Domain 3: Educationally Powerful Learning <i>(Tamariki &amp; Staff)</i>	Domain 4: Responsive Curriculum, effective teaching	Domain 5: Professional capability and collective capacity/ INQUIRY	HAUORA/ Wellbeing
<p><b>1.1 The Board represents and serves the community in its STEWARDSHIP role</b></p> <p>1.2 The Board scrutinises the work of the school in achieving the valued student outcomes.</p> <p>1.3 The Board evaluates how effectively its fulfilling the Stewardship role with which it has been entrusted.</p> <p><b>1.4 The Board effectively meets statutory responsibilities</b></p>	<p><b>Leadership:</b> <b>2.1 collaboratively pursues the school vision, goals and targets</b></p> <p>2.2 ensures a supportive environment conducive to learning and wellbeing</p> <p>2.3 ensures effective planning, coordination and evaluation of curriculum and teaching</p> <p><b>2.4 /5 builds collective capacity - evaluation and inquiry for sustained improvement</b></p> <p>2.6 builds relational trust and collaboration at every level of the school</p>	<p>3.1 School and community are in reciprocal, learning centered relationships</p> <p>3.2 Communication supports and strengthens</p> <p>3.3 Student learning at home is actively promoted through the provision of relevant learning opportunities</p> <p><b>3.4 Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners.</b></p>	<p><b>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</b></p> <p>4.2 Students participate and learn in caring, collaborative, inclusive learning communities -</p> <p>4.3 Students have effective, sufficient and equitable opportunities to learn</p> <p>4.4 Effective, culturally responsive pedagogy supports and promotes student learning</p> <p><b>4.5 The consolidation of Our Lady of Lourdes Local Curriculum</b></p>	<p>5.1 A strategic and coherent approach to human resource management builds professional capability and collective capacity</p> <p>5.2 Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</p> <p>5.3 Organisational structures, processes and practices enable and sustain collaborative learning and decision making</p> <p><b>5.4 Access to relevant expertise builds capability for ongoing improvement and innovation</b></p> <p>5.5 Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation</p>	<p><b>STRATEGIC GOAL</b></p> <p><b>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</b></p>

## Core Strategies/principles to achieve these goals over 2020-2023 (Bold for 2020)

<p><b>Provide a physical environment that promotes student safety and enhances the achievement of educational goals and priorities.</b></p> <p><b>Monitor and review current priorities within the long term property plan and implement projects on the 5 year property plan approved by the MOE. (Junior Block)</b></p> <p>Maximize all funding opportunities in order to provide an environment that promotes equity &amp; excellence in educational opportunities.</p>	<p>REFER to the Catholic Development Plan and ERO recommendations</p> <p><b>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.</b></p> <p>2.2 Leadership ensures that policies and practices promote students' wellbeing, confidence in their identity, language and culture.</p> <p>2.3 The school curriculum is inclusive, culturally responsive for our Local curriculum, ensuring that community and cultural resources are integrated into relevant aspects of the school curriculum.</p> <p>2.4/5 Use a range of evidence from evaluation, teacher expertise, collective inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.</p> <p>2.6 Leadership promotes community collaboration and partnerships in reciprocal and collaborative learning centered relationships</p>	<p>3.1 Leaders and teachers collaborate and build mutually respectful (mana enhancing) relationships</p> <p>3.2 A range of appropriate and effective communication strategies is used to communicate, engage parents, whānau and community</p> <p>3.3 Leaders and teachers incorporate strategies to help parents support their children's learning at home</p> <p><b>3.4 The school proactively identifies and draws on community resources and expertise to improve learning opportunities and capacity to improve student achievement and wellbeing.</b></p>	<p><b>4.1 Curriculum design is responsive and ensures that every student makes sufficient progress. Promote success for Māori as Māori. Review Maori achievement development</b></p> <p>4.2 The learning community is characterised by our Mercy values - Respect, Empathy, ...</p> <p>4.3 The learning environment supports participation, engagement, and agency in learning.</p> <p>4.4 The Cultural Competencies using Tātaiako (manaakitanga, ako, whanaungatanga, wānaga and tanagata whenuatanga can be observed - culturally responsive and relational pedagogies</p> <p><b>4.5 Curriculum design, planning and enactment responds to students and whānau aspirations within the local context.</b></p>	<p><b>5.4 A deliberate approach is taken to building internal professional leadership capacity.</b></p> <p><b>5.4 Distributed leadership ensures continuity and coherence across curriculum and learning programmes and supports sustainability.</b></p>	<p><b>Regularly review aspects of pastoral care and behaviour management</b></p> <p><b>Provide ākonga with opportunities to enhance social leadership responsibilities</b></p> <p><b>Monitor and review school practices with regards to children with specific health needs</b></p> <p><b>Implement the Health and Safety at work Act as it pertains to a school environment</b></p>
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## OUR ANNUAL TARGETS

Domain 1: Stewardship	Domain 2: Leadership for Equity and Excellence	Domain 3: Educationally Powerful Learning (Tamariki & Staff)	Domain 4: Responsive Curriculum	Domain 5: Professional capability and collective capacity/ INQUIRY	HAUORA/ Wellbeing
<p>1.1/4 The Board works to SERVE all the community in it's role of Governance in our school</p> <p>Work with the Parish and</p>	<p>2.1 A consolidated, lived and explicit set of work completed on the school's Charism, Mission and Vision linked to the Behaviour Management programme.</p> <p>2.5 A system for effective</p>	<p>3.4 Community collaborations enrich opportunities for students to become confident, connected, actively involved lifelong learners.</p>	<p>4.1. The beginning of a Local Curriculum for our school to be drafted, focusing on key curricula areas in 2020.</p> <p>4.6. Work towards achieving the educational targets of:</p>	<p>5.4 Support all staff through a robust and explicit Appraisal process.</p> <p>Give teachers time to follow their passions</p>	<p>6.1 Make Hauora a priority for all our school community</p> <p>Care for all ākonga - Kindness, Mercy and Resiliency programmes to</p>

the Diocesan in all property work -	consultation is part of the Board Action plan with a focus on building relational trust and collaboration at every level of the school		<p>90% student 'At' or 'Above' expectations for Reading.</p> <p>85-90% of students 'At' or 'Above' expectations for writing and Maths.</p> <p>Explicit tracking of Māori ākonga</p> <p>Integrate digital learning tools effectively and Improve teacher fluency with digital learning tools to lift student outcomes across literacy and numeracy.</p>	Continue to develop a Distributive Leadership team - sharing school wide responsibilities.	<p>be supported.</p> <p>Keep prayer a priority for staff - faith Hauora</p> <p>Explicit planning of activities</p>
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### HOW THIS WILL BE ACHIEVED

<p>Meets requirements of the NEGS and the NAGS. The Board Minutes reflect:</p> <p>Analysis of ākonga outcomes</p> <ul style="list-style-type: none"> <li>● Is a good employer and stays well informed</li> <li>● Ensures all resources are effectively budegeted for</li> <li>● Plans for the future</li> <li>● Consults effectively with the community</li> </ul> <p>Review policies and procedures on a three year rotation</p> <p>Ensure that the BOT is representative of our community and has sufficient induction to reach its Annual Plan</p>	<p>2.1 Priority in Term 1 to be given, Year 6 voice, staff, BOT and community - draft in Term 2. Working on the Key Competencies and principles during 2020</p> <p>2.5 The BOT to develop a consultation process through a range of methods.</p> <p>Community events to be held where we have opportunities to build our community - explicit planning of these. Recognise the importance of community and draw on these perspectives to help improvement</p> <ul style="list-style-type: none"> <li>● Weekly newsletters</li> <li>● Reports to ākonga and their parents</li> <li>● Three way conference</li> <li>● Parent attendance numbers at school events Eg; Matariki, parent w/shops, sport</li> </ul>	<p>Leaders and teachers collaborate and build mutually respectful (mana enhancing) relationships</p> <p>Parent and school conversations are goal oriented and focused on learning - in a variety of ways.</p>	<p>4.1 Review our specific Local Curriuclum - the Church and our mārae- through this developing our Māori Curriculum</p> <p>Consolidation of the Digital Curriculum - build a Digital Technology team</p> <p>Time and resources for developing Playbased learning as we work towards our Local Curriculum</p> <p>4.6 Measures for assessing the effectiveness of our core strategies Including:</p> <ul style="list-style-type: none"> <li>● literacy and numeracy tools</li> <li>● Standardised tests</li> <li>● Diagnostic survey, running records</li> <li>● Trianguation of data through observation and informal assessment</li> <li>● Moderation of results in and across schools</li> </ul>	<p>Design Appraisals leading with an authentic Catholic focus</p> <p>Plan for Appraisal dicussions every term, and with senior management.</p> <p>Shared Responsibilites 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 and build a resource bank</p> <p>Register Year 6 ākonga on leadership sessions</p> <p>Work with the parish to continue to build those natural networks - look at forming a Young Vinnies group</p>
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## 2020 Annual Goals

<b>D 1: Stewardship</b>	<p><b>Goal: Work with the Parish, Diocese and our school community as we update our school property.</b>  <b>Targets:</b> Junior block to begin in 2020, work started on the school pool (handrail, fence, cover and paint) and the fences for the safety of all</p>
<b>D2: Leadership for Equity and Excellence</b>	<p><b>Goal: Actively seeks the perspectives and aspirations of all as part of the development of the school's vision, values, strategic direction, goals and priorities.</b>  <b>Targets:</b> Consolidated Charism, Mission, Vision implicit in a revamped Behaviour Management expectations aligned with PB4L, Aligned to the Key Competencies</p>
<b>D3: Educationally Powerful Learning</b>	<p><b>Goal: Build educationally powerful connections with students, whānau and community</b>  <b>Targets:</b> Strengthen reciprocal learning relationships            Create digital platforms for our whānau and community to interact with school and student learning.            To develop the Staff's understanding and capability in forming cultural relationships for responsive pedagogy</p>
<b>D4: Responsive Curriculum</b>	<p><b>Goal: Provide an educationally responsive localised curriculum that recognises the unique contexts for learning in our community.</b>  <b>Targets:</b>  <b>Reading: 85% All students</b>  <b>Writing:</b> 80% All students 'at or above' expected level for our Year 6 learners  <b>Maths:</b> 80% All students 'at or above' expected level for Year 3/4  <b>Digital Technologies:</b> Teachers have developed capacity to effectively integrate Digital Technologies in to curriculum to enable improved student outcomes  <b>Playbased Learning:</b> Time and resources to be given to the junior teachers</p>
<b>D5: Professional capability &amp; Collective capacity</b>	<p><b>Goal: Robust and explicit Appraisal systems in the school for all staff</b>  <b>Targets:</b> To have completed Appraisal documents for all staff for effective</p>
<b>HAUORA</b>	<p><b>Goal: To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora now and into the future.</b>  <b>Targets:</b></p>

Annual Priorities			
Strategic Priority	2020	2021	2022
<b>D1: Stewardship</b>	Schools Docs is shared, linked to our Catholic teachings and shared with our community Work on the junior school, fencing and pool		
<b>D2: Leadership for Equity and Excellence</b>	A consolidated Charism, Mission and Vision, Key Competencies and Principles to underpin our school documents	Continue to work on specific values and key Competencies	
		Ongoing consultations with key Stakeholders	
<b>D3: Educationally Powerful Learning</b>	Increase communication and relationships to engage the school community 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	
<b>D4: Responsive Curriculum</b>	Local Curriculum - Māori Cultural Competencies, Mārae,		Student Agency, Mindset and Key Competencies
	LITERACY: WRITING for Year 3-6 Play Based Learning - Year 0-2/ Transitions into school,		
<b>D5: Professional capability &amp; Collective capacity</b>	Effective Appraisal systems in place		
	Increase student voice	Redevelop student agency	
<b>Hauora</b>	You Can Do It - Resiliency programme Linked to our Catholic Social Teaching and Mercy values Wellbeing survey Social Competencies	Hauora indicators - linked to our Catholic Myself and Others programme Catholic Review	

Improvement Plan - Domain: Stewardship	
<b>Strategic Goal</b> 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.	<b>Annual Goals.</b> 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  Reflect on all school processes and procedures in order to improve our practice in all areas.
<b>Key Improvement Strategies</b>	

When	What	Who	Indicators of Progress
Term 1	Have all documents ready for the beginning for the year: Code of Ethics - Catholic expectations for Board Review Documents for Catholic Special Character Action Plans Governace Manual BOT Induction day - what is our school about, our charter, values and annual plan BOT walk through school.		A representative range of our community shows interest in Trusteeship. Deadlines are met and the election runs efficiently.  There is good communication with our community.
Term 2-4	BOT have growing knowledge of the school, its operation and their role as Stewards. Monitor school data		
<b>Monitoring</b> <i>How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i>			

### School Operations, Governance & Management

Nag 1 Student Achievement

Key school documents that inform the School Charter relating to curriculum include:

- 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
- Student Assessment schedule
- Associated Policies
- Annual Plans

Nag 2 Self Evaluation

Key school documents that inform the School Charter relating to self evaluation include:

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

### 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	2019	2020 target
School performance data	Inconsistent approach to communication	Through digital learning tools improve pedagogical approaches to teaching and learning and therefore be more culturally responsive to students
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 Contact Assembly for an upgrade to our SMS programme Explicit planned activities for building school /whānau partnerships	All staff	90-100% attendance at parent/teacher interviews - hear our parents voice New Assembly school manager New Play Based sessions and Resiliency programme sessions

	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		Teachers have increased knowledge about our place, our marae and able to share with ākongā Teachers have growing knowledge of Te Rangimarie marae and our local area Class trips supported by local experts We have a growing resource bank
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 ( <b>Link to PLD focus</b> ) Beyond the classroom - engage with our community - and wider networks - with and about digital technologies. 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	Davinia  The Digital Team	Regular posts by teachers and learners Regular views by parents and whanau Development of school website  Increase in work submitted from all year groups. Increase in finalists  Commitment & participation at whanau forum hui- number and regularity improves.
<b>Monitoring</b> How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?			
<b>Resourcing</b> Pania - support with Te Rangimarie Marae, and teh Cultural Competencies - \$10,000 for 2020, Te Rangimarie Marae Digital platforms - Mindlab, Digital Curriculum and supporting resources, upgraded SMS: Assembly			

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

<b>Strategic Goal</b> : To provide an educationally responsive localised curriculum for implementing a specific Writing programme, linked to our Within School role		<b>Annual Goal:</b> 85%+ student achievement 'at' or 'above' in WRITING overall <b>Year 6 learners -</b>	
<b>Baseline data and Annual Target - Where do we want to be at the end of 2020? The focus is on student outcomes.</b>			
Source	Baseline Data	2020 Targets	
Teacher judgements against expected Curriuclum levels. Various Assessment tools	<b>2019 DATA</b> Māori - 85% Pasifika - 71.5% Male 78% Female 81% Year 5 learners - 60% Achieving At or Above	Year 6 learners - to be achievieng at school expectations 85% All students - 'At or Above' expectations	
When	What	Who	Indicators of Progress
Term 1	Introduction of new Within School role Attend Write that Essay writing programme Observe teaching of Writing and specific literacy skills Empower learners by ensuring <b>students</b> know/ can articulate their next steps Ensure 'Priority Learners' are identified through the ESOL register	Team Leaders WSTeacher Principal	<b>By the end of Term one:</b> <b>Leaders</b> will compare and analyse beginning of term 'knowledge' data with end of term knowledge data across the school. Report to the <b>BoT</b> <b>Teachers</b> will compare and analyse beginning of term data and look for specific teaching opprotunities Interview 'target' students to ascertain mindset/dispositions towards mathematics. Teacher to share next steps of learning with Parents of Priority learners

	Explicit purchasing of resources for our ākonga		
Term 2	Staff meeting to monitor Writing teaching progress Observe teaching (appraisal process) Team meetings to monitor progress  Teacher learning walkthroughs <b>Parent /teacher/ student meetings - 3 Way conference</b>		<b>By the end of Term two,</b> <b>Moderation of data and discussion by all teaching staff</b> Evaluate effectiveness of the approach. Analyse mid year data - report to the <b>BoT</b> Practices observed in each others classrooms
Term 3	Teaching inquiry Sharing of inquiry findings		<b>By the end of term three,</b> leaders will will collect and analyse data Teachers will have Conducted a teaching inquiry into the link between DT & Maths teaching/improvement Report to the BoT
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
<b>Monitoring</b> <i>How are we going – check student outcomes every term .</i> <i>Report to BoT. Staff meetings to establish where are the gaps. What needs to change if this is not working.</i> <i>Syndicate meetings to scrutinise student progress and discuss strategies to bring about further improvement of each individual child.</i>			
<b>Resourcing</b> <i>Termly staff meetings to monitor progress.</i> <i>Release time for the Within School Teacher - Mr A to undertake observations, and research/ work with the Across School Teachers and the Kahui Ako</i>			

### Improvement Plan - Domain:Wellbeing

**Strategic Goal:** 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.

**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	2019	2020	2020/2021
Student surveys	See student well being survey	Increase student voice by responding to the 2020 wellbeing surveys. <b>All responses to be less than 20% disagree in the 3 domains below;</b>	Our longer-term goals are articulated fully in Page 18/19 ERO Wellbeing for Success Guiding document. <ul style="list-style-type: none"> <li>● Children feel they belong</li> <li>● They feel they are successful learners</li> <li>● They build personal resilience over time at Puketapu School</li> <li>● They know how to form and keep good relationships</li> <li>● They are provided with a broad curriculum with many activities to try</li> <li>● They feel safe at school</li> <li>● Their opinions and ideas matter</li> <li>● Their language culture and identity are acknowledged, valued and accepted.</li> </ul>
Ministry of Education	Teacher observations	<ul style="list-style-type: none"> <li>○ Asking for student input on how to get on better with each other</li> <li>○ Understanding of school rules</li> <li>○ Having a say about what happens at school</li> </ul>	

- Teachers really care about all students.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Akonga Terms 1-4	<p>Monitor and review children with high health needs and special needs</p> <p>Develop Senior school Whānau leaders</p> <p>Explicit raising of profile of our Mercy values, linked to our Key Competencies</p> <p>Develop 'well being register'</p> <p>Discuss and share knowledge of individual students well being at staff meetings and team meetings.</p> <p>Continue development of growth mindset philosophy <i>Eg; class talk about thinking positively, being kind to each other, believing we are great, not listening to negativity</i></p> <p>Listen and observe our ākonga</p>		<p>By the end of term one, <b>leaders and teachers</b> will review</p> <ul style="list-style-type: none"> <li>• Register of students</li> <li>• Monitor Students appear on minutes of staff and syndicate meetings.</li> <li>• Record actions for support .</li> <li>• Termly report to Board</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Enjoy a sense of belonging</li> <li>• Feel included</li> <li>• Feel safe and cared for</li> <li>• Establish and maintain positive relationships, respect for each others' needs and show empathy</li> <li>• Are physically active and lead a healthy lifestyle</li> <li>• Self manage and show efficacy</li> <li>• Are resilient and adaptable in new and changing contexts</li> </ul>
Staff Term 1-4	<p>To ask staff how can we support them better. What can we take away from the load?</p> <p>Link to the Kahui Ako goal of Well-being</p> <p>Nurture our 'faith wellbeing - retreats and prayer life</p> <p>Include all staff to develop a sense of value and that their haurora is important</p> <p>Term 2 and Term 4 Staff and BOT formal social</p> <p>Ongoing Staff workload and sickness is monitored. Workload adjusted where necessary.</p> <p>April/ May Flu injection provided for all staff who wish to have it as no cost.</p>	<p>Principal Senior Management</p> <p>All staff to have voice</p>	<ul style="list-style-type: none"> <li>• Happy staff Term 1 and then termly thereafter</li> <li>• High turn out</li> <li>• Stress points are managed</li> <li>• Sickness and absences are monitored 2018-2019</li> <li>• Increasing uptake of staff. Reduced sickness.</li> </ul>

**Monitoring** *How are we going – check student outcomes every term*

*Where are the gaps? What needs to change if this is not working?*

**Resourcing**