



St Michael's Catholic School

"Striving for Excellence"

Principal's endorsement:	Rachael McLanachan 03/03/2021
Board of Trustees' endorsement:	Alistair Burns (BOT Chair) 25/02/2021
Submission date to Ministry of Education:	March 4, 2021

Board of Trustee Undertakings

Board Undertaking/ Consultation:

The St Michael's Catholic School Board of Trustees will consult annually with the Māori community and wider community.

Formal opportunities for consultation include School newsletters, PTA meetings, Board of Trustee meetings, Parent/Teacher interviews.

Strategic decisions will be made after considering information from all the above sources in 2020/ 2021 and the Charter will be completed after consultation with stakeholders.

Community Consultation Feb 2021

Overview of Targets will be in School Newsletter

March 2021

Charter will be made available to community March 2021

Charter will be sent to Catholic Integrated Schools Office : March 2021

2020 Analysis of Variance to BOT: February 2021

Ratification of School Charter:

The 2021 school charter was ratified at the Thursday 25 February meeting of the School Board of Trustees (refer to B.O.T. minutes).

School Charter and Annual Report:

A copy of the St Michael's School Charter will be sent to the Ministry of Education in March

A copy of the relevant year's Annual Report will be sent to the MOE by 31 May each year.

Tikanga Maori and Te Reo:

St Michael's is a school where Māori students positively achieve educational success as Māori, based on the philosophies of [Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy \(English\)](#) and [Tātaiako: cultural competencies for teachers of Māori learners](#)

Students will have the opportunity to experience Tikanga me Te Reo Māori both in the classroom, school and church environments

All students who identify as Māori are supported to connect with their hapu/iwi and iwi are invited to participate in the strategic planning for their ākonga
Kapa haka is available at St Michael's School
Karakia me nga himene are used daily and children are supported to learn the narratives of Te Arawa
The school maintains strong relationships with Ngāti Whakaue and in collaboration with iwi stakeholders
St Michael's crafts inspiring targets for Māori learners
All teachers are committed to ongoing and relevant professional learning. This is a feature of the annual appraisal cycle

The Board of Trustees are informed about Māori achievement and consider the impact on these learners when making decisions about resourcing.

School Operation, Governance and Management Section:

Curriculum

Key school documents relating to curriculum

- RE Curriculum
- New Zealand Curriculum Framework
- Curriculum Implementation Plans
- Student Individual Achievement Records Support register
- Associated Policies
- Charter and Annual Plan
- Annual Budget

Human Resources

Key school documents relating to human resources

- Job Descriptions
- Performance Agreements
- Teaching Staff - Staff Professional Growth Cycle
- Staff - Appraisal
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Annual Plan: Strategic Aims and Targets

Our School

Brief Description:

St Michael's is a small State Integrated school situated in Western Heights, Rotorua.

The school was opened in 1958 by the Mercy Sisters to serve the community of Western Heights.

The school caters for years 1 - 6 students in expansive, well - maintained grounds and buildings which provide a safe, attractive learning and working environment for students and staff.

St Michael's Catholic School community is made up of a variety of families from various socio-economic and cultural backgrounds. Our community is representative of many nationalities that reside in Rotorua. Students from approximately 14 different nationalities are enrolled at St Michael's Catholic School.

The school has ties with the St Michael's Parish and our sister school St Mary's, and is part of a Faith Based Kahui Ako. St Michael's is a partner school to John Paul College, the Catholic College in Rotorua.

St Michael's does not have an enrolment zone due to the special character of the school. The school roll has a maximum of 255.

staff and students

Staff members work collegially in a climate of trust and goodwill. They willingly share their professional knowledge and understanding of individual students. The teaching team is constantly embracing new insights and strategies.

Quality learning experiences are provided in well - resourced and stimulating classrooms. The careful presentation and display of student's work demonstrates respect and pride in their achievements.

The school places priority on the teaching of literacy and numeracy. Teachers deliver well-paced and structured lessons that actively engage students in learning.

Ninety percent of the enrolled children at the school have an association with the Catholic Church and are acknowledged as preference enrolments under the State Integration Preference Agreement.

Our school's senior leadership team consists of the Acting Principal, Director of Religious Studies, one part time Learning Support Coordinator, and two team leaders.

Catholic Schooling Philosophy

The philosophy of Catholic schools in New Zealand is based on a Catholic understanding of Christianity. Catholic integrated schools live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishops act in unison in determining the essentials of the philosophy and its underpinning values.

The special Catholic character, Mercy Charism, rich history, cultural diversity and strong family values are an integral part of school operations at all levels. Students are encouraged to strive for excellence in all areas of life by being Christ - like, confident communicators, active learners and valuing self and others.

Educational Powerful Partnerships

The school is well supported and guided by local kaumatua, whanau and Ngāti Whakaeu. The respect for Te Reo Māori me ona tikanga is ably demonstrated by staff, parents and students. As a school we use the local resources, such as Ohinemutu to support our annual programmes around tikanga Maori. Our kapahaka group performs annually in the local Rotorua Primary Schools Ahurei.

Baseline Data - Curriculum Achievement Data - Ethnicity / Gender 2020

	Reading		Writing		Maths	
	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)
Whole School	74%	83/113	71%	79/113	76%	85/113
Boys	58%	29/50	46%	23/50	60%	30/50
Girls	88%	55/63	87%	55/63	87%	54/63
Maori boys	38%	8/21	47%	10/21	52%	11/21
Maori girls	47%	10/21	66%	14/21	80%	17/21

Baseline Data - Curriculum Achievement Data - Year level 2020

	Reading		Writing		Maths	
	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)	% Achieved At or Above (Expected CL)	Number achieved At or Above expected CL (and total population)
Year 0	100%	4/4	100%	4/4	100%	4/4
Year 1	60%	9/15	60%	9/15	80%	12/15
Year 2	86%	19/22	91%	20/22	86%	18/21
Year 3	71%	12/17	59%	10/17	71%	12/17
Year 4	93%	13/14	85%	11/13	92%	12/13
Year 5	67%	14/21	48%	10/21	48%	10/21
Year 6	67%	14/21	67%	14/21	76%	16/21

Baseline Data - End of 2020 Data in Reading, Writing and Mathematics

Reading	Writing	Mathematics
<p>74% (83/113) of children are working at or above the appropriate curriculum learning level for their age this is up 9% from the 2019 data</p> <p>96% of children made expected or accelerated rates of progress this is an increase from 72% at the end of 2019</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Māori children are achieving at lower levels to other ethnicities</p>	<p>69% (78/113) of children are working at or above the appropriate curriculum learning level for their age this is up 8% from the 2019 data</p> <p>81% of children made expected or accelerated rates of progress this is an increased from 78% at the end of 2019</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Māori children are achieving at lower levels to other ethnicities</p>	<p>75% (84/113) of children are working at the appropriate curriculum learning level for their age this is up 9% from the 2019 data</p> <p>79% of children made expected or accelerated rates of progress this is slightly down from 80% at the end of 2019</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Māori children are achieving at lower levels to other ethnicities</p>
Reading Target	Writing Target	Mathematics Target
<p>94% 103/110 children will be working at the appropriate curriculum learning level for their age</p> <p>94% 103/110 of children will make expected or accelerated rates of progress</p> <p>Girls will be achieving at comparable rates and levels to boys</p> <p>Māori children will be achieving at comparable rates and levels to other ethnicities</p>	<p>95% 104/110 children will be working at the appropriate curriculum learning level for their age</p> <p>95% 104/110 children will make expected or accelerated rates of progress</p> <p>Girls will be achieving at comparable rates and levels to boys</p> <p>Māori children will be achieving at comparable rates and levels to other ethnicities</p>	<p>95% 104/110 of children will be working at the appropriate curriculum learning level for their age</p> <p>95% of children will make expected or accelerated rates of progress</p> <p>Girls will be achieving at comparable rates and levels to boys</p> <p>Māori children will be achieving at comparable rates and levels to other ethnicities</p>

Mission:

To provide a sound and balanced education in a Catholic Environment

St Michael's Catholic School

Strategic Priorities

Vision:

We believe that Quality, Tradition and innovation are the foundations for nurturing dynamic and aspiring learners within a supportive Catholic community.

Strategic Goals set from needs / data - 2021-2023	Three initiatives that will help work toward the main goal	Metrics - How will we measure achievement?	What will success look like?
<p>Goal 1 - Catholic Character To work with our staff, parents, students, parish and the wider community to continue to develop and strengthen our special Catholic Character</p>	<ul style="list-style-type: none"> Staff to complete an R.E paper through the Catholic Theological College Effectively implement an authentic religious education curriculum Baptism programme at school 	<ul style="list-style-type: none"> Catholic Character Review 	<ul style="list-style-type: none"> A truly authentic Catholic education for the students of St Michael's School A community that is connected to our parish A strong special character - Mercy Charism is known and visible
<p>Goal 2 - Community To develop greater parental and key stakeholder engagement in the development of our learning community</p>	<ul style="list-style-type: none"> Develop a whānau group Consult with whānau - Community Consultation Opportunities for whānau to engage in school life Host whanaungatanga meetings Improve engagement through digital communication 	<ul style="list-style-type: none"> Parent/ Whānau survey Amount of parents/ whanau engaging in digital communications Parents engaging in school activities/ meetings/ teaching and learning events 	<ul style="list-style-type: none"> Improved attendance in community events Improved engagement with digital communications.ie Facebook/School App/Seesaw Positive survey comments (student voice, wellbeing survey)
<p>Goal 3 - Teaching and Learning To have teachers deliver quality education using innovative learning practices which are focussed, encompass student agency and teaching as inquiry Improve student learning and achievement outcomes. Learners are enabled and empowered to become active participants in and of their learning</p>	<ul style="list-style-type: none"> Ngāti Whakaue Transition to school Culturally Responsive Localised curriculum Assessment for Learning PLD Professional Growth Cycle Positive Behaviour 4 Learning (PB4L) Literacy and Numeracy focus 	<ul style="list-style-type: none"> Student Voice Professional Growth Cycle will be implemented PB4L - positive behaviour OTJ's, collection formative and summative data 	<ul style="list-style-type: none"> Improved teacher practice Improved behaviour from students Improved engagement by students - students and teacher confidently articulating the learning and teaching
<p>Goal 4 - Leadership To implement a culturally responsive localised curriculum To engage with whanau/community more effectively</p>	<ul style="list-style-type: none"> Participate in regionally allocated PLD - Localised Curriculum with Amy Chakif (Evaluation Associates) PB4L Implement Professional Growth Cycles with staff (PGC) 	<ul style="list-style-type: none"> Eastle testing Yolanda Soryl Phonics PAT testing (Progressive Attainment Tests) 	<ul style="list-style-type: none"> open, transparent, clear communication with all stakeholders A culturally responsive St Michael's curriculum that all stakeholders can understand and articulate

St Michael's Catholic School Road Map

2021				2022				2023			
1	2	3	4	1	2	3	4	1	2	3	4

**Goal 1
(Catholic Character)**

Implementation and integration of the new R.E curriculum.

Staff to complete an R.E paper through the Catholic Theological College

Baptismal Programme.

Staff retreat

Baptismal Programme.

Staff to complete an R.E paper through the Catholic Theological College

Baptismal Programme.

**Goal 2
(Community):**

Strengthen community partnerships, through consultation and communication..

Develop a whanau group and further develop the PTA

Opportunities for whanau and community to engage in school life eg.Show case, Liturgy, Masses, sports

**Goal 3
(Teaching and Learning):**

Ngāti Whakauae transition to school

To develop coherent pathways by improving capability with learning progressions.

Structured Literacy

Implementing Localised Curriculum

PB4L Tier 1 (need to break into bite sized pieces) Continue developing 'Positive Behaviour for Learning' processes and strategies.

**Goal 4
(Leadership):**

Developing Local Curriculum (including Graduate profile).

TBC Kahui ako goal culturally responsiveness (link to).

Graduate profile (values) LC

Key Metrics

Evidence of new concepts in the RE Curriculum in project planning.
Evidence of teachers using the new curriculum.
School Baptism
Completion of RE paper

Improved attendance in community events
Improved engagement with digital communications.

Evidence of teachers reflecting and refining their practice.
Evidence of students driving their learning (social skills, key competencies...)

Evidence of new concepts in the RE Curriculum in project planning.
Evidence of teachers using the new curriculum.

What success looks like...

A truly authentic Catholic education for the students of St Michael's School
A community that is connected to our parish
A strong special character - Mercy
Charism is known and visible

All stakeholders are able to identify and live by our school vision and values
Improved community engagement

Improved teacher practice.
Increased student agency.

Teachers confidently integrating the new RE curriculum into Inquiry teaching and learning

Annual Plan 2021 Goal 1 - Catholic Character

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Effectively implement the new religious education curriculum Baptism programme at school Staff to complete an R.E paper through the Catholic Theological College Catholic Character Review 				

Action	Responsible	Resources	Due	Measure
Introductory sessions to the new Curriculum as staff meetings x 2 Basic understanding	DRS and leadership team	Draft RE Curriculum	Ongoing	Teachers confidently integrating the new RE curriculum into Inquiry teaching and learning A truly authentic Catholic education for the students of St Michael's School A community that is connected to our parish A strong special character - Mercy Charism is known and visible
Staff to complete an R.E paper through the Catholic Theological College	DRS and leadership team	Catholic Theological College	Term 1	
Provide opportunities for children to experience the wider Catholic Faith and foster a desire to become full members of the Catholic Church	DRS/ Leadership team		Term 2	
Catholic Character Review (March,2021)	All Staff/ BOT		Term 1	

Annual Plan 2021 Goal 2 - Community

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> To develop greater parental and key stakeholder engagement in the development of our learning community 				

Action	Responsible	Resources	Due	Measure
Consult with whanau - Community Consultation	Board Senior Leadership Team			<ul style="list-style-type: none"> All stakeholders are able to identify and live by our school vision and values Improved community engagement All stakeholders have the opportunity to have their voice heard
Opportunities for whanau to engage in school life	All Staff			
Host whanaungatanga meetings	All Staff			
Develop a whanau group	Senior Leadership Team			

Annual Plan 2021 Goal 3 - Teaching and Learning

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> To have teachers deliver quality education using innovative learning practices which are focussed, encompass student agency and teaching as inquiry Improve student learning and achievement outcomes. Learners are enabled and empowered to become active participants in and of their learning 				

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> Ngati Whakaue Transition to school 	Ark Teachers			Improved teacher practice Students and teachers are able to speak specifically about next learning steps.
<ul style="list-style-type: none"> Culturally Responsive Localised curriculum Assessment for Learning PLD 	All Staff	Evaluation Associates		St Michael's localised curriculum is visual and implemented
<ul style="list-style-type: none"> Professional Growth Cycle 	Leadership Team	Maree Stewart - JPC		Our school vision and values are known by all stakeholders and are visual
<ul style="list-style-type: none"> PB4L 	Leadership Team			Staff are able to talk about their professional growth and their next steps
<ul style="list-style-type: none"> Literacy Development 	LSC/ Leadership team			To see an improvement in literacy achievement data - Reading and writing

Annual Plan 2021 Goal 4 - Leadership

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> To implement a culturally responsive localised curriculum 				


Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> Participate in regionally allocated PLD - Localised Curriculum with 	Leadership Team	Amy Chakif (Evaluation Associates)		Students and teachers are able to speak specifically about next learning steps.
<ul style="list-style-type: none"> PB4L - Graduate profile developed and visible PB4L signage visible 	Leadership Team	signage		St Michael's localised curriculum is visual and implemented Our school vision and values are known by all stakeholders and are visual
<ul style="list-style-type: none"> Implement Professional Growth Cycles with staff 	Leadership Team			Staff are able to talk about their professional growth and their next steps

PROPERTY & FINANCE STRATEGIC AND MAINTENANCE PLAN (NAG 4)

Where do we want to be?	2021	2022	2023	2024
<p>Undertake capital building development</p> <p>Nag 4iii</p> <p>To continue to focus on improving our facilities, resources and systems</p>	<p>LSC space Repair:</p> <ul style="list-style-type: none"> peeling paint on ceilings, uplifting carpet, electrical issues in the Ark Hall leaks <p>Install security system and lighting</p> <p>Continue planting orchard</p> <p>10 Year property plan</p>	<p>Parking - Clayton Road</p>	<p>Turf the courts?</p> <p>Staffroom development?</p>	

<p>Management of school asset system.</p> <p>Maintenance of property to ensure the safety and health of occupants.</p> <p>To continue to focus on improving our facilities, resources and systems</p> <p>(NAG 4ii)</p>	<ul style="list-style-type: none"> Maintain and update school asset register regularly. Estimate economic life of assets contained within register and costings of replacement. Report recommendations to finance committee/BOT so as to ensure coherent replacement programme. Regular inspection by Principal/ BOT/ Caretaker to ensure property is safe. Carry out regular paint touch ups, spouting checks, fertilising etc. as per 10 year plan Maintain and update
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Religious Education Action Plan 2021

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Effectively implement the new religious education curriculum Integrate the new RE curriculum with inquiry based teaching and learning 				

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> Introduce new curriculum document to staff Introductory sessions to the new Curriculum as staff meetings x 2 Basic understanding 	Rachael and Marion	New document	End Term 1	
<ul style="list-style-type: none"> To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character 	Leadership/ BOT		All Year	
<ul style="list-style-type: none"> Provide quality, authentic teaching in the Catholic RE curriculum 	All staff			

	Implementations, Responsibility, Timeframe, resource	Review	Actual Outcomes
<p>Provide quality teaching in the Catholic RE curriculum</p> <p>To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character</p>	<p>1.1a - Marion will be available for Mass and Liturgy planning support</p> <p>1.1b Organising a singing practice for students</p> <p>1.1c Stocktake the RE resources across the school and provide a list and report to the Principal</p> <ul style="list-style-type: none"> ● To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators. ● *To enhance collaborative practice and innovative pedagogy in delivering the RE curriculum, which enables deeper learning and promotes students' critical thinking. <p>To continue to strengthen School - Parish partnership through relationships and communication</p> <ul style="list-style-type: none"> ● *To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in delivery of the RE curriculum and through school events and daily life. ● To promote the effective development of our students; nurturing our mission charism and embedding our school values. ● *To facilitate genuine and ongoing opportunities to encounter Christ. <p>To ensure that all teaching staff are working towards Classroom Level accreditation in the teaching of Religious Education and all leadership staff have or are working towards Leadership Level accreditation.</p> <ul style="list-style-type: none"> ● To ensure the teaching of Religious Education is relevant to the lives of our students and to integrate it within relevant curriculum areas. 	<p>Term 1 - <i>Strategic plan meeting held with principal to outline this document</i></p> <p>Fortnightly meeting between DRS and Principal</p>	<p>1.1a-Marion ran a 30 minute lesson on how to plan a liturgy for Peri.</p> <p>1.1b During assembly time</p> <p>1.1c Term 1 - suggestion that all teachers of RE conduct a stocktake of resources in their rooms. Ask support staff to help with this process.</p> <p><u>Teacher Capability - Term 2</u> Staff Library in the staff room resources to add.</p> <p>Ensure they know what they actually have - follow up with a collaborative approach to list items -perhaps make up a Google Sheet and staff add what they have</p> <p>Suggest that all staff undertake PD offered by TCI- these courses are designed specifically for teachers in Catholic schools to "To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators." <i>Ensure that the altars in our common spaces are refreshed, cleaned and reflect the liturgical colour and there is an opportunity for staff to pray and engage with the space.</i></p> <p><i>Check all classroom prayer tables are accessible, that are features of the room and are regularly changed to encourage prayer.</i></p> <p><i>Ensure Prayer Bags are beautifully presented and sent home regularly</i></p> <p><i>Suggest that all staff actively use the rich human resources within the community to help promote more examples of tikanga practices within the daily school routines - karakia, waiata and protocol not just for special occasions or guests</i></p> <p><i>Make Jesus Real - Charisms/ examples of saints, heroes in the community / help students SEE Jesus in others</i></p>

	<p>Ensure that two observations of RE teaching takes place for all teachers and reports are given to the Principal.</p> <p>A report on the appraisal process and outcomes to be handed to the BOT as per the review schedule</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p>	<p><u>Term 1</u> DRS meets with each classroom teacher to discuss their needs and goals</p> <p><u>Term 2</u> Principal and Deputy Principal are visiting St Patrick's Te Awamutu DRS and to seek support from Dianne Porter on how to conduct high level appraisal process in RE. Times to be set for Zoom sessions with Dianne (Principal to be included)</p> <p>RE observations to take place in Week 10</p> <p>Collect the weekly RE plan for Weeks 3 and 4 of Term 1 Long Term Plans and weekly planning for Term 2 - Marion and Rachael to conduct a curriculum coverage audit.</p> <p>BT to be given opportunities to observe other teachers and then debrief with her mentor (Peri)</p> <p>DRS given two days release to conduct observations of religious education teachers. DRS released for 2.5 hours a fortnight during Term 1. This will be revised for Term 2.</p>


	<p>Senior leaders (Children) will learn to read the Gospels. The DRS will facilitate a Gospel reflection group at lunchtime and these notes and the recording of the Gospel will be added to the school's newsletter. The reading will</p>	<p>Term 1 Term 2 Term 3 Term 4</p>	<p>All classes have made an excellent effort to have a child read the Gospel during their class assembly.</p> <p>All staff should take part in SC502 - Interpreting the New Testament in order to understand HOW to interpret the Gospels</p> <p>Last year, our seminarian Isaac ran a Bible "study" group each week. One of our deacons (John) has indicated a desire to become more involved in our school.</p>
	<p>Induction programme to continue for Peri and Shayla in 2021</p> <p>DRS will organise to meet with the Galilee team to unpack:</p> <ul style="list-style-type: none"> • Caritas • Bridging document • resourcing at St Michaels School • planning a liturgy template • How to plan a Mass 	<p>Term 1 Term 2 Term 3 Term 4</p>	<p>A requested has been made that Dianne Porter visit to have an informal chat about PD opportunities ie. Prayerful Spaces</p>
	<p>Developing a long term plan for covering RE topics and adding important dates on the Google calendar</p>	<p>During the year</p>	<p>Long Time plans are shared at beginning of the year.</p>

Provide opportunities for children to experience the wider Catholic Faith and foster a desire to become full members of the Catholic Church.

Term 1- Term 4

- Mary MacKillop Hikoi - Term 1 - Community invited
- Year 6 House Captains retreat in Term 1 at the Tyburn Monastery
- Invited Fr Prakash and Fr Thomas to liturgies at school
- Had a meeting with Fr Thomas regarding Baptismal programme at St Michael's Church run by DRA/ Principal
- Encourage children to participate in the Sacramental programme - send letters out to parents
- School Masses every term on Sunday 8am with morning tea in the crypt afterwards.
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Localised Curriculum Action Plan 2021

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> To develop and implement a culturally responsive localised curriculum 				


Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> Meet with Amy Chakif to plan PLD/ community consultation/ staff meetings/ TOD 	Rachael		Feb 2021	Teachers have all met Amy and a PLD plan has been put in place for the year
<ul style="list-style-type: none"> Design and enact an approach for gathering stake holder voice. Design surveys, plan and run focus groups to gather voice Collate and analyse stake Holder voice. Design a local curriculum. Gather baseline data using the capabilities matrices. Observations and practice analysis, looking at capabilities 2,3,4. 		Evidence Process We will use the Student and teacher Capabilities Matrices to measure shift in assessment for learning practices across the school. A completed curriculum review and our curriculum is a coherent living tool to guide and inform teaching and learning.		Collecting and analysing voice from key stake holder regarding curriculum development. Clarity across the school around data collection and why and how we use it. (Data for formative and summative purposes) Collating student achievement data and qualitative stake holder data to inform next steps in learning and teaching design.
<ul style="list-style-type: none"> 				Students will be assessment literate learners. They will be able to clearly describe their learning, use peer and self assessment tools and seek feedback on their learning . This will be measured by the Capabilities Matrix.

Literacy Action Plan 2021

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Structured Literacy Teacher capabilities around making robust OTJ's in reading and writing 				

Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> Offer Reading Recovery - Marion Brits completing the training for 2021 	Marion	Wendy - Reading Recovery Tutor \$500 has been budgeted for texts required for this training.		Teacher development
<ul style="list-style-type: none"> LSC - testing using a variety of assessment and screening tools 				To identify the reasons some children are not making progress in literacy - processing, memory issues, dyslexia etc.
<ul style="list-style-type: none"> Yolanda Soryl Phonics Course - Phonics will be taught across the whole school for those children identified as having a need 	Peri, Tracey, Kelly. Jo	Yolanda Soryl Phonics Programme		By the time a student reaches Year 3, they will know all the letter sounds. Children who do not, will be tested in other areas to identify any problems with phonological awareness/ memory, etc
<ul style="list-style-type: none"> Structured Literacy at all levels 	All staff	PLDS ?		An improvement in literacy outcomes for all children especially identified targets

Tikanga Maori and Te Reo: Action Plan 2021

Initiative	Term 1	Term 2	Term 3	Term 4
Students will have the opportunity to experience Tikanga me Te Reo Māori both in the classroom, school and church environments				
Action	Responsible	Resources	Due	Measure
<ul style="list-style-type: none"> All students who identify as Māori are supported to connect with their hapu/iwi and iwi are invited to participate in the strategic planning for their ākonga 	All staff		Term 4	Results of community consultation. See an improvement in Māori achievement
<ul style="list-style-type: none"> Kapa haka is available at St Michael's School 	Kelly / Wiki / Marama		Term 2 - 4	Our Kapa Haka roopu will perform at the Primary School Ahurei in November
<ul style="list-style-type: none"> Karakia me nga himene are used daily and children are supported to learn the narratives of Te Arawa 	All staff		All year	Children are all able to pray our traditional prayer in Te Reo.
<ul style="list-style-type: none"> The school maintains strong relationships with Ngāti Whakaue and in collaboration with iwi stakeholders St Michael's crafts inspiring targets for Māori learners 	BOT/ Principal			
<ul style="list-style-type: none"> All teachers are committed to ongoing and relevant professional learning. This is a feature of the Professional Growth Cycle 	All staff		2021 - 2022	Goals will be set with our Professional Growth Cycle. 2022 - Teachers will be encouraged to enrol at Te Wānanga o Aotearoa - Papa Reo Level 1
<ul style="list-style-type: none"> The Board of Trustees are informed about Māori achievement and consider the impact on these learners when making decisions about resourcing. 	Principal		End of each term	Principal will report on Māori achievement at board meetings

Mission:

To provide a sound and balanced education in a Catholic Environment

St Michael's Catholic School Strategic Self Review

Vision:

We believe that Quality, Tradition and innovation are the foundations for nurturing dynamic and aspiring learners within a supportive Catholic community.

Goal 1 (Religious Education):

Goal 2 (Community):

Goal 3 (Teaching and Learning):
Grow teacher and student agency

Goal 4 (Leadership):

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Review Due End
2021



Analysis of Variance

2020

School Name:	St Michael's Catholic School		
Strategic Aim:	To ensure that all students achieve their personal potential and wherever possible attain appropriate Curriculum objectives linked to our COL achievement challenges		
Annual Aim:	To improve the Achievement Levels in Reading and Writing		
Target:	To improve the Achievement levels of all children who were identified in the cohort of children achieving below their chronological age in reading and writing.		
Baseline Data:	The 2019 end of year data identified 54 children (35%) were reading below their chronological age and 61 children (61%) were writing below the expected level for their age		
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Each classroom teacher identified the children who were in the overall target group.</p> <p>Teachers worked with their team leader, SENCO and LSC to identify teaching programmes that could help their target group.</p> <p>Teachers were provided in-class support and completed PD based around teaching strategies and group practice.</p> <p>Target children's progress was explicitly planned for and monitored with small steps of progress identified and celebrated.</p> <p>Children were helped to recognise the progress they were making using child speak progressions and exemplars.</p>	<p>Data Analysis Reading In 2019 54 (35%) children were identified as target learners in reading. Of those 54 children 28 children left the school, either as year 6 children or with an incomplete year. 4 of the children are ORS funded, 3 identified as ESOL and 3 are transient children who left and then returned. Information and test results were shared with the 2020 teachers of the 26 children still at St Michael's. As at December 2020, 29 (26%) of children are working below their expected curriculum level, ORS funded, ESOL identified children are within this data.</p> <p>Data Analysis Writing 61 (61%) children were identified as working below the expected standard as at December 2019. Of these, 28 left as year 6 children or had an incomplete year in 2020.</p>	<p>Teachers and SL realised over time that our recording of OTJ's onto our SMS system (Etap) and the use of our wedge graphs were confusing for some teachers and the data wasn't giving us a true picture of where our children were achieving. After a meeting with an Etap consultant, the wedge graphs were changed to give a broader band of at or above thus bringing more children into that range. Clearer guidelines for monitoring and moderation of data were established which saw an improvement in practice and pedagogy of reading and writing across the school. The staff focused on improving their understanding of OTJ's, wedge graphs, moderation, kidspeak progressions and forming criteria to help identify children who were struggling in reading and writing.</p>	<p>Next year we have successfully gained Centrally Funded PLD – Localised Curriculum which will help to strengthen teacher capabilities and pedagogy.</p> <p>Based on the outcomes of this year and the extraordinary year we have had there are definitely changes that need to occur in order for our children to truly reach their academic potential. Clearer monitoring and moderation between teachers and year levels is important so teachers can see where their children have come from and where they need to move to next.</p> <p>Teachers will conduct parent/ teacher interviews before school officially begins to get to know the children and their whanau. During these meetings teachers, parents and children will set goals for the first term.</p>

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<p>Each classroom teacher identified the children who were in the overall target group.</p> <p>Teachers worked with their team leader, SENCO and LSC to identify teaching programmes that could help their target group.</p> <p>Teachers were provided in-class support and completed PD based around teaching strategies and group practice.</p> <p>Target children's progress was explicitly planned for and monitored with small steps of progress identified and celebrated.</p> <p>Children were helped to recognise the progress they were making using child speak progressions and exemplars.</p>	<p>As at December 2020, 35 (32%) of children are working below their expected curriculum level.</p> <p>Commentary Initially the 2020 Term 1 data showed a drop in achievement, particularly in the senior area of the school. This was due to a more robust testing and assessment procedure undertaken by the two new teachers in the senior class. E-asTTie was used to identify the areas of concern in reading and writing and the teachers set about explicitly teaching to the children's needs.</p> <p>The children were taught to recognise what and why they were learning and began to set goals for themselves. They were encouraged to think about themselves as a learner and were able to identify some of the things that made learning easier for them.</p> <p>Parents were communicated with and received positive reports on their child's progress.</p> <p>Initially teachers were expecting significant gains for their target group but due to the challenges of 2020 those gains were at a slower pace although some progress was still occurring.</p>	<p>The LSC tested all target children on their phonological awareness and worked with the well below children on programmes such as Toe to Toe.</p> <p>3 teachers and 3 Learning Support staff attended the Yolanda Soryl Phonics PLD and implemented the programme very successfully in the junior and middle school. This will continue to be a focus in 2021.</p> <p>A specialist teacher was employed in Term 4 to work alongside the ORS funded children and to support the classroom teachers in oral language development.</p>	<p>Next year we will be training a teacher in Reading Recovery which will help the children currently achieving well below their expected curriculum level as well as groups of children who need a further push to get them across the line. The Ministry provides an extra 0.40 FTTE of funding.</p> <p>The SENCO has also successfully gained In-class Support for our 2 transient children for the year and a terms worth of TA support for a middle school child who needs considerable support to access the curriculum.</p> <p>The intention is to send the rest of the staff to the Yolanda Soryl Phonics PLD so all children have the opportunity to improve their phonological awareness.</p>

Planning for next year

1. PLD (MOE) Developing a Localised Curriculum: An external facilitator will be working with the staff throughout 2021
2. We will continue with the PB4L (Positive Behaviour 4 Learning) PLD in 2021
3. Improving and developing strategies to assist children to set and reach their goals and the achievement targets in 2021.
4. Improve whole school moderation around OTJ's for reading, writing and mathematics.
5. Offer Reading Recovery for the children working well below their curriculum level.
6. Continue developing a robust phonics programme for all levels of the curriculum.
7. Develop a robust Professional Growth Cycle to improve teacher capabilities and inquiry.