



# St Michael's Catholic School

<b>Principal's endorsement:</b>	<b>Rachael McLanachan</b>
<b>Board of Trustees' endorsement:</b>	<b>Nick Horton</b>
<b>Submission date to Ministry of Education:</b>	<b>March, 2022</b>

# 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 2021/ 2022 and the Charter will be completed after consultation with stakeholders.

Community Consultation Mar 2022

Overview of Targets will be in School Newsletter March 2022

Charter will be made available to community March 2022

Charter will be sent to Catholic Integrated Schools Office : March 2022

2021 Analysis of Variance to BOT: February 2022

## Ratification of School Charter:

The 2022 school charter will be ratified at the February meeting of the School Board.

## 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 Whakae 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 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 Record
- Support register
- Associated Policies
- Charter and Annual Plan
- Annual Budget

### Human Resources

Key school documents relating to human resources

- Job Descriptions
- Teaching Staff - Staff Professional Growth Cycle
- Support 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 Principal, Director of Religious Studies, one part time Learning Support Coordinator, and a junior 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 Whakaeue. 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.

# National Education and Learning Priorities

Objectives	Priorities	
Learners at the centre	NELP 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	NELP 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
Barrier free access	NELP 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	NELP 4: Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
Quality teaching and leadership	NELP 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	NELP 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Strategic Goals	Year 1 - 2022	Year 2 - 2023	Year 3 - 2024
<p><b>1. Special Character</b> To work with our staff, parents, students, parish and the wider community to continue to develop and strengthen our special Catholic Character</p>	<p>Implementation and integration of the new R.E curriculum - not ready for 2022 Baptism programme Growth in Knowledge - continue working on Certification of teachers</p>	<p>Implementation and integration of the new R.E curriculum  Baptism Programme Growth in Knowledge - continue working on Certification of teachers</p>	<p>Baptism Programme Growth in Knowledge - continue working on Certification of teachers</p>
<p><b>2.Learners at the centre</b> Every child will progress and achieve to their highest educational potential through programmes that respond to their needs and are designed and delivered with collaboration and support from whanau and community.</p>	<p>Curriculum Plans are fully developed in collaboration with the school's community and review processes of these has begun Localised Curriculum will be implemented</p>	<p>Curriculum plans are reviewed as per plan cycle.</p>	<p>Curriculum plans are fully embedded and part of board self review</p>
<p><b>3. Barrier free access</b> Our Maori students will enjoy educational success as Maori  Every learner will gain sound foundation skills in literacy and numeracy</p>	<p>Whanau and iwi engaged to identify needs and collaborative approach Cultural Competencies included in Professional Growth Cycle Structured Literacy</p>	<p>UDL - Universal Design for Learning. All children can access the curriculum at their level. Cultural Competencies included in Professional Growth Cycle Structured</p>	<p>Cultural Competencies included in Professional Growth Cycle Structured</p>
<p><b>4. Quality teaching and leadership</b> Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching.</p>	<p>Staff PLD - Assessment for Learning Zones of Regulation</p>	<p>Staff will be able to meaningfully incorporate te reo Maori into everyday life Staff PLD in Literacy</p>	<p>Staff PLD - Mathematics</p>

# St Michael's Catholic School Strategic Priorities

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 - Special 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"> <li>• Staff to complete one R.E paper through the Catholic Theological College per year</li> <li>• Effectively implement an authentic religious education curriculum</li> <li>• Baptism programme at school</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Development of new RE Curriculum, assessment.</li> <li>• School Community Masses</li> <li>• Catholic Character Goals with Professional Growth Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• A truly authentic Catholic education for the students of St Michael's School</li> <li>• A community that is connected to our parish</li> <li>• A strong special character - Mercy Charism is known and visible</li> </ul>
<p>Goal 2 - Learners at the centre Every child will progress and achieve to their highest educational potential through programmes that respond to their needs and are designed and delivered with collaboration and support from whanau and community.</p>	<ul style="list-style-type: none"> <li>• Student Well Being</li> <li>• Ngati Whakauae Initiative (Senior School)</li> <li>• LSC - Working with target children</li> <li>• Whanau meetings - beginning and middle of year</li> <li>• Getting to know my learners</li> </ul>	<ul style="list-style-type: none"> <li>• Eastle testing - reading, writing, maths</li> <li>• Yolanda Soryl Phonics</li> <li>• GLOSS / JAM (Maths Testing)</li> <li>• Better Start Literacy Approach testing</li> <li>• Curriculum Progress Tool - Writing</li> <li>• Running Records</li> <li>• LSC - Needs register</li> </ul>	<ul style="list-style-type: none"> <li>• open, transparent, clear communication with all stakeholders</li> <li>• A culturally responsive St Michael's curriculum that all stakeholders can understand and articulate</li> </ul>
<p>Goal 3 - Barrier free access Our Maori students will enjoy educational success as Maori</p> <p>Every learner will gain sound foundation skills in literacy and numeracy</p>	<ul style="list-style-type: none"> <li>• Work with MAC - Maori Achievement Collaborative</li> <li>• BSLA - Junior teachers</li> <li>• Poutama Pounamu - Ka Hui Ako</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/ Whānau survey</li> <li>• Parents engaging in school activities/ meetings/ teaching and learning events</li> <li>• Cultural Competencies introduced to Professional Growth Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Our Maori students will be progressing at an equitable rate to that of other ethnicities</li> </ul>
<p>Goal 4 - Quality teaching and leadership Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching.</p>	<ul style="list-style-type: none"> <li>• Ngāti Whakauae Transition to school</li> <li>• Culturally Responsive Localised curriculum</li> <li>• Assessment for Learning PLD</li> <li>• Professional Growth Cycle</li> <li>• Positive Behaviour 4 Learning (PB4L)</li> <li>• Literacy and Numeracy focus</li> </ul>	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• Professional Growth Cycle will be implemented</li> <li>• PB4L - positive behaviour</li> <li>• OTJ's, collection formative and summative data</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher practice</li> <li>• Improved behaviour from students</li> <li>• Improved engagement by students - students and teacher confidently articulating the learning and teaching</li> </ul>

# St Michael's Catholic School Road Map

2022				2023				2024			
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  
(Learners at the centre):**

Strengthen community partnerships, through consultation and communication..

open, transparent, clear communication with all stakeholders

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

**Goal 3 (Barrier Free Access)**

Ngāti Whakaue Initiative

To develop coherent pathways by improving capability with learning progressions.

Structured Literacy - BSLA

Implementing Localised Curriculum - Supported by Mac

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

**Goal 4  
(Quality teaching and Leadership)**

Developing Local Curriculum (including Graduate profile).

Graduate profile (values) LC

Kahui ako goal culturally responsiveness - Poutama Pounamu

Professional Growth Cycle - PLD (Assessment for Learning) Teacher Capability

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

Every child will progress and achieve to their highest educational potential through programmes that respond to their needs and are designed and delivered with collaboration and support from whanau and community.

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 2022 Goal 1 - Special Character

Initiative	Term 1	Term 2	Term 3	Term 4
To work with our staff, parents, students, parish and the wider community to continue to develop and strengthen our special Catholic Character				

Action	Responsible	Resources	Due	Measure
Catholic Character goals within Professional Growth Cycle for each teacher - New RE Curriculum	Principal/ staff	Professional Growth Cycle - PLD	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 Opportunity for staff retreats/ Conference (Wellington)	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 - Sacramental Programme	DRS/ Leadership team	School Masses - Availability of Parish Priests.	Term 2	
Embed as an annual event the Mary MacKillop Hikoi. Give children the opportunities to be actively involved in outreach - Young Vinnies/ Service possibilities	DRS/ Principal	Rotorua Museum Educator	Term 1	

# Annual Plan 2022 Goal 2 - Learners at the Centre

Initiative	Term 1	Term 2	Term 3	Term 4
Every child will progress and achieve to their highest educational potential through programmes that respond to their needs and are designed and delivered with collaboration and support from whanau and community.				

Action	Responsible	Resources	Due	Measure
Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Principal Classroom teachers Learning Support Coordinator Specialist Teacher	EasTTe RTL Phonological testing Overall Teacher Judgements - OTJ	March	Survey results. <ul style="list-style-type: none"> <li>Improved teacher practice</li> <li>Improved behaviour from students</li> <li>Improved engagement by students - students and teacher confidently articulating the learning and teaching</li> </ul>
Strengthen community partnerships, through consultation and communication.	Principal	Community Consultation Wellbeing Survey Seesaw School App School Website/ Facebook	Throughout the Year	Open, transparent, clear communication with all stakeholders A culturally responsive St Michael's curriculum that all stakeholders can understand and articulate
Opportunities for whanau and community to engage in school life	All Staff	School events - parental involvement	Throughout the year	End of Year Community Survey

# Annual Plan 2022 Goal 3 - Barrier Free Access

Initiative	Term 1	Term 2	Term 3	Term 4
Our Maori students will enjoy educational success as Maori				
Every learner will gain sound foundation skills in literacy and numeracy				

Action	Responsible	Resources	Due	Measure
Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.	Principal/ Staff	MAC - Maori Achievement Collaborative Kahui Ako PLD BSLA - Junior teachers Poutama Pounamu - Ka Hui Ako	Year	
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.	All staff	Well Being Survey Ngati Whakaue Initiative (Senior School) LSC - Working with target children Whanau meetings - beginning and middle of year Getting to know my learners		Our Maori students will be progressing at an equitable rate to that of other ethnicities Data/ Survey results
Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning.	Principal/ Leader of Maori	Attend Maori Mass to connect with St Michael's Church community		

# Annual Plan 2022 Goal 4 - Quality Teaching and Leadership

Initiative	Term 1	Term 2	Term 3	Term 4
Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching.				

Action	Responsible	Resources	Due	Measure
Implementation of Local Curriculum (including Graduate profile).	All Staff	Staff and community consultation	Throughout the Year	Staff uptake of new localised curriculum. Sharing results/ experiences - student voice
Quality teaching and leadership Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching.	All Staff	Ngāti Whakaue Culturally Responsive Localised curriculum Assessment for Learning PLD Professional Growth Cycle Positive Behaviour 4 Learning (PB4L) Literacy and Numeracy focus	Throughout the Year	End of Year Data results Student Voice Professional Growth Cycle will be implemented PB4L - positive behaviour OTJ's, collection formative and summative data
Kahui ako goal culturally responsiveness - Poutama Pounamu	All Staff - two staff members will complete the PLD to bring back to staff	Poutama Pounamu - MOE PLD	Throughout the year	Completion of University papers Staff uptake

# Analysis of Variance

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 2021 beginning of year data identified 22 children (%) were reading below their chronological age and 25 children (%) 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><b>Data Analysis Reading</b> At the beginning of 2021, 21 (23%) children were identified as target learners in reading. Of those 21 children, 2 are ORS funded, 2 identified as ESOL and 3 are receiving ICS from the RTLB Service. One child is currently under the care of iCAMs.</p> <p>As at December 2021, 21 (20%) of children are working below their expected curriculum level, ORS funded, ICS funded and ESOL identified children are within this data.</p> <p><b>Data Analysis Writing</b> At the beginning of 2021, 23 (25%) children were identified as target learners in writing. Of those 23 children, 2 are ORS funded, 2 identified as ESOL and 3 are receiving ICS from the RTLB Service. One child is currently under the care of iCAMs.</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. This will be ongoing PLD for 2022 - Assessment for Learning - Regionalised PLD Funding</p>	<p>Next year we have successfully gained Centrally Funded PLD – Assessment for Learning 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>

<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
	<p>As at December 2021, 28 (27%) children were identified as working below the expected standard. Of those 28 children, 2 are ORS funded, 2 identified as ESOL and 3 are receiving ICS from the RTLB Service. One child is currently under the care of iCAMS.</p> <p><b>Commentary</b> There has been little change in the reading and writing data on a whole in 2021. This was due to a more robust testing and assessment procedure undertaken by all teachers. The Junior teachers have focussed on the BSLA testing which has given them a clearer understanding of how children learn to read and write thus enabling them to make more robust Overall Teacher Judgements. E-asTTle was used to gather standardised data in the Senior area of the school. The data from these tests help to identify the areas of concern in reading and writing which helps teachers explicitly teach to the children's needs. The senior and middle school teachers have recently completed PLD around E-Asttle and have a better idea of how to use the data provided.</p> <p>Parents were communicated with and received positive reports on their child's progress.</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, iCept, Word Chain</p> <p>Junior teachers undertook new learning in Structured Literacy - Better Start Literacy Approach - University of Canterbury. We believe this approach will make a huge impact on our beginning readers and writers. The teachers have recently completed the first 10 week cycle and look forward to sharing their results.</p> <p>Reading Recovery - Marion completed her first year of training. Unfortunately we are unable to continue with R.R next year due to a lack of staffing.</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. This position has been secured for 2022.</p> <p>The SENCO has also successfully gained In-class Support for our 2 children for 2022. a This support is by way of TA support for 2 middle school children who need considerable support to access the curriculum.</p>	<p>Zones of Regulation - many of our target children have behavioural and anxiety issues that are hindering their ability to learn and retain what they have been taught. Zones is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.</p> <p>Ngati Whakaue Project 2022 "Poipoiwa te Kakano Kia puawai" We aim to prepare our tamariki in the senior school for Intermediate by making sure all children who leave St Michael's Catholic School in Year 6 have strong literacy and numeracy skills and are equipped to continue on their higher learning journey.</p> <p>We have analysed the data from 2021 and have noticed significant disparity between our Māori tamariki and those of other ethnicities. We plan to improve the educational outcomes for our Māori students by introducing a more holistic, culturally responsive approach to teaching and learning, incorporating Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga and Ako into our localised curriculum.</p> <p>BSLA - Continue in the Junior Class. Extend the pedagogy into the middle school with the help of LSC</p>

## Planning for next year

1. PLD (MOE) Assessment for Learning: An external facilitator will be working with the staff throughout 2022
2. We will continue with the PB4L (Positive Behaviour 4 Learning) PLD in 2022
3. Improving and developing strategies to assist children to set and reach their goals and the achievement targets in 2022.
4. Improve whole school moderation around OTJ's for reading, writing and mathematics.
5. Continue with BSLA in Junior School
6. Continue developing a robust phonics/ spelling/ handwriting programme for all levels of the curriculum.
7. Firmly establish the Professional Growth Cycle to improve teacher capabilities and inquiry.
8. Work with Etap to further develop OTJ's and reporting to parents
9. Establish Zones of Regulation throughout the whole school.
10. Senior/ Middle School teachers to use E-Asttle data to inform explicit teaching and learning.
11. All priority learners will have a comprehensive IEP (Individual Education Plan)
12. Principal, LSC, Specialist Teacher, RTLB will meet twice a term to discuss priority learners.

# Curriculum Achievement Data - Ethnicity / Gender

	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	80%	83/104	73%	76/104	75%	77/104
Boys	70%	33/47	59%	28/47	69%	32/46
Girls	87%	50/57	84%	48/57	79%	45/57
Maori boys	52%	11/21	52%	11/21	66%	14/21
Maori girls	94%	17/18	88%	16/18	77%	14/18
Pasifika boys	0%	0/1	0%	0/1	0%	0/1
Pasifika girls	50%	1/2	50%	1/2	50%	1/2

# Curriculum Achievement Data - Year level

	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%	8/8	100%	8/8	100%	8/8
Year 1	67%	12/18	67%	12/18	82%	14/18
Year 2	82%	9/11	64%	7/11	91%	10/11
Year 3	90%	19/21	90%	19/21	86%	18/21
Year 4	81%	13/16	69%	11/16	75%	12/16
Year 5	83%	10/12	67%	8/12	33%	4/12
Year 6	67%	12/18	61%	11/18	61%	11/18

**T4 Reading Curriculum Level 2020 - 2021**

**Student Progress 2020 - 2021**

Data does not include children who were not enrolled at the of 2020. Data shows progress made since Term 4, 2020

	Accelerated Progress (more than a step progress)			Sufficient Progress (a step progress)			Insufficient Progress (less than a step progress)			Year Total
	Boys	Girls	Maori	Boys	Girls	Maori	Boys	Girls	Maori	
	<u>3</u> (60%)	<u>2</u> (40%)	<u>1</u> (3%)							5
	<u>3</u> (27%)	<u>7</u> (64%)	<u>5</u> (15%)	<u>1</u> (9%)		<u>1</u> (3%)				11
	<u>8</u> (42%)	<u>8</u> (42%)	<u>6</u> (18%)		<u>1</u> (5%)		<u>1</u> (5%)	<u>1</u> (5%)		19
	<u>4</u> (25%)	<u>10</u> (63%)	<u>4</u> (12%)	<u>1</u> (6%)		<u>1</u> (3%)	<u>1</u> (6%)			16
	<u>4</u> (36%)	<u>5</u> (45%)	<u>6</u> (18%)				<u>1</u> (9%)	<u>1</u> (9%)		11
	<u>7</u> (39%)	<u>6</u> (33%)	<u>8</u> (24%)	<u>1</u> (6%)	<u>1</u> (6%)	<u>1</u> (3%)	<u>3</u> (17%)		<u>1</u> (3%)	18
	<u>67</u> (84%)			<u>5</u> (6%)			<u>8</u> (10%)			80

**T4 Writing  
Curriculum Level  
2020 - 2021**

**Student Progress  
2020 - 2021**

Data does not include children who were not enrolled at the end of 2020.  
Data shows progress made since Term 4, 2020

	Accelerated Progress (more than a step progress)			Sufficient Progress (a step progress)			Insufficient Progress (less than a step progress)			Year Total
	Boy	Girl	Maori	Boy	Girl	Maori	Boy	Girl	Maori	
	<u>2</u> (40%)	<u>2</u> (40%)	<u>1</u> (3%)	<u>1</u> (20%)						5
	<u>2</u> (18%)	<u>6</u> (55%)	<u>4</u> (12%)	<u>2</u> (18%)	<u>1</u> (9%)	<u>2</u> (6%)				11
	<u>9</u> (47%)	<u>10</u> (53%)	<u>6</u> (18%)							19
	<u>5</u> (31%)	<u>10</u> (63%)	<u>5</u> (15%)				<u>1</u> (6%)			16
	<u>3</u> (27%)	<u>4</u> (36%)	<u>4</u> (12%)	<u>1</u> (9%)	<u>1</u> (9%)	<u>1</u> (3%)	<u>1</u> (9%)	<u>1</u> (9%)	<u>1</u> (3%)	11
	<u>11</u> (61%)	<u>7</u> (39%)	<u>10</u> (29%)							18
	<u>71</u> (89%)			<u>6</u> (8%)			<u>3</u> (4%)			80

**T4 Maths Curriculum  
Level 2020 - 2021**

**Student Progress  
2020 - 2021**

Data does not include children who were not enrolled at the end of 2020.  
Data shows progress made since Term 4, 2020

	Accelerated Progress (more than a step progress)			Sufficient Progress (a step progress)			Insufficient Progress (less than a step progress)			Year Total
Year	Boy	Girl	Maori	Boy	Girl	Maori	Boy	Girl	Maori	
1	<u>3</u> (60%)	<u>2</u> (40%)	<u>1</u> (3%)							5
2	<u>3</u> (27%)	<u>7</u> (64%)	<u>5</u> (15%)	<u>1</u> (9%)		<u>1</u> (3%)				11
3	<u>8</u> (44%)	<u>8</u> (44%)	<u>5</u> (15%)	<u>1</u> (6%)		<u>1</u> (3%)		<u>1</u> (6%)		18
4	<u>5</u> (31%)	<u>10</u> (63%)	<u>4</u> (12%)	<u>1</u> (6%)		<u>1</u> (3%)				16
5	<u>2</u> (18%)	<u>2</u> (18%)	<u>2</u> (6%)	<u>1</u> (9%)	<u>1</u> (9%)	<u>1</u> (3%)	<u>2</u> (18%)	<u>3</u> (27%)	<u>3</u> (9%)	11
6	<u>7</u> (39%)	<u>7</u> (39%)	<u>7</u> (21%)	<u>2</u> (11%)		<u>1</u> (3%)	<u>2</u> (11%)		<u>2</u> (6%)	18
Total	<u>64</u> (81%)			<u>7</u> (9%)			<u>8</u> (10%)			79

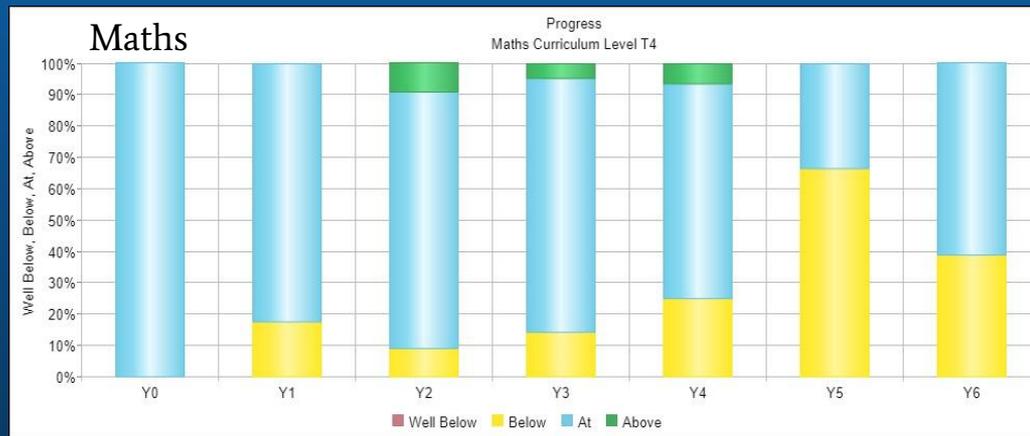
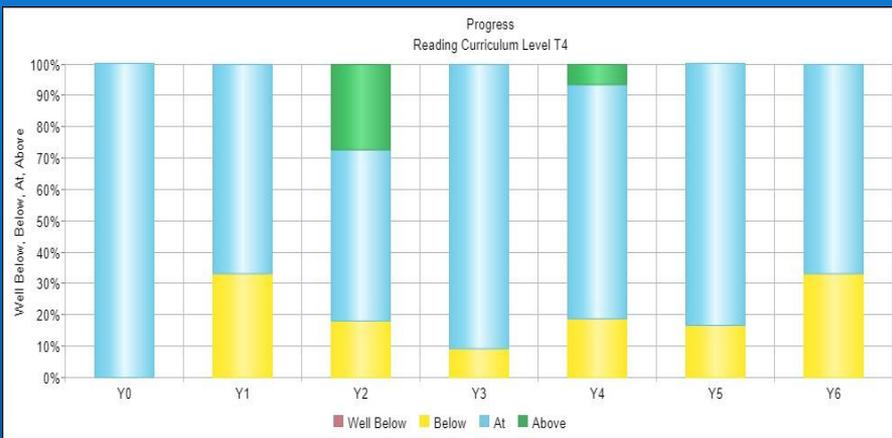
## End of 2021 Data in Reading, Writing and Mathematics

Reading	Writing	Mathematics
<p>80% (83/105) of children are working at or above the appropriate curriculum learning level for their age this is up 6% from the 2020 data</p> <p>90% of children made expected or accelerated rates of progress since Term 4, 2020.</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Maori girls are achieving at a very high rate whereas Maori boys are achieving at lower levels than all other ethnicities.</p>	<p>73% (76/105) of children are working at or above the appropriate curriculum learning level for their age this is up 4% from the 2020 data</p> <p>98% of children made expected or accelerated rates of progress since Term 4, 2020</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Maori girls are achieving at a very high rate whereas Maori boys are achieving at lower levels than all other ethnicities.</p>	<p>75% (77/105) of children are working at the appropriate curriculum learning level for their age, no change from the 2020 data</p> <p>71% of children made expected or accelerated rates of progress since Term 4, 2020</p> <p>Girls are achieving at a considerably higher rate than boys.</p> <p>Maori girls are achieving at a very high rate whereas Maori boys are achieving at lower levels than all other ethnicities.</p>
Reading Target	Writing Target	Mathematics Target
<p>90% 95/105 children will be working at the appropriate curriculum learning level for their age</p> <p>90% 95/105 of children will make expected or accelerated rates of progress</p> <p>Boys will be achieving at comparable rates and levels to girls</p> <p>Maori children will be achieving at comparable rates and levels to other ethnicities</p>	<p>90% 95/105 children will be working at the appropriate curriculum learning level for their age</p> <p>90% 95/105 of children will make expected or accelerated rates of progress</p> <p>Boys will be achieving at comparable rates and levels to girls</p> <p>Maori children will be achieving at comparable rates and levels to other ethnicities</p>	<p>90% 95/105 children will be working at the appropriate curriculum learning level for their age</p> <p>90% 95/105 of children will make expected or accelerated rates of progress</p> <p>Boys will be achieving at comparable rates and levels to girls</p> <p>Maori children will be achieving at comparable rates and levels to other ethnicities</p>



# Rates of Progress

*1 sub curriculum levels per term = expected*  
*More than 1 = accelerated*  
*Less = low rate*



## St Michael's Catholic School Annual Plan (New Progress in '*Italics*')

Aims	Intended Outcomes	Progress
<p>To work with our staff, parents, students and the wider community to continue to develop and strengthen our special Catholic Character</p>	<p>To embrace and fortify our kinship with the parish community by sharing activities throughout the year. The parish and school will work together in the Faith development of our Catholic Community, thus deepening out students' knowledge of our Catholic Faith and forging stronger links between, parish, parents, staff and students.</p>	<p><i>Marion, Rachael, Shayla completed Theology papers</i>  <i>Tagged staff members attend Sunday Mass regularly</i>  <i>Class Masses - disrupted due to Covid</i>  <i>Principal participated in relevant Kahui Ako and Catholic cluster endeavours</i>  <i>DRS facilitated Staff Meetings - Caritas, Prayer, Bridging Doc</i>  <i>Pastoral Care</i>  <i>Prayer Practices and Rituals</i>  <i>Religious Education Programme</i>  <i>Integrated Inquiry</i>  <i>Social Justice - Caritas unit</i>  <i>Baptism Programme</i>  <i>Year 6 Retreat at Tyburn Monastery</i>  <i>Sunday school Masses - community get together</i>  <i>Rachael and Marion taught Sacramental Programme.</i></p>
<p>To develop greater parental and key stakeholder engagement in the development of our Learning community.</p>	<p>All parties work together to build a foundation of trust and respect. Family engagement efforts and strategies are firmly connected to learning objectives. Efforts to reach out and engage parents go beyond the schoolhouse doors and do so consistently throughout the year.</p>	<p><i>Teachers made a concerted effort to engage with parents during the Covid lockdown. All families were phoned or emailed and help was offered to engage families and children in remote learning.</i>  <i>Provided parents with student curriculum level expectations, reports, conferences, and follow up as needed.</i>  <i>Provided parents and staff with current contact information and included preferred ways and times for parents, teachers, and staff to reach each other.</i>  <i>Utilized all existing communication systems ( newsletters, emails, Facebook, app etc.) to keep parents informed and engaged.</i>  <i>Encouraged parents and teachers to communicate regarding students' positive behavior and achievements.</i>  <i>Encouraged and provided opportunities for informal interactions between staff, administration, and families.</i>  <i>Provided clear information regarding expectations, student placement, school activities, student support services and programs.</i>  <i>Regularly distributed student work for parental/family members' comments and review via Seesaw</i></p> <p><i>Continued to maintain strong affiliations with Ngati Whakae - 2022 Project has been accepted \$10,000.</i>  <i>Draft Localised Curriculum will be followed in 2022</i></p>

## St Michael's Catholic School Annual Plan (New Progress in '*Italics*')

Aims	Intended Outcomes	Progress
<p>To have teachers deliver quality education using Innovative Learning Practices which are focussed, encompass student agency, and teaching as inquiry.</p>	<p>To cater to student's needs in a culturally responsive manner - Making Te Reo more visible and authentically used across the school.</p> <p>Teachers plan and deliver high quality lessons</p> <p>Develop school-wide strategies in PB4L to support student behaviour and engagement.</p> <p>Continue with the collaborative approach to teaching and learning</p> <p>To co-construct a robust Appraisal Cycle that supports their own development.</p>	<p>We employed Whaea Kelly to work with staff and their class on Te Reo and Tikanga Maori for Term ¼ T</p> <p>Moderation used across literacy, numeracy, inquiry units to ensure accuracy of OTJ's linked to the NZC Student agency to drive accelerated learning based on the progressions</p> <ul style="list-style-type: none"> <li>• All maori learners identified and tracked, targeted actions and robust evaluations through annual targets, priority learner plans and SENCO programmes (personnel budgeted for)</li> <li>• Board development - See PLD plan</li> <li>• Staff PD foci - Culturally responsive pedagogy/ Localised Curriculum</li> <li>• Transition to and out of school programmes</li> <li>• Junior teachers - BSLA</li> </ul> <p>The Professional Growth Cycle has been developed and all teachers have been introduced to the process.</p> <ul style="list-style-type: none"> <li>• Every teacher will engage in professional learning using the Standards to advance their understanding of the relationship between professional practice and outcomes for learners</li> <li>• Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding provisional practicing certificates.</li> </ul> <p>PB4L - The work around this will continue into 2022. This year we have worked on our mission, vision and values. Our Behaviour response chart and behaviour expectations have been agreed on. We now need to consult with our community before agreeing on the graphics/ signage that will be displayed around the school.</p>

## St Michael's Catholic School Annual Plan (New Progress in '*Italics*')

Aims	Intended Outcomes	Progress
<p>To ensure that all students achieve their personal potential and wherever possible attain appropriate Curriculum objectives linked to our COL achievement challenges</p>	<p>Identifying and supporting of priority learners            School achievement targets            Writing (teacher pedagogy)            Mathematics (teacher pedagogy)            Effective use of progressions            Developing student agency through increased knowledge of inclusive teaching pedagogies            Assessment for/of and as learning            Holistic and responsive curriculum            Reporting to parents            Developing oral language and social competencies through Learning through play philosophy            Maori to positively engage and succeed as Maori</p>	<p>Assessment - progressions and achievement wedges, trends, entrance data, exit data - Key Competencies            Te Reo me ona tikanga program (run through CRT) - <i>Kelly employed</i>            Student Agency - students tracking their learning</p> <p>E- Asttle data collection            BSLA            Support of priority learners from LSC (Susan Nelson)            Staff Meetings around progressions and moderation            Development of a Localised Curriculum            Development of Professional Growth Cycle            PLD - Poutama Pounamu - Culturally Responsiveness</p>
<p>To continue to focus on improving our facilities, resources and systems</p>	<p>The Ark - LTP outdoor spaces - 2020            Refurbishment of hall kitchen - 2019            Landscaping tree trust - 2020            Astro turf 2020            New school entrance 2020            Upgrade of administration block 2020            Bike track 2021</p>	<p><i>Hall roof has been repaired</i></p> <p><i>Rachael working closely with Tim Gisler on the LSC Space. The plans should be finalised before the end of 2021 and tenders will then go out.</i></p> <p><i>Graham Roil has received all quotes for painting and repairing of school roof. He assures me that he is on it and our projects will be completed in 2022! Exciting!</i>  <i>PTA are still saving money and are keen to pick up a project that the Diocese doesn't cover - probably the Ark development.</i></p>

# Staffing Structure 2022

Principal - Rachael McLanachan  
DRS, Junior leader + 2 units - Kate Keaney  
Shayla O'Neill  
Zenobia Knox  
Specialist Teacher - Jo Fleet - 0.6  
Ruth O'Leary - 0.6  
Jo Paget - 0.6  
Leader of Maori - Kelly Swinton - 0.6

3 units - to be discussed (Leader of Curriculum, Leader of Maori, AFL)

Staffing 6.36 over 0.04

Year 1/2 (31 students) Kate, Shayla  
Year 3/4 (35 students) + Zenobia (16) / Jo/Ruth (Job Share) (17) Jo 0.2 Specialist Teacher/ SENCO  
Year 5/6 (27 students) - Jo/ Kelly (Job Share) - Kelly 0.2 CRT Release

Learning Support Staff - 20 hours/ staff member

Tracey Goodrick  
Ra Ward  
Tina Hetherington  
Natalie Rickard