



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

Strategic Plan 2019-2021

“Let us breathe the Spirit of Mary in all that we do, to think, judge feel and act as Mary in all things God has chosen us to do”

Vision

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Confident – positive self-image contributing to holistic well-being (Hauora). Knowing “who they are, how they are and what they can do and be”.

Connected – build and nurture positive relationships by living their lives based on Gospel values.

Actively involved – in a range of contexts with family/whanau, school, parish and wider communities.

Life long learners – engaged, creative thinkers with a strong desire for enhancing their learning throughout their lives

OUR SCHOOL OUR CULTURE

To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live and grow its Special Catholic Character

OUR SCHOOL OUR LEARNING

To strengthen and drive an aligned and connected curriculum that has rich authentic learning challenges; placing the child at the centre of their learning.
To leverage our association with the South Eastern Christian Kahui Ako to support our learners.

OUR SCHOOL OUR COMMUNITY

To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community.

OUR SCHOOL OUR HAUORA OUR WELLBEING

To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff, families and environment.

Our Lady Star of the Sea, He Whetu o te Moana Howick (1514)

Strategic Plan for 2019 to 2021

STRATEGIC GOAL 1: To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live and grow its Special Catholic Character

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Spiritually connected; building and nurturing positive relationships as they live their lives based on Gospel values.

Understanding: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

Living like Jesus enables relationships to be built and connections made to the past and present helping us shape our future

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

Why live like Jesus?
What are the qualities in our founders and those who contributed to our school that made a difference for others?

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- The Gospel stories about Jesus life
- That faith impacts relationships
- Our faith calls us to act in a certain way.
- The story of our founders and their motivators
- That knowledge of the past can impact on our present and help shape our future
- Our values and learner profile and assist in growing all learners in this mission
- How our school sits at the heart of our parish

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Verbally communicate vision of the school
- Demonstrate elements of learner profile appropriate for each student level
- Connect elements of learner profile and our school story to Gospel stories
- Recall the details of our founders and their impact on our school journey
- Identify and recount their own encounters with Christ and how they bring Christ to others
- Effectively engage in both parish and school life

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2019	2020	2021
1. Develop our Vision statement to align with our Mission Statement 2. Develop our Learner Profile in line with our Special Catholic Character 3. Enhance our partnership and presence in our Parish and Catholic Community 4. Ensure our Catholic school story is known and celebrated by our whole school community 5. Internal review: Review Catholic Character dimension 3 Te Whakaatu Karaitiana Christian Witness – Inquire into Te Tiriti o Waitangi 3.3 6. Address the recommendations of our 2018 External Catholic Character review 7. Continue to strengthen our learning programme review process – Inquire into the impact of creative learning experiences within the RE curriculum 8. Inquire into the growth of student's spirituality	1. Share our Vision statement visually in our learning environment 2. Share our Learner Profile visually in our learning environment 3. Continue to enhance our partnership and presence in our Parish and Catholic Community 4. Review how our Catholic story is known and celebrated by our whole school community and work with the parish in the archiving of artefacts 5. Internal Review: Review dimension tbc– Inquire into...tbc dependent on outcomes of 2019 journey. 6. Put into place actions from 2019 internal review recommendations 7. Prepare for 2021 External Catholic Character Review 8. Continue to strengthen our learning programme review process – Inquire into the impact of creative learning experiences within the RE curriculum in real life authentic contexts 9. Review the growth of student's spirituality	1. Ensure our Vision statement is embedded in the life of our community 2. Review Learner Profile ensuring it reflects the needs of current students and school culture 3. Further develop our partnership and presence in our Parish and Catholic Community 4. Build on the knowledge of our Catholic story with the parish school community 5. Internal Review: Review dimension tbc – Inquire into...tbc dependent on outcomes of 2020 journey. 6. Put into place actions from 2020 internal review – tbc based on 2020 review 7. Engage with CDA in External Catholic Character review 8. Review of how the RE programme is impacting the daily life of students 9. Develop further structures to support the growth of student's spirituality

Strategic Goal 2 To strengthen and drive an aligned and connected curriculum that has rich authentic learning challenges; placing the child at the centre of their learning
To leverage our association with the South-East Christian Kahui Ako to support our learners.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being... Learners for life; engaged, creative thinkers with a strong desire for growing their faith and enhancing their learning throughout their lives	Understandings: <i>Members of the Our Lady Star of the Sea Learning Community will understand that:</i> 2a. Rich and relevant contexts for learning provide authentic personalised opportunities to grow in faith, develop and apply knowledge , skills and understandings to actively help shape their learning journey 2b. The people around us can help inform and enhance our current actions and choices/decisions and our ongoing learning journey	Essential Question: <i>Members of the Our Lady Star of the Sea Learning Community will explore...</i> 2a i) What is learning? 2a ii) How do you manage learning for life? 2a iii) How does our faith affect our learning journey? 2b i) What impacts on a learning journey? 2b ii) How the experience of/in other Kahui Ako contexts can support the learning journey at OLSOS
Knowledge: <i>Members of the Our Lady Star of the Sea Learning Community will KNOW:</i> • The competencies that make a learner • How to learn within different contexts • How faith affects our learning journey • How to share their learning • That learning is a continuous process • How to be a part of a learning journey • How choices and decisions can affect a learning journey. • The skills and dispositions of a learner for life • There are many models of learners for life in the world around us • That learning requires risk taking - we learn from our failures in order to succeed	Evaluative Criteria: <i>Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...</i> • Develop and use a common language of learning that applies to all stakeholders of OLSOS • Name the dispositions lifelong learners possess • Name their own strengths and weaknesses regarding lifelong learning skills and dispositions • Name possible next steps on their own learning journey in terms of developing as a lifelong learner • Develop, know and understand an OLSOS culture (of learning) that is made obvious to all stakeholders • Make connections between learning undertaken to help make a difference to authentic real world situations and establish ways of applying these • Share goals and next steps • Demonstrate elements of learner profile / values and vision appropriate for students • Use pockets of expertise across Kahui Ako contexts to support the OLSOS learning journey	

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2019	2020	2021
1. Use UBD to further align and connect our curriculum. Lead like Jesus to make a difference to the world we live in and bring joyfulness to our common home. 2. Develop OLSOS play based learning philosophy in junior classes. Explore Kahui Ako connections. 3. Continue to develop staff and student digital fluency 4. Building teacher subject and pedagogical content knowledge in Maths grounded in evidence based practices 5. Review our reporting and evaluation of student progress and achievement. 6. Investigate opportunities to develop interest group programmes 7. Continue to evaluate the impact of classroom programmes, interventions, specialised programmes 8. Implement Timperley's spiral of inquiry through the appraisal processes to improve teacher practice to enhance learner outcomes. Explore Kahui Ako connections. 9. Facilitate the implementation of the new Digital Technologies curriculum 10. Further grow our capacity to be inclusive in our practice in order to meet the learning needs of all students, in particular our students with special education needs. 11. Review provision for English language learners	1. Embed connected curriculum that increases student self-efficacy and independence, so students become more self-directed connected learners 2. Embed OLSOS play based learning philosophy in junior classes and build connections into the middle school inquiry process 3. Review how digitally fluent we are: students and adults. 4. Continue to build teacher subject and pedagogical content knowledge in Maths grounded in evidence based practices 5. Develop and implement reporting of student progress and achievement based on review conducted in 2019 6. Embed interest group programme 7. Review the impact of classroom programmes and interventions 8. Continue to embed Timperley's spiral of inquiry through the appraisal processes to improve teacher practice to enhance learner outcomes, continuing to explore Kahui Ako connections. 9. Implement the new Digital Technologies Curriculum 10. To review our inclusive practices in order to meet the learning needs of all students, in particular our students with special education needs. 11. Implement findings from review of provision for English language learners 12. Action ERO review findings	1. Review effectivity of the school curriculum in developing student self-efficacy and independence. Have they become more self-directed connected learners? 2. Review OLSOS play based learning philosophy in junior and middle classes and build connections into senior student led inquiry 3. Implement recommendations from school review around digital fluency. 4. Review teacher subject and pedagogical content knowledge in Maths grounded in evidence based practices 5. Embed reporting of student progress and achievement 6. Review interest group programme 7. Implement findings from evaluation of impact of classroom programmes and interventions 8. Review the use of Timperley's spiral of inquiry through the appraisal processes to improve teacher practice to enhance learner outcomes. Explore Kahui Ako connections. 9. Embed the new Digital Technologies Curriculum 10. To implement findings of our review our inclusive our practices in order to meet the learning needs of all students, in particular our students with special education needs. 11. Embed provision for English language learners 12. Continue to action ERO findings

Strategic Goal 3

To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Actively involved; in a range of contexts with family/whanau, school, parish and the wider communities to become Christ Centred global citizens.

Understandings: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

When learning is connected we can ensure a deeper transfer of their faith, knowledge, skills and understandings to authentic real world contexts outside of the classroom

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

How do we show we understand our learning is connected to our wider community and world?
What is our shared language of learning?

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- Ways we can connect learning, both in our school context and how home / community / parish can support this
- The connections between our faith and new learning and how these apply to authentic real world situations
- The transfer of learning is best measured through authentic performance

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Name the skills that are important to develop to create lifelong learners
- Work towards improving their skills and dispositions so as to develop fully and holistically
- Show, through their daily actions and interactions, their personal development as a lifelong learner
- Put into action support and reinforcement of this learning journey through home, community and parish

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2019	2020	2021
1. Continue with community meetings, workshops around curriculum delivery and gather whanau voice on successes and modifications. 2. Continue with website and social media communications development. 3. Engage with our various ethnic communities and explore how we might communicate, engage and respond more effectively with these groups 4. Strengthen transition points across school 5. See connection with our Parish and wider school community through Strategic Goal 1.3	1. Review community meeting effectivity 2. Review communication streams with community 3. Implement findings from engagement with ethnic communities – communication, engagement, response with these communities driving and supporting the journey 4. Review transition points across the school for effectivity	1. Implement findings from review of community meeting effectivity 2. Implement findings from review of communication streams with community 3. Review methods of engagement with ethnic communities – communication, engagement, response 4. Design methods to better transition students at each point in our learning community.

Strategic Goal 4

To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff and families and meet the future needs and well being of our school.

Transfer Goal (what we want our community to embody based on our strategic goals): Members of the Our Lady Star of the Sea learning community will independently know, live and grow our school vision and mission to reflect our heritage and our culture by being...

Confident faith filled members of society with a positive self-image contributing to their own and others holistic well-being (Hauora). Knowing "who they are, how they are and what they can do and be".

Understandings: *Members of the Our Lady Star of the Sea Learning Community will understand that:*

When we participate as confident faith filled members of society we continue to grow our own and others hauora and contribute positively to our community

Our physical school environment can contribute to hauora

Essential Question: *Members of the Our Lady Star of the Sea Learning Community will explore...*

Why participate as faith filled members of society?

How does hauora affect community?

What can be done to our school environment to enhance the hauora of our community?

Knowledge: *Members of the Our Lady Star of the Sea Learning Community will KNOW:*

- What hauora is
- How to grow our own hauora
- How to share our hauora with others
- How confidence affects hauora
- How to contribute positively to communities
- The dispositions of a faith filled member of society

Evaluative Criteria: *Members of the Our Lady Star of the Sea Learning Community will know they have learnt this when they can...*

- Demonstrate elements of our Learner Profile, Vision and Values
- View the school environment as a place that reflects desire for hauora in our stakeholders

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2019	2020	2021
1. Support middle leadership in their role 2. Continue with 'Denise's Dairy' 3. Maintain strength in staff sharing of Mercy hospitality 4. Social Connection opportunities offered for staff throughout the year 5. Netsafe programme roll out, including consultation with families to support student well being on line 6. Enhance well being of students who have suffered loss or grief through hosting Seasons for Growth sessions over the year 7. Enhance student well being and support transition and innovative pedagogy by developing areas of the property to support play based learning theory 8. Enhance physical well being of students by installing canopy and AstroTurf on the top court 9. BOT to be engaged with robust Self Evaluation systems and processes	1. Review supports of middle leadership in their role 2. Consult with staff on provision of well being supports 3. Continue with social connection opportunities offered for staff throughout the year 4. Embed Netsafe programme elements throughout the community 5. Offer Seasons for Growth sessions 6. Investigate options for internal sacred space and consult on the feasibility of these 7. Implementation of property development plan 8. Continue to implement, in stages, a review of the school maintenance plan 9. Review Self Evaluation systems and processes	1. Develop further supports for middle leadership to grow teacher leadership capabilities 2. Implement outcomes from consultation of staff around well being supports 3. Review with social connection opportunities offered for staff throughout the year 4. Review Netsafe programme elements throughout the community 5. Offer Seasons for Growth sessions 6. Implement best option for creating an internal sacred space 7. Review implementation of property development plan 8. Review the implementation of the school maintenance plan 9. Implement the improved Self Evaluation systems and processes

Star of the Sea School (1514) He Whetu o te Moana

Annual Plan 2019

OUR SCHOOL OUR CULTURE	Strategic Goal 1: To be an authentic Catholic School in today's world, that honours its unique heritage and continues to live its Special Catholic Character	School (ERO) Evaluation Indicators Domain 1: Stewardship Domain 2: Leadership for Equity and Excellence Domain 3: Educationally powerful connections and relationships		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome/Evaluative Outcomes (What do we expect to see?)
1.1. Develop our Vision statement to align with our Mission Statement	- Engage Mark Osborne to drive exploration of vision with staff at TOD 22.1.19 - Explore measures of our vision linked to our graduate profile - Use work done with Mark/staff to launch discussion with community at a community day to explore and embed in all stakeholders a shared development and understanding of our vision - Distil the above into a vision for OLSOS - Begin to share this with all stakeholders	Ongoing Community consultation Day – tbc a Saturday in early Term 2	BOT PTA DRS Principal All staff Students School community	Our vision is a succinct, true reflection of what our community desire in and from our school All stakeholders will understand and be able to articulate our vision
1.2. Develop our Learner Profile in line with our Special Catholic Character	- Engage Mark Osborne to drive exploration of Learner Profile with staff at TOD 22.1.19 - Explore measures of our Learner Profile - Use work done with Mark/staff to launch discussion with community at a community day to explore and embed in all stakeholders a shared development and understanding of our vision - Distil the above into a Learner Profile for OLSOS - Begin to share this with all stakeholders	Ongoing Community consultation Day – tbc a Saturday in early Term 2	BOT PTA DRS Principal All staff Students School community	Our Learner Profile will be developed ready for launch as a true reflection of what our community desire in and from our students Measures around our Learner Profile will begin to be developed in order for us to evidence our success All stakeholders will understand and be able to articulate our Learner Profile
1.3. To enhance our partnership and presence in our Parish and our Catholic Community	Continue with already well-established celebrations- Buddy Mass, House Mass, liturgies, prayer, visual displays in Parish Church, Proclaiming the Word scripture	Ongoing	DRS Principal All staff Students	Our community understanding of our connection to our parish and wider Catholic Community is strong visible. Significant faith based milestones in students' lives celebrated.

	competition, Retreat day, PD, staff prayer, Staff Mass, contribution to Parish Magazine, PP invited to all celebrations 2. Drive annual baptism of school age children programme. 3. Celebrate and acknowledge students who are baptised at assemblies, in newsletters etc. 4. Provide opportunities for students to celebrate Mass, receive communion and attend reconciliation across the year 5. Support Parish Sunday children's liturgy with resources when needed, 6. Greeters / collectors / ministers of the word / Eucharist at Sunday Masses from school community 7. Support and Celebrate the Parish sacramental Programme. 8. Fr Terry to offer faith formation to keen teachers on site rather than seeking this externally 9. In June 2019 training of new Alter Servers building upon previous intakes 10. Priest visits on Fridays in 2019 11. Engage 'Mums in Touch' through the parish in order to provide support for family prayer group		School community Parish Priest Principal	Opportunities for students and staff to participate in Mass and receive the sacraments are a normal part of school life
1.4. Ensure our Catholic school story is known and celebrated by our whole school community	1. Children's understanding of our school charism through sharing the story of our houses and patrons and school history in class by linking Joyfulness into Adventure, Harmony, Action and Future Possibilities is carried out 2. Use house, school assemblies, Mission and Mercy Days and Connected Learning Focus as a vehicle to reinforce shared understanding of charism 3. Use House Masses to further share/reinforce charism messages	Ongoing	Principal DRS Special Character sub committee	Greater understanding and appreciation of our dual Charism – Mercy and Mission Students can live and reflect our Mercy and Mission Chrism

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

1.5 Internal review: Review Catholic Character dimension 3 Te Whakaatu Karaitiana Christian Witness – Inquire into Te Tiriti o Waitangi 3.3	1. Staff Retreat - Richard Kerr Bell PLD in Maori Spirituality 2. Review of Te Tiriti o Waitangi elements through board, parent, staff and student surveys 3. Use these results to develop action steps for 2020 annual plan	Community consultation Day – tbc a Saturday in early Term 2 Ongoing	DRS Principal All staff Students School community	Our internal self-review process is known, ongoing, provides opportunities for reflection and ongoing improvement.
1.6 Address the recommendations of our 2018 External Catholic Character review	1. <i>Walk beside our whanau forming a strong commitment to our shared faith</i> • Invite all community to school, house Masses and assemblies. • Invite parents to class morning prayers • Parent Prayer Group – Mums in Touch organisation through the parish 2. Review preference criteria, maintain up to date data base, provide feedback to Special Character Committee	Ongoing	DRS Principal All staff Students School community	Recommendations from external review are acted upon, our self-review process is known, ongoing, provides opportunities for reflection and ongoing improvement. Non preference roll managed
1.7 Continue to strengthen our RE learning programme review process – Inquire into the impact of creative learning experiences within the RE curriculum	1. Teach knowledge components of RE curriculum through deliberate acts of teaching, reinforcing the connection & application of learning to our daily life. 2. Use performance tasks to ensure knowledge learnt is applied to every day contexts. 3. Evaluate what students have learnt from the Strand based on a performance task 4. Further develop planning tasks and rubrics to further support students and teachers 5. Using affective domain questioning in RE resource reflect on whether the children have encountered Christ and, as a result, what the teacher needs to modify in the next strand delivery 6. Investigate and formalise ways of ensuring the sharing of learning in RE with families at the beginning and end of strands occurs	Ongoing	Principal DRS Teachers	Our students will have a greater understanding of what quality work looks like. Students will be able to compare current performance with what is expected. Students encounter with Christ will be deepened through reflection as evidenced in Journaling Y3 to Y6 Students abilities to select and use appropriate strategies will increase Parents continue to be informed and engaged with their children's RE learning journey.

1.8 Inquire into the growth of student's spirituality	1, Ensure the layers of spirituality that nurture the spiritual lives of children are in place: i) A spiritual classroom environment (teacher as role model of values and beliefs of Jesus/ strong relationships between teacher and students/ recognise identity of each child in the image and likeness of God/ search for meaning in teaching and learning programmes) ii) Prayer (teacher as model of prayerfulness/ learning prayer is the way people express their relationship with God/ prayer to affirm identity/ use prayer to search for meaning in real life contexts) iii) The Curriculum (identify and discuss Catholic values and beliefs/ importance of living in harmonious relationship with God, self, people, earth/ strong sense of personal identity, search for meaning in own lives) iv) The Aotearoa New Zealand way of life (shared values and beliefs related to Catholic values and beliefs/ peaceful relationship with each other and the land/ know what it means to be a NZ'er/ continue their search for meaning using Aotearoa New Zealand models) 2. Creating moments of 'planned' and 'unplanned' spiritual experiences (e.g. Planned: Mass, Liturgy, prayer. Unplanned; noting living examples of compassion, generosity, awe in God's creation) 3. Year 3 to 6 Journaling post prayer and breaking open of the word – re spiritual thought/reflection/imagery	Ongoing	DRS Teachers	Through actions listed, students deepen their spirituality. This is evidenced in their responses when journaling their thought processes post prayer, and the way they show respect to themselves, their classmates, family, friends and work as custodians of God's creation.
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Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

OUR SCHOOL OUR LEARNING		Strategic Goal 2 To develop our curriculum and its delivery in order to respond to, and prepare our students so as to enable them to engage and contribute to the needs of a changing global world School (ERO) Evaluation Indicators Domain 2: Leadership for Equity and Excellence Domain 4: Responsive curriculum, effective teaching and opportunity to learn Domain 5: Professional capability and collective capacity Domain 6: Evaluation, Inquiry, knowledge building for improvement and innovation		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
2.1 Use UBD to further align and connect our curriculum. <i>Lead like Jesus to make a difference to the world we live in and bring Joyfulness to our common home.</i>	1. Teachers continue to work with UBD. All staff participate in facilitated collaborative sessions each term. 2. Rubicon Atlas, curriculum mapping programme is utilised by all. 3. Learning programmes developed which support students to be independent learners, encouraging curiosity and engagement. 4. Develop and utilise assessment of UBD planning. 5. Use performance Tasks to measure understanding	All year	All staff Curriculum coordinator relievers to release for PLD + Cost of PLD provider	Staff discussions, meetings etc. reflect collaboration. Rubicon Atlas maps are well developed and useful Classroom observations, anecdotal notes, staff meeting minutes, assemblies, feedback from students, staff and parents support the notion of independent learners.
2.2 Develop OLSOS play based learning philosophy in junior classes	1. Develop language for OLSOS Play based learning pedagogy 2. Systems referral to RTLB with Kieran Brand to facilitate pedagogical understanding and development of OLSOS model fit for our context. Explore Kahui Ako connect through group referral and junior spiral of inquiry foci around development of student agency achievement challenge. 3. Parent engagement around play based learning/transitions and what it looks like, sounds like and feels like for them.	All year Community consultation Day – tbc a Saturday in early Term 2	DP-eLearning coordinator PLD provider	OLSOS playbased learning practices will be underpinned by a framework that our teachers understand and work within, our community understand and are on-board with and that benefits our students in transition and readiness for learning. Strength in framework through exploration / sharing of other Kahui Ako schools journey and experiences
2.3 Continue to develop staff and student digital fluency	1. PLD completion of digital fluency contract with MOE through Staff workshops, staff meetings, in class support – see digital fluency plan 2. Ongoing Permission to Play sessions	Term 1/2 Term 3/4 Ongoing	E'Learning Team (Detta F, Louise, Sue Y, Andrea Catherine)	Staff and students continue to develop their digital fluency

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

	3. Student led digital workshops 4. Monitoring and supporting staff through the use of Seesaw online learning journal 5. Kahui Ako PLD application for 400 hours to further develop understanding of implementation of new Digital Technologies Curriculum	Community consultation Day – tbc a Saturday in early Term 2		Sharing of learning through Seesaw engages families with their children's learning journey Teachers will be ready to implement the digital technology curriculum heading into 2020 as mandated by the MOE
2.4 Building teacher subject and pedagogical content knowledge in Maths grounded in evidence based practices	1. PLD - in class support through modelling, team teaching to build teacher content knowledge based on evidence based practices. 2. Developing leadership capability in mathematics across the school. 3. Grow flexible grouping school wide. 4. Implement an ALiM based programme – accelerated numeracy programme based on need	Ongoing	Deputy Principal – Sue K Principal Leadership team Hub coordinators All teaching staff	Teacher practice growth in maths through inquiry teaching and flexible grouping for workshops. Furthering student agency through pedagogical approach. Extended teacher practice and student agency to other learning areas. Teacher practice growth from previous ALiM participation extended to all staff. Student achievement and success in math programme able to be measured.
2.5 Review our reporting and evaluation of student progress and achievement.	1. Review and realign OLSOS junior measurement of progress and achievement in line with Curriculum Levels at mid year and end of year (decouple from National Standards and anniversary reporting, however retaining oversight of time at school for targeting and reporting contextually to parents) 2. Use the Community Dreaming Day as an opportunity to review real time online reporting and bi annual formal reporting to parents and gain parent voice 3. Gain student voice on real time online reporting and bi annual formal reporting to parents 4. Engage in moderation and PLD around learning progressions to ensure consistency across the school in levelling of students 5. Continue to develop the use of SeeSaw in order to share the learning journey with families in real time context	Ongoing Community consultation Day – tbc a Saturday in early Term 2	Principal Leadership Team Curriculum coordinator	Student achievement data is accurately reported to families throughout the year. Teachers are confident of data analysis contained within reports Teachers confidently utilise school management system for gathering, analysing and reporting data. Parents understand reporting process and information reported upon BOT receives timely reports on student achievement data and the impact of interventions.

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2.6 investigate opportunities to develop interest group programmes	1. <i>Extend the 2018 trial of genius hour T1 and electives T2/3 in the senior school</i> 2. From request with new documentation for parents at the start of the year, identify who can help with a passion on a <u>Wednesday afternoon</u> 1.20pm to 2.30pm. Identify electives based on this information (and staff offerings) in the first term and establish electives T2 – trial termly turn around/choice 3. Identify senior students willing to lead a small group	Documentation comes back at parent interviews Wk 5 – harvest info and gather groups second half of T1, ready to begin T2	Leadership Team	Opportunities for individual's extended, students supported to meet potential in range of learning, real life situations
2.7 Continue to evaluate the impact of classroom programmes, interventions, specialised programmes	1. Re-define, sharpen job descriptions of Team and hub leaders. Connect these to drive ongoing evaluation of impact of classroom programmes. 2. In hubs, teams, analyse data, develop learning programmes. 3. Identify students in need- develop in-school interventions: 4. in-class, push in/ pull out small groups, reading recovery, ESOL, Sharp reading, reading tutors, moderate physical needs programme, 5. Apply for external interventions as appropriate- Resource Teacher of Learning Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Speech therapist, educational psychologist, Somerville Outreach staff. MOE special education staff. 6. Monitor and report progress.	Ongoing	Team leaders Hub coordinators Teachers Learning assistants Specialist teachers DPs - SENCO	Base line data is recorded and updated regularly in student management system. Shared understanding of students in need, interventions being implemented. Student progress is monitored and shared. Impact of intervention is recorded and reported upon. Effectiveness of programmes is evaluated and shared.

Justice (Tika) Resilience (Ngawari) Courage (Maia) Respect (Manaaki) Service (Awhina)

2.8 Implement Timperley's spiral of inquiry through appraisal processes to improve teacher practice and enhance learner outcomes	1. Develop new appraisal model 2. Introduce appraisal model and set staff up for process 3. Use Hub inquiry and team meetings to facilitate and support staff to engage in ongoing inquiry related to targets and ensure staff are evidencing the Standards for the Teaching Profession 4. Connect through ASL and WSL with Kahui Ako achievement challenge of developing student agency through spiral of inquiry work.	Staff meeting Feb 4th Ongoing	Principal Leadership Team Hub Leaders ASL WSL	Teachers will engage in robust inquiry process in order to explore ways of accelerating progress of learners Sharing of practice at Hub and Team level will support and raise the performance of all Appraisal and attestation against the Standards for the Teaching Profession will be supported through the Hub and Team meeting structure with strong evidence in place and added to on an ongoing basis.
2.9 Facilitate the implementation of the new Digital Technologies Curriculum	1. Kahui Ako combined PLD application for MOE hours to roll out across the schools 2. Staff meetings facilitated by the E Learning Team, exploring the content of the new DTC and ways of applying this to classroom practice	Term 1 Ongoing	Kahui Ako ASL E Learning Team	Teachers will be prepared to fully implement the new Digital Technologies Curriculum as mandated from 2020
2.10 To further grow our capacity to be inclusive in our practices in order to meet the learning needs of all students, in particular our students with special education needs.	1. Continue provision to support identified students – Learning Assistants, Club House afternoon programme etc. 2. Continue with Somerville outreach service. Continue to provide Senco release for teachers and learning assistants to work with Specialist Teacher from Somerville Outreach Service 3. Implement new learnings from PLD in learning programmes	Ongoing	SENCOs Somerville Tcher Classroom Tchrs Learning Assistants	External expert assistance provided via Somerville. Teachers and Learning Assistants gain new knowledge to support the development of learning skills. Identified students receive appropriate, targeted additional support
2.11 Review provision for English language learners	1. Record and monitor student ELLPs 2. ESOL teacher to attend ESOL cluster sessions 3. Hold open sessions with families 4. Review and enhance/improve ESOL learning resources 5. Seek feedback from classroom teachers 6. Investigate what other schools offer in Kahui Ako	Ongoing	ESOL teacher DP-SK	The growing number of students who require ESOL support continue to receive a quality programme

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OUR SCHOOL OUR COMMUNITY		Strategic Goal 3 To strengthen relationships and school connections with the wider lives of our students; engaging the support of family whanāu, and community. School (ERO) Evaluation Indicators Domain 2: Leadership for equity and excellence Domain 3: Educationally powerful connections and relationships		
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)
3.1 Continue with community meetings, workshops around curriculum delivery and gather whanau voice on successes and modifications	1. Meet the teacher meetings 2. Community Consultation Day – consult with community on vision, learner profile, strategic direction, catholic Character review cycle, cyber safety through net safe and digital fluency, play based philosophy, reporting 3. Catholic Character survey with community 4. Workshops based on outcomes from community consultation day	Term 1 Community consultation Day – tbc a Saturday in early Term 2 T3/4	Teachers DRS eLearning PLD various staff BOT – all	Families and teachers begin year positively and well informed Community voice reflected in Vision, graduate profile, strategic direction, reporting Parents equipped with ideas on digital safety and good citizenship New and existing families hear about school initiatives, able to give feedback and input.
3.2 Continue with website and social media communications development.	1. Continue to update website, Facebook page. Improve newsletter online communication 2. Website and School Facebook page continually updated 3. Further develop staff capacity and use of SMS Kamar 4. Continue to use Story Park programmes to report to specific families. (ORS) 5. Refine online student reports via Kamar Student Management System (SMS). 6. Continue to develop Seesaw as an online tool for sharing student learning programmes 7. Continue and improve Information Centre communication systems, and number of devices available to all students.	All year	Principal Detta Fairweather Andrea Begunk Anne-Marie Doyle Office staff	School online presence is current and useful for parents and informative to the wider world. Website seen as the place to go for up to date information. Facebook page keeps community informed of current school events, notices, reminders, etc. with up to date images shared regularly Electronic communications with families streamlined. Families of students with specific learning needs have an online platform to enjoy their child's learning progress. Student reporting process simplified, enhanced and available online. Information Centre continues to be seen and used as a place where students enjoy going to and seeking information.

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3.3 Engage with our various ethnic communities and explore how we might communicate, engage and respond more effectively with these groups	1. Meet with small groups. Share desire of school community to have cultural connection through school events and community building activities (eg, disco's, gala) and explore ways of brokering this 2. Provide means for school communications to be translated into a number of languages and shared with these communities 3. Celebrate cultural festivals as a school (Matariki, Chinese New Year, various Language weeks across the year, dance festival, kapa haka)	Ongoing	Principal SLT EO	Our ability to communicate effectively with our varied ethnic communities is improved and extended School events have a flavour that appeals to all our cultural groups. Organisation of these events have representation across all school cultures.
3.4 Strengthen transition points across school	1. Enter - Little Stars induction/transition programme 2. Exit - Referrals for students transitioning out of Year 6 3. Across school – collective responsibility – sharing knowledge at end of year when sending students on to other teams	Ongoing End of year End of year	SENCOs Team leaders and teachers	Teachers are well prepared to meet the needs of students

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OUR SCHOOL OUR HAOURA OUR WELL BEING		Strategic Goal 4 To provide conditions, infrastructure and facilities to grow and maintain the well being of our students, staff and families and meet the future needs and well being of our school.		School (ERO) Evaluation Indicators Domain 1: Stewardship Domain 2: Leadership for equity and excellence Domain 3: Educationally powerful connections and relationships Domain 4: Responsive curriculum, effective teaching and opportunity to learn	
Objectives (What are we trying to achieve?)	Action (How are we going to do this?)	Time frame	Responsible	Expected Outcome (What do we expect to see?)	
4.1 Continue to support middle leadership (Team, Hub leaders and DPs) in their role	1. Continue with membership of Eastern Learning Network (ELN) to grow leadership capabilities from a broad research base. 2. Connect leadership inquiries to ELN and Mark Osborne 3. Continue with leadership coaching twice a term with Mark Osborne.	All year	SLT Middle leaders External providers	Team Leaders and Hub coordinators are confident in their role. Hubs collaborate to support student learning.	
4.2 Continue with ‘Denise’s Dairy’	1. Keep a stock of snacks for purchase in staff room as required by teaching and support staff	All year	Denise	Provision of snacks/ treat food when staff are feeling flat or without food means that they don’t have to leave site to seek this, and their morale will be maintained while on site	
4.3 Maintain strength in staff sharing of Mercy hospitality.	1. Review staff acknowledgement of birthdays and sharing of Mercy hospitality at morning teas. 2. Consult with staff on current processes and float ideas from staff as to how to build/change/improve this. 3. Implement agreed sharing of hospitality as a result of review and gaining of staff voice 4. Bring clarity to role of social club and use of contributions to this fund as well as clarity around BOT support for and acknowledgement of staff over the year	Term 1 Ongoing	All staff	Staff feel valued and experience joy in the sharing of hospitality The staff understand that they are valued by the board and the board expresses this in concrete ways	
4.4 Social Connection opportunities offered for staff throughout the year	1. Across each term Social Club offer opportunities to meet socially with different activities	Ongoing	Social Club	Staff will have opportunities to experience the joy of comradeship and collegial connections to support their well being	

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	2. Celebrate Feast Days, Support Staff days, Teacher days, world happiness days, birthdays			
4.5 Netsafe programme roll out, including consultation with families to support student well being on line	1. Appoint unit holder to drive netsafe programme across school 2. Consult with families at family consultation day 3. Implement Netsafe programme school wide	Ongoing Community consultation Day – tbc a Saturday in early Term 2	Unit holder	Parents, teachers and students develop an understanding of the need to be safe when using digital technologies and enact safe practices on digital technologies
4.6 Enhance well being of students who have suffered loss or grief through hosting Seasons for Growth sessions over the year	1. Liaise with Seasons for Growth coordinator to put together small group sessions for students in need 2. Communicate with families around the provision of the programme 3. Provide physical space on site for programme to be implemented	Term 2-4	DRS Seasons for Growth Team	Identified students will receive practical support for navigating through loss/grief to enhance their well being
4.7 Enhance student well being and support transition and innovative pedagogy by developing areas of the property to support play based learning theory	1. Further property plan by engaging designers to price elements of the plan. 2. Consult with the PTA and then community regarding costings and fundraising implications 3. Set about fundraising for identified point of beginning – this may extend over several years	Term 1 Community consultation Day T2 Ongoing	BOT Principal PTA Community	Play spaces will be enhanced to promote the well being of students and link to pedagogy philosophy being developed.
4.8 Enhance physical well being of students by installing canopy and AstroTurf on the top court	1. Post quote seeking and agreement as a BOT, approach Catholic Diocese of Auckland to seek permission and engage agreed parties to build canopy and turf the agreed area	Term 1 – 3	BOT, Principal CDA Contractors	Students will have increased shade during summer months and provision of an all weather play space when it is raining.
4.9 BOT to be engaged in robust Self Evaluation systems and processes	1. Develop BOT triennial and annual work programme. 2. Establish meeting agenda which reflects the above and guides the Board to conduct effective meetings. 3. Develop succession plan through board elections 4. Engage in a continued cycle of policy review	Term one Ongoing	Principal BOT- all members	The notion of continual improvement and self-review is a natural part of the boards operating. Board members have sufficient information to make effective decisions.