

SAINT COLUMBA'S CATHOLIC SCHOOL

Te Kura O Hato Karama



CHARTER AND STRATEGIC PLAN 2021-2023

ACTION PLANS 2021

First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.

A genuine and ongoing encounter with Christ gives rise to a desire to know more about him and his teaching. Facilitating that encounter is an essential function of the Catholic School. Without it the student will not have a passion for these things which pertain to Christ and his Church, and religious education will have little effect on the heart, the mind and the will.

MISSION HEART and SOUL

To live as part of a Catholic community and respond to our call to follow in the footsteps of Jesus.

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

EDUCATION HEAD and VOICE

Become confident, connected, actively involved lifelong learners and followers of Christ who are learning through the direction set by the NZ Catholic and NZ Curriculums.

"For the Lord gives wisdom; from his mouth comes knowledge and understanding." Proverbs 2:6-7

SERVICE HANDS and FEET

To live out the Gospel values and make a difference in the world, guided by the Holy Spirit and Catholic social teachings.

"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." Col. 3:15-17

Walking in the footsteps of Jesus
Ngaa Tapuwae o Hehu

Love Care Respect Honesty Faith

ST COLUMBA'S CATHOLIC SCHOOL

Te Kura O Hato Karama



STRATEGIC PLAN 2021 at a glance

*St Columba's Catholic School is a learning community walking in the footsteps of Jesus
to fulfill the key aspects of mission, education and service.*

LEADERSHIP

- Leading learner and teacher development
- Providing bold and courageous leadership through wellbeing, cultural responsiveness and inclusiveness
- Graduate profile in action, developing learners to lead in mission, education and service

CONNECTION

- Fostering family/school relationships
- Strengthening connections with our Māori community, iwi and hapu
- Enhancing special interest groups through culture, sports, PTFA and other interests
- Strong connections with Kaahui Ako - combined catholic schools group

CURRICULUM

- Raising reading, writing and maths achievement
- Refreshed religious education programme
- Utilising innovative teaching and learning practices and spaces

Walking in the footsteps of Jesus
Ngāa Tapuwae o Hehu

Love Care Respect Honesty Faith

OUR CHARTER - This Charter establishes the Vision, Aims, Objectives, Strategic Direction, Annual Plans including the Targets and Priorities in annual action plans. There are six key drivers, five key values and the SCCS Learner profile which underpin and support the development of St Columba's Catholic School.

OUR VISION - *St Columba's Catholic School is a learning community walking in the footsteps of Jesus to fulfill the key aspects of Mission, Education and Service.*

OUR VALUES - Love Care Respect Honesty Faith

OUR LOCAL CURRICULUM

The main focal point of our St Columba's Catholic School Curriculum are the three pillars. These form the touchstones of learning at St Columba's. The three pillars (Mission, Education and Service), as gifted by the Mission Sisters, have not altered since the school was established in 1925 and still adhere to the founding charism of our school. Over the last 12 months, through strategic review and the development of the graduate profile, we have identified our desired outcomes and attributes for learners to achieve those outcomes. We have achieved this by exploring pedagogy and practice within each pillar to support learners on this journey.

LOCAL FUNDS AND RESOURCING

The Board of Trustees undertake the responsibility to resource the school appropriately and maintain a programme of self review on meeting all legislation regulations, e.g. personnel, property, and finance.

Community of Learning - Kahui Ako framework

[The achievement plan link](#)

This charter will be annually updated

Chairperson Board of Trustees Karyn Rastrick

Date January 2021

SCCS CULTURAL DIVERSITY AND MĀORI DIMENSION

CULTURAL DIVERSITY	MĀORI DIMENSION
<p>All cultures within the school will be valued and celebrated through active encouragement of a school ethos that encourages student diversity. Students are encouraged to share and be proud of their cultural heritage.</p> <p>Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children irrespective of cultural backgrounds.</p>	<p>SCCS School will develop an awareness and understanding of Tikanga Māori and provide the means of fostering cultural understanding and responsive pedagogical practice consistent with the Treaty of Waitangi.</p>
<p>What steps will SCCS School take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum and NZC document:</p>	
<ul style="list-style-type: none"> • We expect staff to acquire greater knowledge of Te Reo Māori and Tikanga document from the Kaahui Ako 2021 - 2023 (see local curriculum plan) • Programmes will have a Māori dimension wherever possible. • Components of Tikanga will be incorporated into learning areas as appropriate to the context • Our SCCS local curriculum represents the 4 Treaty principles. • Performing arts (Kapa Haka) will be supported by appropriate staff. 	
<p>What will St Columba's School do to provide instruction in te reo Māori (Māori Language) for full all students aligned to the NZC and our 2021 local curriculum.</p>	
<ul style="list-style-type: none"> • All such requests will be given full and careful consideration by the Board of Trustees, with regard to personnel with the requisite skills and qualifications, the overall financial position and availability of accommodation within the school. 	
<p>What steps will be taken to discover the views and concerns of the school's Māori community?</p>	
<ul style="list-style-type: none"> • A Liaison person (Maureen Duncan and Char Manning) reports to the Board once per term. • The school will consult with the Māori community through the Māori Liaison person and through management initiatives such as newsletters and informal discussions through maintaining an open door policy. 	



Our Local Curriculum 2021

[see local curriculum plan](#)

The main focal point of our St Columba's Catholic School Curriculum is the three pillars. These form the touchstones of learning at St Columba's. The three pillars (Mission, Education and Service), as gifted by the Mission Sisters, have not altered since the school was established in 1925 and still adheres to the founding charism of our school.

Through strategic review and the development of the graduate profile, we have identified our desired outcomes and attributes of learners to achieve those outcomes.

We have achieved this by exploring pedagogy and practice within each pillar to supports learners on this journey. The first part of the document is a large body of work that we completed in 2017 detailing each of the characteristics. Following this you'll find a synthesised summary of what each of these pillars encompasses. This forms the reference point that we will be using as a visual in our classroom.



St Columba's Catholic School belongs to; The Waikato Catholic Kahui Ako

"The Waikato Catholic Kāhui Ako embraces its distinctive Catholic nature; our culture of learning is supported through strong connections with staff, who are collaborative, reflective and strategic practitioners. Our confident, effective ākonga will continue to learn and thrive in an environment that is strengthened by our core values of Justice and Equity".

Who are we:

The Waikato Catholic Community of Learning | Kāhui Ako comprises of 14 learning communities, of which 9 are in Hamilton City and 5 in the surrounding towns. There are 2 Early Learning Centres (ELCs), 10 Catholic Primary Schools, and 2 Catholic Colleges. Many learners transition from our ELCs, through to our Primary schools, and then on to our Colleges. We wish to strengthen this well-established pathway for the benefit of our learners' learning and success.

Our Strategic focus areas are:

Strategic Goal One: Teacher Efficacy and Pedagogy

KEY AREAS FOR IMPROVEMENT INCLUDES:

- Curriculum design and innovative learning environments
- Digital Fluency

Strategic Goal Two: Transitions, Pathways, and Hauora

KEY AREAS FOR IMPROVEMENT INCLUDES:

- Effective transition and retention of learners
- Pastoral care
- Building resilience

Strategic Goal Three: Cultural Responsiveness

KEY AREAS FOR IMPROVEMENT INCLUDES:

- Cultural responsiveness and relational pedagogy,
- Evidence-based Teacher Inquiry.
- Educationally powerful connections with whānau and āīga,





St Columba's Catholic School Graduate Profile



All students who attend St Columba's Catholic School will encounter the living God who through Jesus Christ and the Holy Spirit reveals his transforming love and truth.

Mission

Heart and soul

To live as part of a Catholic community and respond to our call to follow in the footsteps of Jesus.

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." *Luke 10:27*

Education

Head and voice

Become confident, connected, actively involved lifelong learners and followers of Christ who are learning through the direction set by the NZ Catholic and NZ Curriculum.

"For the Lord gives wisdom, from his mouth comes knowledge and understanding." *Proverbs 2:6-7*

Service

Hands and feet

To live out the Gospel values and make a difference in the world, guided by the Holy Spirit and Catholic social teachings.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him" *Col. 3:15-17*

When students graduate from SCCS they will:

- Know and love God and understand who they are in Christ
- Be full and active members of the Catholic church
- Be proud to be Catholic.
- Be guided in all that they do by our school's Cornerstone values
- Have the confidence and skills to develop and maintain effective relationships, including the skills to restore relationships.
- Understand and demonstrate empathy.
- Understand the importance of looking after the environment to ensure its wellbeing for their own and future generations.
- Identify and share their God-given gifts and talents that result in students having the confidence and skills to lead others.
- Understand Tuakana/Teina - students leading the learning of others in valued and encouraged.

When students graduate from SCCS they will:

- Have developed an understanding of Catholic theology, principles and teachings
- Know our school's charism and the Mission Sisters' place in our history.
- Have been engaged and curious learners.
- Have developed the confidence and knowledge to make meaningful decisions and take positive actions for their own learning.
- Be achieving their personal best in numeracy and literacy
- Know and value New Zealand's dual cultural history and status
- Understand and value their own and others' cultures and histories
- Be equipped to participate in and contribute to their own society and the wider world through being able to explore significant future-focused issues such as sustainability.
- Be risk-takers and resilient learners who are able to cooperate and collaborate effectively.
- Be critical and creative problem solvers with a growth mindset.
- Have high emotional intelligence and excellent social skills.

When students graduate from SCCS they will:

- Model who we are as Catholics so that people may know Christ through us
- Have been an active member in our school and parish and have developed the capabilities to grow, work and participate in the communities they belong to.
- Be courageous, environmentally aware and responsive to social justice issues.
- Have a highly effective set of inquiry skills that will enable them to be active participants in their own learning and feel empowered to make a difference in their family, school, church and wider community.



St Columba's Catholic School Teaching

To support development and growth for all students towards the vision for our graduates,
you will see, in our learning spaces, evidence of . . .



Mission - Heart and soul

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

Pursue that which is precious and do not be deterred by anything less than a lofty mountain. Strive, set goals, persevere, set sights high, don't give up on them for anything.

- Regular RE lessons based on the Faith Alive Curriculum to develop understanding who we are in Christ and be proud to be Catholic.
Strands: Liturgical Year, Jesus Christ, Communion of Saints, God - Te Atua. Holy Spirit, Church
- Regular opportunities to become aware of issues/needs within the school, parish and community that we, as a Catholic school community could take action to alleviate.
- Teaching the skills involved in social skills and communications, including specific skills in restorative practice.
- Explicit and strategic teaching of the school values at the classroom level as well as school-wide.
- Explicitly plan, at school, team and classroom level for opportunities for students to examine how the resources we use and what gets left over affects the Earth.
- Opportunities for all learners to Identify, develop and share their personal gifts and talents for the betterment of our school and wider community.
- Within classes and across the school many opportunities for Tuakana/Teina - students leading the learning of others are utilised.

Education - Head and voice

He aha te kai ō te rangatira? He kōrero, he kōrero, he kōrero.

What is the food of the leader? It is knowledge, it is communication.

- Staff have an understanding of Catholic theology, principles and teachings and are open to continued growth in this area.
- Staff know our school's charism and the Mission Sisters' place in our history.
- Learning experiences are carefully planned to engage and develop curiosity for all students.
- Students are active in the learning process and their involvement in decisions about the learning is encouraged and valued.
- Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students.
- English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning.
- Teachers understand that education for sustainability requires the contribution of all learning areas, key competencies, and values to support learning and decision making for action on environmental issues.
- Māori tikanga and kawa, appropriate to local context, is recognised and affirmed.
- Teachers are culturally responsive to all students in their class, which is reflected in their planning and curriculum delivery.
- Focus key competencies are authentically developed across the curriculum, which is reflected in school-wide, team and teacher planning documents .

Service - Hands and feet

Naku te rourou nau te rourou ka ora ai te iwi.

With your basket and my basket, we, the people will flourish

- Model who we are as Catholics so that people may know Christ through us
- Have been an active member in our school and parish and have developed the capabilities to grow, work and participate in the communities they belong to.
- Be courageous, environmentally aware and responsive to social justice issues.
- School-wide, team and teacher planning acknowledge and explicitly plan for development of a way of inquiring that includes:
 - Triggering engagement
 - Identifying issue or challenge
 - Wondering and discovering
 - Making sense of information
 - Asking questions and investigating
 - Taking action
 - Thinking about learning



St Columba's Catholic School Strategic 3 Key Drivers 2021

(The year of why not)



1. (from Domain 2) Leadership of conditions for equity and excellence

Goal: To support and challenge leadership to be the best they can be

- *RE integrated across the curriculum. (Piloting the new RE curriculum).*

2. (from Domain 3) Educationally powerful connections and relationships

Goal: To continue to build powerful learning opportunities within and outside the community through, with and by...

- *Develop a range of opportunities to partnership with the Local Iwi/Pacific Nations, Filipino community (and other cultures within SCCS).*

3. (from Domain 4) Responsive curriculum, effective teaching and opportunity to learn

Goal: To design learning programmes and practice to further enhance the SCCS Learner

- *Strengthen educationally powerful connections with whānau and āiga to raise reading, writing and mathematics achievement for Māori and Pacific Nations students*



St Columba's Catholic School Strategic Professional Learning and Development 2021

(The year of why not...)



Areas of focus:

1. **Learning Matters** - *Structured literacy*
2. **TCT** (*Teachers Collaborating Together*) - *Pedagogy and practice*
3. **Kaahui Ako** - *ABL, Well-being and Cultural responsiveness*



St Columba's Catholic School

Te Kura O Hato Karama



Domains of Excellence and Action Plans

Stewardship ⁽¹⁾

- ❑ To develop greater parental and key stakeholder engagement in the development of our St Columba's School Learning community.

Leadership of conditions for equity and excellence ⁽²⁾

- ❑ To support and challenge leadership to be the best they can be.

Educationally powerful connections and relationships ⁽³⁾

- ❑ To continue to build powerful learning opportunities within and outside the community through, with and by...

Responsive curriculum, effective teaching and opportunity to learn ⁽⁴⁾

- ❑ To design learning programmes and practice to further enhance the SCCS Learner.

Professional capability and collective capacity ⁽⁵⁾

- ❑ To continue to enhance the collective capacity and professional capabilities of all members who contribute to the SCCS learning community.

Evaluation, inquiry and knowledge building for improvement and innovation ⁽⁶⁾

- ❑ To be self improving by being agile and adaptable to the ever changing needs identified.

Domain 1: Stewardship

Goal 1: To develop greater parental and key stakeholder engagement in the development of our St Columba's School Learning community.

Indicators

- The board of trustees represents and serves the education and school community in its stewardship role.
- The board of trustees supports and evaluates the work of the school in achieving valued student outcomes based on the St Columba's learner profile targets.
- The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role.
- The board of trustees effectively meets statutory requirements.
- The board meets and is committed to the Hamilton Catholic Diocese mission of Proud to be Catholic and the Catholic Education of School-Age Children document



Objectives 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none">• Build a clear and common understanding of SCCS Learner within the SCCS Graduate Profile.	<ul style="list-style-type: none">• Provide ongoing informal feedback between the leadership, students and parents.• Bring clarity to our parent body around achievement standards and levelling.• The school policy and procedures are coherent and fit for purpose.	<ul style="list-style-type: none">• Reflect on the review plan to ensure the school is aligned with its beliefs and core business. Ensure that St Columba's School is the school of choice for our Catholic community.
<ul style="list-style-type: none">• Understand and commit to the governance role of trustee/ proprietors representative roles. Seek professional development where appropriate	<ul style="list-style-type: none">• Identify key aspects of trustee and engage with potential candidates leading up to BOT elections.• Explore sustainability aspects of the BOT.	<ul style="list-style-type: none">• Scrutinise the work of the school in achieving valued student outcomes.
<ul style="list-style-type: none">• Develop a database of strategic contributors to support the development of the strategic direction for St Columba's Catholic School.	<ul style="list-style-type: none">• Develop an online network of friends to St Columba's Catholic School.	<ul style="list-style-type: none">• BOT have clear roles in governance.
<ul style="list-style-type: none">• Strengthen and broaden the communication systems between home and school, Board and Staff, parish and community connections	<ul style="list-style-type: none">• Proactively share the story of St Columba's Catholic School to the local community.	<ul style="list-style-type: none">• Have clear lines of communication which all stakeholders can find the information they require
Success is measured by: <ul style="list-style-type: none">• survey data and recording of student, teacher and parent voice..• Parish• Diocese PLD feedback - RE Staff	Success is measured by: <ul style="list-style-type: none">• Parish survey and feedback• Diocese feedback• Diocese PLD feedback - RE Staff	Success is measured by: <ul style="list-style-type: none">• feedback that parents feel they are communicated with and are as fully engaged with the school as they are able.• Diocese PLD feedback - RE Staff

Domain 1: Stewardship

Goal 1: To develop greater parental and key stakeholder engagement in the development of our St Columba's School Learning community.

Objectives 2021	Intended Actions	Led by	When	Measure of Success
Reflect on the review plan to ensure the school is aligned with its beliefs and core business.	<ul style="list-style-type: none">Engage with focus groups of parents and learners on their understanding - Graduate Profile and the norms of the schoolShare SCCS property development and plans going forward.Be active in the Diocese RE review this coming May (26th and 27th May)	BOT	T 1-4 T 1-4 T 1-4	
Scrutinise the work of the school in achieving valued student outcomes.	<ul style="list-style-type: none">Focus on student learning and wellbeing, supported by data. Measuring targets and priorities.Feedback evenings and sessions for parents to learn more...Ensure professional critique with with positive working relationships with BOT and principal focused on strategic plan.	BOT/Principal BOT/Principal	T1-4 T1-4	
Ensure that St Columba's School is the school of choice for our Catholic community	<ul style="list-style-type: none">Build a system for parent and student representation for each class.Create short webinars to support FAQs using a variety of voices and stakeholders.Implementing the new SCCS Sports Action Plan and the elements of Good Sports and Sport NZ strategies 2021 - 2032Implement the new school uniform and promote the full implementation in 2022	BOT Principal	T1-4	
Have clear lines of communication which all stakeholders can find the information they require	<ul style="list-style-type: none">Explicitly plan to strengthen educationally powerful connections with whānau and āiga through regular meetingsDevelop a shared calendar of events for Parish, School and wider community.Develop a plan to connect with the Senior members of our community and the Business community.Develop an ongoing relationship with our local Marae. (Hui Te Rangiora)Ensure that each Board member has a profile and role in our community to support the Governance of the Board	BOT/Principal	T1-4	
Resources Required: Budget area that will fund new events BOT members time Breakfast sessions				

Domain 2: Leadership of conditions for equity and excellence

Goal 2: To support and challenge leadership to be the best they can be.

Indicators

- Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence
- Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing.
- Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.
- Leadership promotes and participates in a coherent approach to professional learning and practice
- Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation.
- Leadership builds relational trust and effective participation and collaboration at every level of the school community.



Objectives 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none"> • Leadership implements the student graduate profile to learners for feedback. 	<ul style="list-style-type: none"> • Build parental understanding around teaching and learning through regular meetings and goal setting. 	<ul style="list-style-type: none"> • Evaluation and Inquiry practice lead to sustained improvement and innovation.
<ul style="list-style-type: none"> • Communication decision and collaborative processes are cleared and agreed upon. 	<ul style="list-style-type: none"> • Using the Kaahui Ako developed Framework to enhance delivery of our SCCS local curriculum. 	<ul style="list-style-type: none"> • Learning programmes are tailored to meet the academic, social and behavioural needs of all learners.
<ul style="list-style-type: none"> • Assessment practices and tracking is aligned across all levels in our learning progressions in the local curriculum. 	<ul style="list-style-type: none"> • Whole school using a shared learning support document 	<ul style="list-style-type: none"> • A seamless online learning support document with all team drives having access to exemplars and practices that are SCCS designed.
<ul style="list-style-type: none"> • Smooth clarity and transition between teams and openness to share practice. 	<ul style="list-style-type: none"> • Understanding and preparing for successful transitions within school teams and beyond • Sharing of practice is scheduled and expected 	<ul style="list-style-type: none"> • Sharing of practice happens spontaneously and is initiated by teachers regularly
<ul style="list-style-type: none"> • RE integrated across the curriculum. (SCCS has been invited to pilot the new RE curriculum) 	<ul style="list-style-type: none"> • Building learner agency -Student voice • Induct new families and children into the school in a wide range of ways. 	<ul style="list-style-type: none"> • Have a developed SCCS Schoolwide integrated curriculum
<ul style="list-style-type: none"> • Annual Curriculum plan and implementing our Catholic concepts • Special Character review and RE curr review - May 26.27th 	<ul style="list-style-type: none"> • Schoolwide review of the curriculum plan and tracking our gaps within the NZC • Year of consolidation... 	<ul style="list-style-type: none"> • Aligning our practices with Worldwide events, Gospel of the week and liturgical themes...
Success is measured by: Staff Voice Parent, Our Place and Parish survey information Diocese RE Review and feedback Previous Year's Action plan.....	Success is measured by: Staff Voice Parent, Our Place and Parish survey information	Success is measured by: Staff Voice Parent, Our Place and Parish survey information ERO Review

Domain 2: Leadership of conditions for equity and excellence.

Goal 2: To support and challenge leadership to be the best they can be...

Objectives 2021	Intended Actions	Led by	When	Actual Outcome
<ul style="list-style-type: none"> Leadership implements the student graduate profile to learners for feedback. 	<ul style="list-style-type: none"> Graduate profile and Local curriculum presented to the community GP matrix and learner agency developed All learners become agents of their own learning and goal setting 	GG, SLT and Team Leaders	T1-4	
<ul style="list-style-type: none"> Communication decision and collaborative processes are cleared and agreed upon. 	<ul style="list-style-type: none"> Decisions will be collaborated with all teachers and team leaders, SLT will consult where required. Collaborative framework designed through TCT Engagement with Learning Matters and constructing differentiated learning programmes. 	All/SLT/Team Leaders	T1-4	
<ul style="list-style-type: none"> Assessment practices and tracking is aligned across all levels in our learning progressions in the local curriculum. 	<ul style="list-style-type: none"> Literacy (see Learning Matters Action Plan) Digital literacy Plan with Martin Hughes working in teams Schoolwide planning continued and highly effective practices embedded. 	Senior Leadership team	T 1-4 T 1-4	
<ul style="list-style-type: none"> Smooth clarity and transition between teams and openness to share practice. 	<ul style="list-style-type: none"> A developing understanding of the agreed pathways from team to team (through Literacy - Learning Matters) Leaders are building collegial networks to support their own learning Kahui Ako links for learning and sharing of practice TCT Collaboration opportunities are developed... 	All	T 1-4	
<ul style="list-style-type: none"> RE integrated across the curriculum. (Piloting the new RE curriculum) 	<ul style="list-style-type: none"> Local curriculum concepts and developing schoolwide 'hooks' Embedding our Te Reo and Tikanga practices into our local curriculum Concept practices shared with parents and community Our school wide showcase will be used to celebrate successes and student agency opportunities Senior student MES leadership opportunities and broaden our leadership experiences for this group 	All	T 1-4	
<ul style="list-style-type: none"> Annual Curriculum plan and implementing our Catholic concepts 	<ul style="list-style-type: none"> SCCS Local Curriculum Plan to be Globally aware/RE piloting Technology Curriculum preparation 2021 	All Aleise	T4	

Resources Required:

Kapa Haka Tutor Personnel, Mark Treadwell and the Global Competencies. Special Character review and RE curr review - May 26.27th

Domain 3: Educationally powerful connections and relationships

Goal 3: To continue to build powerful learning opportunities within and outside the community through, with and by...

Indicators:

- Learning centred relationships effectively engage and involve the school community
- Communication supports and strengthens reciprocal, learning centred relationships
- Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
- Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners



Objectives 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none"> • Build teacher resilience and self responsibility through the SCCS Learner profile in practice. 	<ul style="list-style-type: none"> • Establish learning coaches to build student agency- <i>build student led conference</i> 	<ul style="list-style-type: none"> • The whole school is aligned through the attributes of the SCCS learner
<ul style="list-style-type: none"> • Actively promote the SCCS Learner by communicating with parents 	<ul style="list-style-type: none"> • Promote an activist approach across the curriculum. 	<ul style="list-style-type: none"> • Everyone is committed to and has developed practice in line with the SCCS Learner and CoL Focus areas
<ul style="list-style-type: none"> • Embed practice which supports positive relationships and therefore behaviour. 	<ul style="list-style-type: none"> • Set up systems to ensure sustainability of positive relationships; Restorative practice across the school. 	<ul style="list-style-type: none"> • Restorative and relational practices underpin our norms. Effective relationships are demonstrated through respectful interactions. Staff follow processes for effective conversations
<ul style="list-style-type: none"> • Develop a range of opportunities to partnership with the local iwi/Pacific Nations, Filipino community (and other cultures within SCCS) 	<ul style="list-style-type: none"> • Te Reo and Tikanga embedded into the daily practice of the school. 	<ul style="list-style-type: none"> • Tuakana/Teina relationships are evident throughout the school.
<ul style="list-style-type: none"> • Actively participate in the leadership of the Waikato Catholic Schools Kaahui Ako 	<ul style="list-style-type: none"> • Create a social network hub to develop creative ideas for preparing for the future. 	<ul style="list-style-type: none"> • Have a positive, active parent/student/ community forum and CoL focus
Success is measured by: Staff/student Voice Parent survey and Our Place to School survey Diocese RE Review and feedback Previous Year's Action plan.....	Success is measured by: Staff/student Voice Parent survey and Our Place to School survey Diocese RE Review and feedback	Success is measured by: Staff/student Voice Kaahui Ako data Parent survey and Our Place to School survey ERO and Diocese RE Review and feedback

Domain 3: Educationally powerful connections and relationships.

Goal 3: To continue to build powerful learning opportunities within and outside the community through, with and by...

Objectives 2021	Intended Actions	Led by	When	Actual Outcome
<ul style="list-style-type: none"> Build teacher resilience and self responsibility through the SCCS Learner profile in practice. 	<ul style="list-style-type: none"> Hold professional learning workshops that unpack the SCCS Graduate Learner profile; the implications for our practice with learners and as learners. 	SLT/Team Leaders	T1-4	
<ul style="list-style-type: none"> Actively promote the SCCS Learner by communicating with parents 	<ul style="list-style-type: none"> Communicate key elements of the GP with parents through awards, newsletters and social media, website, promotional video Parent enrolment meetings are a point of “induction” for parental partnership 	SLT/Team Leaders	T1-4	
<ul style="list-style-type: none"> Build school culture with a focus Wellbeing and Hauora 	<ul style="list-style-type: none"> Acknowledge, monitor and mitigate the effects of the current pandemic and need for well-being during these uncertain times. Develop inclusive and fun school House competitions, school-wide activities, events to build collective sense of belonging Use Te Reo and Tikanga Māori to depth our collective connections during TCT 	Charlotte Gareth	T1-4	
<ul style="list-style-type: none"> Embed practice which supports positive relationships and therefore behaviour. 	<ul style="list-style-type: none"> Strengthen the use of the Restorative Practices Create visual images of our values around the school. 	All	T1-4	
<ul style="list-style-type: none"> Develop a range of opportunities to partnership with the local iwi/Pacific Nations, Phillipino community (and other cultures within SCCS) 	<ul style="list-style-type: none"> Build relationships with all cultures through the Whanau evenings with the purpose of promoting tikanga/customs and awareness for all Use the arts as our medium to meet... Phillipino Club started and run by Rachel Dena and supporters 	SLT Principal	T1-4	
<ul style="list-style-type: none"> Actively participate in the leadership of the Waikato Catholic Schools Kaahui Ako 	<ul style="list-style-type: none"> Support the continuation of Kaahui Ako focus areas and connection meetings Teachers are able to share practice across school at TCT To continue to strengthen the Whanau and Pacific Nations parent groups extending more parental, student and teacher input. Implement Kaahui Ako Te Reo/Tikanga Plan (Unit holder support) 	All M/Unit holder and SLT	T1-4	

Resources Required Restorative practices for new teachers and induction to the SCCS philosophy / Local iwi connections - Pacific Nations and Whanau parents hui groups. / Russell Bishop's - Teaching to the North-East/Kahui Ako alignment reflection and feedback

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Goal 4: To design learning programmes and practice to further enhance the SCCS Learner.

Indicators

- Students learn, achieve and progress in the breadth and depth of *The New Zealand Curriculum* and the NZ RE Curriculum
- Students participate and learn in caring, collaborative, inclusive learning communities
- Students have effective, sufficient and equitable opportunities to learn
- Effective and culturally responsive pedagogy supports and promotes student learning
- Effective assessment for learning develops students' assessment and learning to learn capabilities



Objectives 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none"> • Develop depthed pedagogies and collaboration across the school in preparation for flexible learning spaces. 	<ul style="list-style-type: none"> • Take aspects of collaboration outside of the school and into the community. 	<ul style="list-style-type: none"> • Create opportunities for collaboration on a national and global scale.
<ul style="list-style-type: none"> • Have a range of creative opportunities to further develop aspects of Environmental education and Entrepreneurship through Mission and Service 	<ul style="list-style-type: none"> • Actively promote creative opportunities for all students. 	<ul style="list-style-type: none"> • Develop systems for creating an authentic, co-constructed curriculum.
<ul style="list-style-type: none"> • Support learner self- responsibility, independence and interdependence through the deliberate use of collaborative structures. 	<ul style="list-style-type: none"> • Key SCCS Learner capabilities are used to drive assessment and learning consistently through the school. 	<ul style="list-style-type: none"> • Ensure clear and consistent development of the SCCS Learner attributes from Year 1-8.
<ul style="list-style-type: none"> • Raise reading, writing and maths achievement of Māori and Pacific Nation students so they meet their potential as learners across the curriculum. 	<ul style="list-style-type: none"> • Enhance the profile of our Māori students and create opportunities for whanau based learning relationships. 	<ul style="list-style-type: none"> • Develop greater culturally responsive practices and depth the understanding of Tataiako.
<ul style="list-style-type: none"> • Implement school-wide professional learning and practice in raising <u>all</u> literacy achievement levels. 	<ul style="list-style-type: none"> • Implement a targeted achievement plan based on target data and COL Achievement Challenge. 	<ul style="list-style-type: none"> • Implement a targeted achievement plan based on target data and Kaahui Ako Achievement Challenge.
Success is measured by: Staff Voice/Parent survey information/ Māori Parents Survey Student Voice/ Assessment Data Diocese RE Review Previous Year's Action plan.....	Success is measured by: Staff Voice Parent survey information Our Place to School survey information Diocese feedback	Success is measured by: Staff Voice Parent survey information Our Place to School survey information Diocese feedback

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Goal 4: To design learning programmes and practice to further enhance the SCCS Learner

Objectives 2021	Intended Actions	Led by	When	Actual Outcome
<ul style="list-style-type: none"> Develop depthed pedagogies and collaboration across the school in preparation for flexible learning spaces. 	<ul style="list-style-type: none"> Support teachers to collaborative approaches to teaching through the CoL and Global and NZ Educational trends (Mark Treadwells Global Competencies). Use professional readings to support collaborative teaching. (TCT) Identify and implement relevant pedagogies Teaching Council appraisal changes 2021 - Use our teacher profile 	All	T1-4	
<ul style="list-style-type: none"> Review and enhance the school Health and PE programmes and sporting opportunities. 	<ul style="list-style-type: none"> Promoting SCCS as a healthy school community through comprehensive review of our PE and Health programmes. To provide opportunities, school-wide, for a variety of sporting options. 	Lois Gareth		
<ul style="list-style-type: none"> Have a range of creative opportunities to further develop aspects of Environmental education and Entrepreneurship through Mission and Service 	<ul style="list-style-type: none"> Teams use The SCCS RE Concept curriculum focus areas are: Solidarity, Catholic Character, Social Justice and Mission and Service. Catholic Social Teachings - Catholic Social teachings and Laudato Si' Piloting the new RE curriculum and looking at integration 	SLT	T1-4	
<ul style="list-style-type: none"> Integration design and development of the new RE Curriculum 	<ul style="list-style-type: none"> Develop an agreed plan of action with the RE Curriculum developers for integration at SCCS Introduce the RE curriculum through TCT, Team meetings and supporting individual teachers Develop/share appropriate resources to support classroom programmes Co-develop tracking processes for RE learning achievement and teaching 			
<ul style="list-style-type: none"> Support learner self- responsibility, independence and interdependence through the deliberate use of collaborative structures. 	<ul style="list-style-type: none"> Identify tools available to enhance cooperative/collaborative learning structures Review and identify effective assessment strategies - explore the MOE assessment findings and look at the PACT tool and implement Explore collaborative structures that will be used in the new teaching Innovative learning spaces. Visiting other schools and allowing Team 2 to explore... Continue with Good Sports project and the implementation of Sport NZ - Every body Active strategy 	SLT Team 2	T1-4	
<ul style="list-style-type: none"> Raise reading, writing and maths achievement of Māori and Pacific Nation students so they meet their potential as learners across the curriculum. 	<ul style="list-style-type: none"> Work with Learning Matters and accelerating progress for all learners. At risk learners who are Māori and Pacific Nation students are prioritised into Priority Target groups and are closely monitored by school leadership, identifying possible barriers and taking explicit action to diminish those barriers. Continuation of sharing of teacher practice - videoing, observations, co-teaching/planning, coaching and mentoring. Using data to track and review practices in day-to-day teaching, team meetings and TCT development sessions... 	All	T1-4	
<ul style="list-style-type: none"> Implement school-wide professional learning and practice in raising <u>all</u> literacy achievement levels. 	<ul style="list-style-type: none"> Implement Literacy Action plans put together through Writing PLD with Learning Matters Learning progressions put together by Kaahui Ako and implemented during TCT time. 	All Aleise	T1-4	

Domain 5: Professional capability and collective capacity

Goal 5: To continue to enhance the collective capacity and professional capabilities of all members who contribute to the SCCS learning community.

Indicators

- A strategic and coherent approach to human resource management builds professional capability and collective capacity.
- Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.
- Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making.
- Access to relevant expertise builds capability for ongoing improvement and innovation



Objective 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none"> • Develop a strong human resource database to ensure the needs of the school and community are being met. 	<ul style="list-style-type: none"> • Leadership capability and capacity is grown to a sustainable level. 	<ul style="list-style-type: none"> • Continue to develop systems and processes to support the growth of school leadership and growing new people...
<ul style="list-style-type: none"> • Develop systems to train teachers in collaborative learning and important learning conversations. 	<ul style="list-style-type: none"> • Stocktake current collaborative practice with the teachers. • Create opportunities for team teaching • Develop systems for peer observations 	<ul style="list-style-type: none"> • Align SCCS LS with teaching and learning pedagogy.
<ul style="list-style-type: none"> • ILE (the SCCS way) collaboration and conversations that lead to raising awareness 	<ul style="list-style-type: none"> • Developing property needs to support current pedagogy and thinking 	<ul style="list-style-type: none"> • Implementing teaching partnerships to new learning spaces and developing an ongoing review and support plan.
<ul style="list-style-type: none"> • Gather community feedback on the strategic direction of SCCS and Sustainability measures identified 	<ul style="list-style-type: none"> • Recognised leadership practices are strengthened to support the school growth. 	<ul style="list-style-type: none"> • Have key leaders in place to ensure the school is agile and adaptive to the changing needs of the school community.
<ul style="list-style-type: none"> • Respond to the learning needs of the staff based on evidence. 	<ul style="list-style-type: none"> • Explore systems which are aligned to the school vision and build the collective capacity of all learners. 	<ul style="list-style-type: none"> • Build the learning and teaching expertise required to ensure that 'best practice' is consistent across the school.
<ul style="list-style-type: none"> • Have key leaders in place to ensure the school is agile and adaptive to the changing needs of the school community. 	<ul style="list-style-type: none"> • Co Construct a SCCS RE Development programme that matches our 3 pillars - Mission, Education, Service 	<ul style="list-style-type: none"> • Continue to build understandings of global implications of being Proud to be Catholic
<p>Success is measured by: Staff and Student Voice Community voice/Diocese voice Our Place Diocese RE Review</p>	<p>Success is measured by: Staff and Student Voice Community voice/Diocese voice Our Place</p>	<p>Success is measured by: Staff and Student Voice Community voice ERO Review 2020</p>

Domain 5: Professional Capability and Collective capacity

Goal 5: To continue to enhance the collective capacity and professional capabilities of all members who contribute to the SCCS learning community.

Objectives 2021	Intended Actions	Led by	When	Actual Outcome
<ul style="list-style-type: none">Develop a strong human resource database to ensure the needs of the school and community are being met.	<ul style="list-style-type: none">Develop and support a Senior Leadership team to collaborate across the school.Support leadership members in new roles to set and achieve goals.	All	T1-4	
<ul style="list-style-type: none">Develop systems to train teachers in collaborative learning and important learning conversations.	<ul style="list-style-type: none">Create opportunities for team teachingDevelop systems for peer observations/WOW during CRTAlign SCCS LS with teaching and learning pedagogy.SENCO Team implementing 4 tier structure and developing a consistent review cycle.	All	T1-4	
<ul style="list-style-type: none">ILE (the SCCS way) collaboration and conversations that lead to raising awareness	<ul style="list-style-type: none">Look at models of practice across the Diocese and buildingsTaking the opportunity to look at effective ILE partnerships	SLT	T1-4	
<ul style="list-style-type: none">Gather community feedback on the strategic direction of SCCS and Sustainability measures identified	<ul style="list-style-type: none">New Unit holders will development collaboration trends...Effective practice leaderThe technology document 2021Preparation for the NZ Histories document 2022	All Aleise	T1-4	
<ul style="list-style-type: none">Respond to the learning needs of the staff based on evidence.	<ul style="list-style-type: none">Refine the Teaching As Inquiry system.Depth teacher reflection on practice.	All	T1-4	
<ul style="list-style-type: none">Have key leaders in place to ensure the school is agile and adaptive to the changing needs of the school community.	<ul style="list-style-type: none">RE-Team inquiries will be the feature of growing teacher capacity and strengthening our Catholic CharacterRE yearly action plan implemented (see plan) of MES	DRS/Gareth	T1-4	
Resources required: Mark Treadwell, Release time				

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation
Goal 6: To be self improving by being agile and adaptable to the ever changing needs identified.

Indicators

- Coherent organisational conditions promote evaluation, inquiry and knowledge building
- Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation
- Evaluation, inquiry and knowledge building, enable engagement with external evaluation and contribution to the wider education community



Objectives 2021	Objectives 2022	Objectives 2023
<ul style="list-style-type: none"> • Review the learning and teaching needs within the school community and plan to meet them. 	<ul style="list-style-type: none"> • Review and enhance the learning principles as identified in this document and through the New Zealand Curriculum. 	<ul style="list-style-type: none"> • Review and update the curriculum according to the changing concepts...
<ul style="list-style-type: none"> • Set up programmes to support parents to have a deeper understanding of 21st Century learning and teaching pedagogy. 	<ul style="list-style-type: none"> • Build understanding around the parent as the first educator. 	<ul style="list-style-type: none"> • Find opportunities to allow wider input into the education of SCCS Learners..(CoL development, Parish needs etc....)
<ul style="list-style-type: none"> • Develop opportunities for SCCS Learners to use their attributes to engage with the community. 	<ul style="list-style-type: none"> • Develop ways in which the SCCS Learner can create connections with the SJC/SHGC and Our Place. 	<ul style="list-style-type: none"> • Reinforce the curriculum through authentic connections to key groups within the community.
<ul style="list-style-type: none"> • Update policies (on schooldocs) in line with legislative changes and Health and Safety systems as and when appropriate (and recent change of Government) 	<ul style="list-style-type: none"> • Review school procedures according to needs and in line with the current vision and learning principles of the school. 	<ul style="list-style-type: none"> • Reflect on and review legislative and professional practice on a regular basis through variety of forums.
Success is measured by: Staff Voice and Parent survey information Our Place survey information Student Voice Feedback from community groups Previous Year's Action plan.....	Success is measured by: Staff Voice and Parent survey information Our Place survey information Student Voice Feedback from community groups	Success is measured by: Staff Voice and Parent survey information Our Place survey information Student Voice Feedback from community groups

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation
Goal 6: To be self improving by being agile and adaptable to the ever changing needs identified.

Objectives 2021	Intended Actions	Led by	When	Actual Outcome
<ul style="list-style-type: none"> Review the learning and teaching needs within the school community and plan to meet them. 	<ul style="list-style-type: none"> Review the Learning and Teaching reflection process Develop awareness and implementation plan for the new Technology curriculum 	All Aleise	T1-4	
<ul style="list-style-type: none"> Implementation of our school-wide Te Reo and Tikanga programme 	<ul style="list-style-type: none"> Ensure alignment with the Kahui ako Te Reo and Tikanga plan Provide PLD through TCT, team meetings and for individuals where appropriate to support implementation. Share resources to support implementation of our Te Reo and Tikanga programme. 	Maureen	T1-4	
<ul style="list-style-type: none"> Set up programmes to support parents to have a deeper understanding of 21st Century learning and teaching pedagogy. 	<ul style="list-style-type: none"> Provide information to parents through newsletters, social media and workshops on 21st Century learning and the use of modern and flexible learning spaces. Continually provide community consultation regarding ILE Breakfast sessions and deliberate learning coaching moments - ICT nights and literacy teaching nights etc, etc. 	All	T1-4	
<ul style="list-style-type: none"> Develop opportunities for SCCS Learners to use their attributes to engage with the community. 	<ul style="list-style-type: none"> Work with local organisations to develop a database of projects that learners can support through our Catholic concepts. Provide opportunities for teachers to work with local groups to strengthen their community connections. 	SLT	T1-4	
<ul style="list-style-type: none"> Update policies (on schooldocs) in line with legislative changes and Health and Safety systems as and when appropriate (and recent change of Government) 	<ul style="list-style-type: none"> Maintain a rigorous and ongoing self review system of policies and procedures to ensure legislative requirements are met. Implement the SCCS Docs Model Look to work with the wider community on innovative projects - skateboard bowl, scooter track extension and play ground remodels 	BOT/SLT	T1-4	
Resources Required: Funding for building connections and implementation of initiatives Funding - Building projects and work with CISO				

We have used the following criteria when setting our targets:

1. Focusing on a whole school achievement data aim of 80% of all students to be achieving at or above expected curriculum levels in Reading, Writing and Mathematics
2. Exploring data that points to underachievement with a focus on; Priority groups (Māori and Pacific nations students) who were below expected levels at the end of 2020 who form our learning target priority groups tracked carefully at all levels.

READING:

2021 Aim: To increase the number of students Reading at and above expected curriculum levels to 80%

From the end of 2020 data (Markbook 105 - Curriculum Levels)

- All: 77.2% at and above expected curriculum levels at the end of 2020
- Māori: 71.9% at and above expected curriculum levels at the end of 2020
- Pacific nations: 75% at and above expected curriculum levels at the end of 2020
- Boys: 76.2% at and above expected curriculum levels at the end of 2020
- Girls: 78.1% at and above expected curriculum levels at the end of 2020

Current At Risk Students

Well Below

Students who are achieving well below expected curriculum levels have been identified as requiring intervention via the SENCO team.

SENCO Reading: 20 students; Including 8 priority students (6 Māori students and 2 Pacific nations students)

These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.

Below

79 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 79 students that are below curriculum level expectation, priority learners have been identified.

Priority Reading: **22 students:** Including 15 Māori students and 7 Pacific nations students.

Targets:

1. To accelerate the progress of at least 6 of the 15 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Reading with the remaining students making chronological progress.
2. To accelerate the progress of at least 3 of the 7 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Reading with the remaining students making chronological progress.

WRITING:

2021 Aim: To increase the number of students Writing at and above expected curriculum levels to 80%.

From the end of 2020 data (Markbook 105 - Curriculum Levels)

- All: 64.2% at and above expected curriculum levels at the end of 2020
- Māori: 57.8% at and above expected curriculum levels at the end of 2020
- Pacific nations: 73% at and above expected curriculum levels at the end of 2020
- Boys: 56.9% at and above expected curriculum levels at the end of 2020
- Girls: 70.9% at and above expected curriculum levels at the end of 2020

Current At Risk Students

Well Below

Students who are achieving well below expected curriculum levels have been identified as requiring intervention via the SENCO team.

SENCO Writing: 29 students; Including 7 priority students (6 Māori students and 1 Pacific nations students)

These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.

Below

124 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 124 students that are below curriculum level expectation, priority learners have been identified.

Priority Writing: **35 students:** Including 26 Māori students and 9 Pacific nations students

Targets:

3. To accelerate the progress of at least 10 of the 26 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Writing with the remaining students making chronological progress.
4. To accelerate the progress of at least 4 of the 9 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Writing with the remaining students making chronological progress.

MATHEMATICS:

2021 Aim: To increase the number of students achieving at and above expected curriculum levels in Mathematics to 80%.

From the end of 2020 data (Markbook 105 - Curriculum Levels)

- All: 69% at and above expected curriculum levels at the end of 2020
- Māori: 69.7% at and above expected curriculum levels at the end of 2020
- Pacific nations: 56.3% at and above expected curriculum levels at the end of 2020
- Boys: 69.7% at and above expected curriculum levels at the end of 2020
- Girls: 68.6% at and above expected curriculum levels at the end of 2020

Current At Risk Students

Well Below

Students who are achieving well below expected curriculum levels in Mathematics have been identified as requiring intervention via the SENCO team.

SENCO Mathematics: 24 students; Including 7 priority students (5 Māori students and 2 Pacific nations students)

These students have been individually identified. SENCO team will work alongside the classroom teacher to develop appropriate interventions. Referrals will be made to agencies when/where appropriate. Individual learning plans will be formulated when and where appropriate.

Below

110 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 110 students that are below curriculum level expectation, priority learners have been identified.

Priority Mathematics: **29 students:** Including 16 Māori students and 13 Pacific nations students.

Targets:

5. To accelerate the progress of at least 7 of the 16 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Mathematics with the remaining students making chronological progress.
6. To accelerate the progress of at least 5 of the 13 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Mathematics with the remaining students making chronological progress.

Abbreviations 2021

DRSL - Director of Religious Studies Leader

SLT - Senior Leadership Team: Gareth,
Anne-Marie and Gill

TL - Team Leaders x 4

AP - Assistant Principal

DP - Deputy Principal

Teachers - everyone on staff

BOT - Board of Trustees

Project Team - BOT Property team etc

NZC - New Zealand Curriculum

RE - Religious Education

PLD - Professional Learning Development

ERO - Education Review Office

CISO - Catholic Integrated Schools Office

CoL - Community of Learning - Kahui Ako

MOE - Ministry of Education

