St Columba's Catholic School

Charter
Strategic Plan 2018-2020
Action Plans 2018
"Walking in the Footsteps of Jesus"
"Ngaa Tapuwae o Hehu"

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.

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: Whakahoanga: We care for everyone, include others and show empathy
Care: Manawa: We support everyone to strive for personal excellence
Respect :   Whakaute: We show self control, integrity and take responsibility for our actions, property and environment.
Honesty: Atawhai: We help others to grow their confidence and resilience.
Faith: Whakapono: We will show our faith - Head, heart and hand to others.

OUR LOCAL CURRICULUM

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.

Over the last 12 months, 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.

This charter will be annually updated

Chairperson Board of Trustees   Date   January 2018

Our Local Curriculum

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.

Over the last 12 months, 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 details 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 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	Education	Service
Heart and soul	**Head and voice**	**Hands and feet**
To live as part of a Catholic community and respond to our call to follow in the footsteps of Jesus.	*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.*	*To live out the Gospel values and make a difference in the world, guided by the Holy Spirit and Catholic social teachings.*
"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*		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	Education - Head and voice	Service - Hands and feet
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.*	**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.*	**Naku te rourou nau te rourou ka ora ai te iwi.** *WIth your basket and my basket, we, the people will flourish*
- Regular RE lessons based on the Faith Alive Curriculum to develop understanding who we are in Christ and be proud to be Catholic. <u>Strands</u>: 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.	- 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 .	- 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

The next stage of the planning is...

<u>Context:</u> In providing the learning opportunities required for the students to become St Columba's Catholic Learner there are six domains which act as **<u>drivers</u>** and a clear purpose in order to be responsive to the learning needs of the students at St Columba's Catholic School

<u>KEY:</u>
Blue to do = **Goals**
Pink to think = **Actions** (those recorded are just the starting point)
Gold for Glory = **Measures of achievement**

We will also observe the previous year's strategic action plans as a guide to support consultation and collaboration moving this plan forward. Thanks Gareth

Abbreviations

DRSL - Director of Religious Studies Leader

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

TL - Team Leaders x5

AP - Assistant Principal

DP - Deputy Principal

Teachers - everyone on staff

BOT - Board of Trustees

Project Team - BOT Property team etc

Change Team - A group that will form to support implementation

SAT - School Achievement Team

NZC - New Zealand Curriculum

RE - Religious Education

PLD - Professional Learning Development

ERO - Education Review Office

CISO - Catholic Integrated Schools Office

PB4L - Positive Behaviour 4 Learning

CoL - Community of Learning - Kahui Ako

MOE - Ministry of Education

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 scrutinises the work of the school in achieving valued student outcomes based on the St Columba's Learner.
- 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 2018	2019	2020
● Build a clear and common understanding of SCCS Learner in the community	● Provide ongoing informal feedback between the leadership, students and parents.	● Reflect on the review plan to ensure the school is aligned with its beliefs and core business.
● Understand and commit to the governance role of trustee/ proprietors representative roles. Seek professional development where appropriate	● Identify key aspects of trustee and engage with potential candidates leading up to BOT elections ● Explore sustainability aspects of the BOT	● Induct new trustees
● Develop a database of strategic contributors to support the development of the strategic direction for St Columba's school.	● Develop an online network of friends to St Columba's School	● Ensure that St Columba's School is the school of choice in the area.
● Strengthen and broaden the communication systems between home and school, Board and Staff, parish and community connections	● Proactively market St Columba's school to the local community.	● Have clear lines of communication which all stakeholders can find the information they require
Success is measured by: ● survey data and recording of student, teacher and parent voice.. ● Parish survey and feedback ● Diocese feedback ● Diocese PLD feedback - RE Staff	Success is measured by: ● the percentage of local students who attend SCCS School. ● Parish survey and feedback ● Diocese feedback ● Diocese PLD feedback - RE Staff	Success is measured by: ● feedback that parents feel they are communicated with and are as fully engaged with the school as they are able. ● Parish survey and feedback ● Diocese feedback/ERO Review ● 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	Intended Actions	Led by	When	Measure of Success
Build a clear and common understanding of SCCS Learner in the community	● Communicate key messages through the newsletter. ● Promote the SCCS Learner and Values through social media ● Engage with focus groups of parents and learners on their understanding. ● Share SCCS property development and plans ging forward...	BOT Principal Property project team	T 1-4 T 1-4 T 1-4	
Understand and commit to the governance role of trustee/ proprietors representative roles. Seek professional development where appropriate	● Implement a regular BOT newsletter to the school and 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)	BOT BOT/Principal BOT/Principal	T1-4 T1-4 T1-4	
Develop a database of strategic contributors to support the development of the strategic direction for St Columba's school.	● Build a system for parent and student representation for each class. ● Create short webinars to support FAQs using a variety of voices and stakeholders. ● Celebrate sporting, cultural and academic success in a variety of forums; open mornings, assemblies, newsletters. ● Implementing the SCCS Sports Action Plan	AM Harland Chris May SLT, Te Oko and Principal	T1-4 T1 T1	
Strengthen and broaden the communication systems between home and school, Board and Staff. parish and community connections	● Investigate the implementation of a Push Notification App for improved school wide communication. ● Promote building projects and MLE development plans. ● Links to our Parish via the Principal and staff rep ● Develop a shared calendar of events for Parish, School and wider community.	Chris May Principal/Kerry Ranapiri Principal/Kerry	T1 T4, 2017 T4, 2017	

Resources Required:
Budget area that will fund new events
Funds for Communication Apps
BOT members time.
Previous Year's Action plan.....

■	Not begun
■	In progress
■	Completed

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 2018	2019	2020
- Leadership implements the graduate profile.	- Build parental understanding around teaching and learning through regular meetings.	- Evaluation and Inquiry practice lead to sustained improvement and innovation.
- Communication decision and collaborative processes are cleared and agreed upon.	- Build leadership capacity throughout the school to deliver a curriculum in line with the SCCS Learner.	- Learning programmes are tailored to meet the academic, social and behavioural needs of all learners.
- Assessment practices and tracking is aligned across all levels in writing	- Whole school using a shared learning support document	- A seamless online learning support document with all team drives having access to exemplars and practices that are SCCS designed.
- Transition between teams and openness to share practice	- Sharing of practice is scheduled and expected	- Sharing of practice happens spontaneously and is initiated by teachers regularly
- RE links to writing and graduate profile and strengthening RE integrated across the curriculum.	- Building learner agency -Student voice - Induct new families and children into the school in a wide range of ways.	- Have a developed SCCS Schoolwide integrated curriculum
- Annual Curriculum plan and implementing our Catholic concepts - Special Character review	- Schoolwide review of the curriculum plan and tracking our gaps within the NZC	- 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	Intended Actions	Led by	When	Actual Outcome
Leadership implements the graduate profile	• Graduate profile applies to all learners -adults and students at SCCS • All learners become agents of their own learning	SLT and Team Leaders	T1-4	
Communication decision and collaborative processes are cleared and agreed upon.	• Decisions will be collaborated with all stakeholders and team leaders, SLT will consult where required.	All/SLT/Team Leaders	T1-4	
Assessment practices and tracking is aligned across all levels in writing	• Literacy (see Literacy Leaders Action Plan) • Digital literacy • Implementation of our 2018 Writing plan with Justine and Leytia from Vision Education	AM Harland Chris May	T 1-4 T2-4	
Transition between teams and openness to share practice Leaders inquire into their own practice	• A developing understanding of the agreed pathways from team to team through writing first. Other curriculum areas will follow. • Leaders are building collegial networks to support their own learning • Communities of Learning are links for learning and sharing of practice • Work with David Anderson twice a term to develop and enable our leadership and teachers facilitation skills	All teachers	T 1-4	
RE links to writing and graduate profile and strengthening RE integrated across the curriculum.	• RE-building teacher capacity through PD New Testament • Team and individual RE inquiries	All staff,/SLT/Team leaders/DRS	T 1-4	
Annual Curriculum plan Catholic concepts	• Development of the SCCS Curriculum Plan and 4 Term Catholic concept themes.	SLT/DRSL/Team Leaders	T4,17 T4	

Resources Required:
Leadership Coach - David Anderson (Visiting twice per term)
Previous Year's Action plan.....

	Not begun
	In progress
	Completed

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 2018	2019	2020
• Build teacher resilience and self responsibility through the SCCS Learner.	• Establish learning coaches to build student agency- *build student led conference*	• The whole school is aligned through the attributes of the SCCS learner
• Actively promote the SCCS Learner by communicating with parents	• Promote an activist approach across the curriculum.	• Everyone is committed to and has developed practice in line with the SCCS Learner
• Embed practice which supports positive relationships and therefore behaviour.	• Set up systems to ensure sustainability of positive relationships; Restorative / PB4L practice across the school.	• Restorative and relational practices underpin everyone's behaviour so it is visible on a daily basis.
• Develop a range of opportunities to partnership with the local iwi/Pasifika community (and other cultures within SCCS)	• Te Reo and Tikanga embedded into the daily practice of the school.	• Tuakana/Teina relationships are evident throughout the school.
• Actively participate in the process of development and implementation of the Waikato Catholic Schools COL.	• Create a social network hub to develop creative ideas for preparing for the future.	• Have a positive, active parent/student/ community forum
Success is measured by: Staff/student Voice PB4l Data 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 PB4L data Parent survey and Our Place to School survey Diocese RE Review and feedback	**Success is measured by:** Staff/student Voice PB4L data Parent survey and Our Place to School survey 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	Intended Actions	Led by	When	Actual Outcome
Build teacher resilience and self responsibility through the SCCS Graduate Learner profile.	● 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	
Actively promote the SCCS Graduate Learner profile to parents.	● Communicate key elements with parents through awards, newsletters and social media, website ● Parent enrolment meetings are a point of "induction" for parental partnership	G Duncan and DRS	T1-4 T1-4	
Embed practice which supports positive behaviour.	● Strengthen the use of the Restorative circles ● Using class circles each week to establish connections to the SCCS Graduate Learner profile ● Continue to develop (through PB4L) matrices for expected behaviour around the school. ● Create visual images of our values around the school.	AM Harland AM Harland AM Harland	T1-4 T1-4 T1-4	
Develop a range of opportunities to partnership with the local iwi/Pasifika community (and other cultures within SCCS)	● Build relationships with the local iwi and plan for future partnership opportunities together. ● Engage with other ethnic groups to continue to develop partnerships - (James Barnes and Aunty Ingrid) ● Develop and implement our SCCS Te Reo/Tikanga Plan	SLT Principal AP/Desi	T1-4 T1-4 T1-4	
Actively participate in the process of development and implementation of the Waikato Catholic Schools COL.	● Support the establishment of COL protocols. ● Support leadership team members to participate in committees, ● Teacher Efficacy, Transition and Cultural responsiveness ● Teachers are able to share practice across schools ● Explicit links are made to how the CoL can enhance capacity	Principal and SLT	T1-4	

Resources Required
Restorative practices and supports from Kath and Ron and PB4L contract
Local iwi connections and Funding for events
Previous Year's Action plan.....

🟥	Not begun
🟧	In progress
🟩	Completed

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 *Te Marautanga* o *Aotearoa*
- 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 2018	2019	2020
● Develop depthed pedagogies and collaboration across the school in preparation for flexible learning spaces.	● Take aspects of collaboration outside of the school and into the community.	● Create opportunities for collaboration on a national and global scale.
● Actively promote creative opportunities for all students.	● Have a range of creative opportunities to further develop aspects of Environmental education and Entrepreneurship	● Develop systems for creating an authentic, co-constructed curriculum.
● Support learner self- responsibility, independence and interdependence through the deliberate use of collaborative structures.	● Key SCCS Learner capabilities are used to drive assessment and learning consistently through the school.	● Ensure clear and consistent development of the SCCS Learner attributes from Year 1-8.
● Develop greater culturally responsive practices and depth the understanding of Taataiko.	● Enhance the profile of our Māori students and create opportunities for whanau based learning relationships.	● Raise reading, writing and maths achievement of Māori and Pasifika students so they can excel across the curriculum.
● Implement school-wide professional learning and practice in raising boys literacy achievement levels.	● Implement a targeted achievement plan based on target data and COL Achievement Challenge.	● Implement a targeted achievement plan based on target data and COL 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	Intended Actions	Led by	When	Actual Outcome
Develop depthed collaboration across the school in preparation for (MLE/FLE) flexible learning spaces.	• Support teachers to trial collaborative approaches to teaching. • Use the SCCS Learner to support learners to have the enabling skills necessary to self-manage in a flexible learning space. • Use professional readings to support collaborative teaching. • Identify and implement most relevant pedagogies	Vicki and Lorraine SLT	T1-4 T1-4 T1-4	
Actively promote creative opportunities for all students.	• Encourage teams to use The SCCS RE Concept curriculum as our 2018 tool - RE focus areas: Solidarity, Catholic Character, Social Justice and Mission and Service.	SLT	T1-4	
Support learner self-responsibility, independence and interdependence through the deliberate use of collaborative structures.	• Set planning challenges in each team to use collaborative structures in their daily practice. • identify tools available to enhance cooperative/collaborative learning structures	SLT	T1-4 T1-4	
Develop culturally responsive practices and depth the understanding of Tātaiko and Ka Hikitia.	• Work with SAT and Vision Education and change team on inquiry into accelerating progress for Māori learners. • Methods are identified for sharing of practice - videoing, observations, co-teaching/planning, coaching and mentoring?	Gareth Anne-Marie and AP	T1-4	
Implement school-wide professional learning and practice in raising boys literacy achievement levels.	• Literacy PLG work with facilitator on boys literacy practice. • Implement peer and instructional coaching. • School wide boys literacy. • Work with the Action plans put together through Writing PLD	Justine SLT Leytia Justine	T1-4 T1-4 T1-4 T1-4	

Resources Required:

Professional Learning support - MOE PLD 200 hours for 2018, Release time
Cooperative learning resources
Previous Year's Action plan.....

Not begun	
In progress	
Completed	

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 2018	2019	2020
● Develop systems and processes to support the growth of school leadership.	● Leadership capability and capacity is grown to a sustainable level.	● Develop a strong human resource database to ensure the needs of the school and community are being met.
● Develop systems to train teachers in collaborative learning and important learning conversations.	● Stocktake current collaborative practice with the teachers. ● Create opportunities for team teaching ● Develop systems for peer observations	● Align SCCS LS with teaching and learning pedagogy.
● MLE collaboration and conversations that lead to raising awareness	● Developing property needs to support current pedagogy and thinking from the SLT 2018	● Implementing teaching partnerships to new learning spaces and developing an ongoing review and support plan.
● Gather community feedback on the strategic direction of SCCS and Sustainability measures identified	● Recognised leadership practices are strengthened to support the school growth.	● Have key leaders in place to ensure the school is agile and adaptive to the changing needs of the school community.
● Respond to the learning needs of the staff based on evidence.	● Explore systems which are aligned to the school vision and build the collective capacity of all learners.	● Build the learning and teaching expertise required to ensure that 'best practice' is consistent across the school.
● Building understandings of global implications of being Proud to be Catholic	● Co Construct a SCCS RE Development programme that matches our 4 pillars - Mission, Education, Service	● Have key leaders in place to ensure the school is agile and adaptive to the changing needs of the school community.
Success is measured by: Staff and Student Voice Community voice/Diocese voice Our Place Diocese RE Review Previous Year's Action plan.....	**Success is measured by:** Staff and Student Voice Community voice/Diocese voice Our Place	**Success is measured by:** Staff and Student Voice Community voice/Diocese voice Our Place ERO Review

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	Intended Actions	Led by	When	Actual Outcome
Develop systems and processes to support the growth of school leadership.	● Develop and support a Senior Leadership team to collaborate across the school. ● Support leadership members in new roles to set and achieve goals.	Gareth SLT	T1-4	
Develop systems to train teachers in collaborative learning and important learning conversations.	● Stocktake current collaborative practice with the teachers e.g. HELT, Literacy implementation plan. ● Create opportunities for team teaching ● Develop systems for peer observations ● Align SCCS LS with teaching and learning pedagogy.	Gareth SLT	T1-4	
MLE collaboration and conversations that lead to raising awareness	● Co teaching and sharing is a feature of learning at SCCS and has positive benefits for student learning ● Look at models of practice across the Diocese	SLT	T1-4	
Gather community feedback on the strategic direction of SCCS	● Develop a community review team	Gareth	T1-4	
Respond to the learning needs of the staff based on evidence.	● Consolidate the Appraisal system. ● Refine the Teaching As Inquiry system. ● Depth teacher reflection on practice. ● Use evidence gathered in online portfolios develop PL opportunities to meet evidential needs..	Gareth SLT	T1-4	
Building understandings of global implications of being Proud to be Catholic	● RE-Team inquiries will be the feature of growing teacher capacity and strengthening our Catholic Character ● RE yearly action plan implemented (see plan)	DRSL /SLT	T1-4	

Resources required:
David Anderson
Release time
Previous Year's Action plan.....

🟥	Not begun
🟧	In progress
🟩	Completed

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 2018	2019	2020
● Review the learning and teaching needs within the school community and plan to meet them.	● Review and enhance the learning principles as identified in this document and through the New Zealand Curriculum.	● Review and update the curriculum according to the changing concepts...
● Set up programmes to support parents to have a deeper understanding of 21st Century learning and teaching pedagogy. (MLE/FLE)	● Build understanding around the parent as the first educator.	● Find opportunities to allow wider input into the education of SCCS Learners..(CoL development, Parish needs etc.…)
● Develop opportunities for SCCS Learners to use their attributes to engage with the community.	● Develop ways in which the SCCS Learner can create connections with the SJC/SHGC and Our Place.	● Reinforce the curriculum through authentic connections to key groups within the community.
● Update policies (on schooldocs) in line with legislative changes and Health and Safety systems as and when appropriate (and recent change of Government)	● Review school procedures according to needs and in line with the current vision and learning principles of the school.	● 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	Intended Actions	Led by	When	Actual Outcome
Review the learning and teaching needs within the school community and plan to meet them.	● Review the Learning and Teaching reflection process ● Refine the Implementation Folder and gather collective reflections to build on 'best practice'. ● Build a school wide understanding of Ka Hikitia and develop implementation plans. ● Develop awareness and implementation plan for the new Technology curriculum ● Professional development and exploration of the concept of being an adaptive teacher/leader	SLT SLT Chris May/AP SLT	T1-4 T1-4 T1-4 T1-4	
Set up programmes to support parents to have a deeper understanding of 21st Century learning and teaching pedagogy. (MLE/FLE)	● Provide information to parents through newsletters, social media and workshops on 21st Century learning and the use of modern and flexible learning spaces. ● Provide community consultation regarding FLE or MLE	BOT SLT Gareth	T1-4 T1-4	
Develop opportunities for SCCS Learners to use their attributes to engage with the community.	● 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.	Gareth AM,AP DRSL SLT	T1-4 T1-4	
Update policies (on school docs) in line with legislative changes and Health and Safety systems as and when appropriate (and recent change of Government)	● Maintain a rigorous and ongoing self review system of policies and procedures to ensure legislative requirements are met.	Gareth SLT	T1-4	

Resources Required:
Funding for building connections and implementation of initiatives
Funding - Building projects and work with CISO
Previous Year's Action plan.....

🟥	Not begun
🟧	In progress
🟩	Completed

CULTURAL DIVERSITY AND MĀORI DIMENSION	
CULTURAL DIVERSITY	**MĀORI DIMENSION**
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. 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.	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**.**

What reasonable steps will SCCS School take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?

- We expect staff to acquire greater knowledge of Te Reo Māori and Tikanga.
- Programmes will have a Māori dimension wherever possible, through greetings, commands and language related to everyday labels for objects and concepts.
- Components of Tikanga will be incorporated into learning areas as appropriate to the topic and level and Marae visits.

What will St Columba's School do to provide instruction in te reo Māori (Māori Language) for full time students whose parents ask for it?

- 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.

What steps will be taken to discover the views and concerns of the school's Māori community?

- A Māori Pasifika Liaison person reports to the Board once per term.
- The school will consult with the Māori community through the Māori Liaison Person (James Barnes?) and through management initiatives such as newsletters and informal discussions through maintaining an open door policy.