



ST PETER CHANEL  
CATHOLIC SCHOOL

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# School Charter

## Strategic and Annual Plan for St Peter Chanel Catholic School

**2019 -2022**

Principals' endorsement:	19 <sup>th</sup> March 2019
Board of Trustees' endorsement:	19 <sup>th</sup> March 2019
Submission date to Ministry of Education:	19 <sup>th</sup> March 2019

## St Peter Chanel Catholic School - 2019 - 2022

### Introductory Section - Strategic Intentions

<b>Mission Statement</b>	The students at St Peter Chanel Catholic School will receive a comprehensive education with a special emphasis on their Catholic faith development.	
<b>Vision</b>	Whole Education. Whole Person.	
<b>Values</b>	<ul style="list-style-type: none"> <li>• Love of God, self and others</li> <li>• Respect and tolerance</li> <li>• Being responsible</li> <li>• Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty and Integrity</li> <li>• Community and team work</li> <li>• Being positive</li> <li>• Self-improvement and open mindset</li> </ul>
<b>New Zealand Curriculum Principles</b>	<ul style="list-style-type: none"> <li>• <b>High Expectations</b> – culture of collaboration and learning</li> <li>• <b>Treaty of Waitangi</b> – partnership, protection, participation</li> <li>• <b>Cultural diversity</b> – encouraged and celebrated</li> <li>• <b>Coherence</b> – mapping our curriculum through an integrated and inquiry approach</li> <li>• <b>Future focus</b> – embrace learning for and about the future</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion</b> – all students are respected and nurtured</li> <li>• <b>Learning to learn</b> – learning reflection and ownership a priority</li> <li>• <b>Community Engagement</b> – strong home/school partnership</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	We promote a strong sense of who we are, where we come from and our future aspirations. We actively recognise the bicultural foundations of New Zealand and the multi-cultural structure of society, through the use of Te Reo and Tikanga Maori, and learners first languages and culture. Regular consultation with community groups.	
<b>Special Character / Māori Medium status</b>	<p><b><u>Catholic Character</u></b></p> <p>At the heart of the Catholic character of this school are the Catholic hearts of those who work in the school, principal, teachers and other staff. They are witnesses to the students of a mature faith and an integration of faith with life.</p> <p><b><u>The unique position of Maori culture</u></b></p> <ul style="list-style-type: none"> <li>• The special place of Maori in the community is recognised and valued through Kapahaka and regular Whanau Meetings</li> <li>• Teachers are developed in Maori competencies-Taitakio</li> <li>• Te Reo Maori is timetabled ensuring consistency across the school</li> </ul>	

**Baseline Data or School Context**

<b>Students' Learning</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
	<b>READING</b>				<b>Expected curric. level</b>
	All Students	84.2%	87.0%	81.5%	83.9%
	Pasifika	72.3%	51.0%	57.2%	58.6%
	Maori	81.3%	89.0%	95.4%	85.7%
	<b>WRITING</b>				
	All Students	71.7%	74.0%	68.0%	76.5%
	Pasifika	61.1%	37.0%	32.1%	44.8%
	Maori	75.1%	85.0%	86.3%	76.2%
	<b>MATHS</b>				
	All Students	81.0%	81.0%	79.0%	78.4%
	Pasifika	61.1%	58.0%	35.7%	62.0%
	Maori	71.9%	86.0%	90.9%	80.9%
	<p>School Context</p> <p>The school has a growing Pasifika student population and the recent data reflects the challenges the newer students present. For example, of the 16 Pasifika new arrivals in 2016, 13 were below or well below in Writing. The Pasifika results have impacted on the overall result for 2018. All the Pasifika students are making progress. Note: All funded English Language Learners made progress against the English Language Learning Progressions.</p>				
<b>Student Engagement</b>	<p><b><u>ERO Report - November 2016</u></b></p> <p>'Teachers participate in weekly meetings to discuss target and extension students. Discussions focus on strategies used to engage and progress students' learning and to evaluate the effectiveness of their teaching. Teachers have focussed on strategies which empower children to take more responsibility for their own learning'.</p> <p><u>Attendance:</u></p> <p>Attendance rate for 2018 - 91.8%</p> <p>Attendance rate by Gender - Female: 91.35%, Male: 92.26%</p> <p>Pasifika attendance rate - 86.1%</p> <p>Maori attendance rate - 89.6%</p>				
<b>School Organisation and Structures</b>	<p><b><u>ERO Report - November 2016</u></b></p> <p>'The Principal continues to provide strong professional leadership for the school community. He has moved to a more distributive leadership style (Curriculum Leaders and Team Leaders) and this has been instrumental in building collective capacity in the teaching staff. There has been a strategic approach to leading learning to build teacher capacity. Recent professional development has been</p>				

	highly effective in improving teachers' confidence in assessment literacy, use of the learning progressions, visible learning strategies and formative assessment. This has made a significant impact on teaching and learning and in developing the collaborative culture of professional learning within the school'.
<b>Review of Charter and Consultation</b>	<p><b><u>Consultation Process</u></b></p> <p>The Board of Trustees at St Peter Chanel Catholic School conducted a staff survey in 2018.</p> <p>Whanau and Fono meetings were held in 2018 during which Maori and Pasifika families were able to share their views and wishes for their children.</p> <p>Maori and Pasifika student meetings are held regularly to gain feedback for the teachers and the school.</p> <p>The Board of Trustees conducted a full community consultation at the end of 2018.</p> <p>The Health and PE consultation takes place bi-annually.</p>

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2022
<b>Catholic Character</b>	The school is committed to its Catholic Community (as per the Integration Act 1975), which includes students, their parents/whanau, staff and the Board itself.	<ul style="list-style-type: none"> <li>a) Ensure SPC school is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth</li> <li>b) Expect teachers to work closely with parents, whole school community and students to enhance Catholic character</li> <li>c) Ensure the school has a connection with its parish and other parishes</li> <li>d) Respect the responsibilities of its Proprietor Appointees</li> <li>e) Reflect and celebrate the heritage and culture of St Peter Chanel Catholic School</li> <li>f) Ensure the Board's Strategic Plan reflects the special character of the school</li> <li>g) Ensure staff understand and value the special character of the school</li> <li>h) Mission Sisters charism continued in the school - Mission (respond to the call to follow Jesus and spread the Good News), Education (bring out what is within, bring to potential), and Service ( doing work for showing God's love to others)</li> <li>i) <u>Support the vulnerable, the neglected and the marginalised</u></li> </ul>
<b>Students' Learning</b>	All students are engaged in their learning and are achieving educational success	<ul style="list-style-type: none"> <li>a) Provide rich learning opportunities through a differentiated curriculum to engage all students and maximise success</li> <li>b) Teachers use research-informed practices to address learning needs and accelerate progress of students at risk or with special abilities</li> <li>c) Strategically resource to ensure student learning and well-being</li> <li>d) Develop our evaluative capability by regularly inquiring into our effectiveness using evidence-based practices</li> <li>e) Ensure we promote the expectations of the NZC</li> <li>f) Through iterative cycles of inquiry students will experience challenge in all curriculum areas</li> <li>g) Continue to embed student agency and grow learners to be self-regulated and self-managing</li> <li>h) Assessment data is used to support improvement for student outcomes</li> </ul>
<b>Student Engagement and Behaviour</b>	Embed student agency and grow learners to be self-regulated and self-managing.	<ul style="list-style-type: none"> <li>a) Develop and improve student agency and growth mindset with students and staff</li> <li>b) Embed blended learning (IT) capabilities across the school for students and staff</li> <li>c) Review behaviour management to ensure all staff understand school procedures</li> <li>d) Ensure all students feel safe and have a sense of belonging at SPC</li> <li>e) All cultures within the school will be valued and celebrated</li> <li>f) Develop the students confidence and knowledge to make meaningful decisions and take positive actions for their own learning</li> </ul>
<b>Personnel</b>	All teachers are engaged in reflection to change their practice	<ul style="list-style-type: none"> <li>a) The appraisal process will reflect the Education Council Code of Professional Responsibility and the Standards for the Teaching Profession.</li> </ul>

	to improve outcomes for students.	<ul style="list-style-type: none"> <li>b) Staff will be involved in the appraisal process according to the different positions held.</li> <li>c) Opportunities for leaders to develop their leadership skills will be provided.</li> <li>d) Staff involved in professional development</li> </ul> <p><b><u>ERO Report – November 2016</u></b></p> <ul style="list-style-type: none"> <li>a) Refine appraisal process so teacher goals are explicitly linked to charter goals</li> <li>b) Build teacher capability effectively to achieve equitable outcomes for all children</li> <li>c) Teachers will engage in cycles of inquiry throughout the year to ensure best teaching practice and act in what they know works well for each child</li> <li>d) Strengthen the practice of teacher reflection through observations and mentoring</li> <li>e) Teacher professional portfolios available to senior team</li> </ul>
<b>Property</b>	Maintain a safe and healthy school environment which enhances students' active learning engagement.	<ul style="list-style-type: none"> <li>a) The Development Plan to reflect needs for collaborative flexible teaching spaces across the school and to work with the Diocese to finalise plans</li> <li>b) Work to complete the remodelling of other classroom blocks to add to flexibility of teaching/learning spaces within the buildings confines</li> <li>c) Work with Parish to determine Parish/School shared facilities i.e. Church, hall, multipurpose room</li> <li>d) Maintain the school's physical environment with an emphasis on safety and usability</li> </ul>
<b>Finance</b>	Manage St Peter Chanel Catholic School finances to meet all of its financial obligations so that year-end accounts reflect a fiscally positive result.	<ul style="list-style-type: none"> <li>a) Manage the school finances so that the year-end accounts reflect a fiscally positive result</li> <li>b) Manage the finances in a manner that has student learning and achievement as the main priority</li> </ul>
<b>Community Engagement</b>	The school will develop and maintain robust sustainable relationships with and between its students, staff, parents/whanau, Diocese, MOE and key stakeholders.	<ul style="list-style-type: none"> <li>a) Develop a shared understanding of expectations and actively seek parent and community participation in the development of the school charter</li> <li>b) Ensure regular positive, respectful interactions with family and community members</li> <li>g) Engage parents/whanau, staff, Diocese, MOE and relevant stakeholders through developing educationally powerful connections.</li> <li>h) Work to ensure that all feel valued, motivated and committed with the direction of the school</li> <li>i) Work in partnership with local whanau/iwi and other ethnic communities to realise their aspirations</li> <li>j) Work collaboratively for the benefit of all students</li> <li>k) Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses</li> <li>l) Implement a communication plan that enables and ensures two-way communication between staff, parents, students and the community</li> <li>m) Ensure that transparency is forthcoming with all communication</li> <li>n) Communicate clearly the school's expectations for student learning to staff, students, parents/caregivers throughout the year and ensure that all messages are tailored to suit the</li> </ul>

		audience to which are intended o) Participate and contribute in the Community of Learning
<b>Maori Students</b>	Maori students can explain, describe and achieve success in learning and as Maori	a) Whanau, hapu, iwi and community are engaged in meaningful learning partnerships to support their children's learning b) Continue to develop strategies for improving outcomes for Maori c) Use NZC to support improvement in Maori student outcomes d) Review learning contexts to support student outcomes e) Implement effective teacher practices that are responsive to Maori students' academic, social, emotional and cultural needs. f) Review and improve Te Reo Language programmes to enhance Te Reo across the school g) Continue to develop home and school partnerships with parents and whanau h) Annually report to our Maori community on Maori student outcomes
<b>Pasifika Students</b>	Address the schooling needs of the growing Pasifika student population so Pasifika students can explain, describe and achieve success in learning	a) Continue developing an education plan with our Pacific community to develop collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika children b) Increase culturally responsive learning contexts c) Teachers practice is responsive to students' needs, including cultural needs d) Report to the Pacific community on Pasifika student outcomes e) The school community will continue to build their understanding of Pasifika students and Pasifika identity
<b>Board of Trustees - Stewardship</b>	The Board is responsible for its performance and developing a strategic and culturally responsive vision for our school and community	a) Understand and implement its core business of governing schools b) Make decisions that are in the best interest of students c) Plan with the end in mind - hence the importance of the Charter and Strategic Plan d) Work collaboratively and build trust with the staff and community e) Be accountable to its stakeholders - consult and report f) Think widely and outside the square - be innovative g) Be proactive h) Utilise the strengths of its members
<b>Accountability, Evaluation, inquiry and knowledge-building for improvement and innovation</b>	Accountability is meant to improve performance, promote ownership, inspire confidence and build trust. If managed appropriately it will give staff the freedom and motivation to be the 'best they can be'.	a) Ensure performance management systems are in place for all staff b) Meet all government requirements and other legal responsibilities c) Ensure rigorous feedback is given to teachers about the quality of their teaching d) Teaching practice is de-privatised and there is collaboration across the school e) Promptly address staff performance issues f) Ensure clear delegations of responsibility are made to staff g) Establish an ongoing self-review programme to provide evidence that programmes and projects are meeting the expectations of the Board/school

## **ST PETER CHANEL CATHOLIC SCHOOL ANNUAL PLAN OVERVIEW – 2019**

- Annual Aim: Reading, Writing, Maths. Based on whole school end of year achievement in 2018, our goal for 2019 is to ensure all students enjoy successful learning and identified priority learners, in particular the Pasifika students, will make accelerated progress.
- Ensure staff understand and are committed to the Catholic ethos of the school.
- Continue to develop school-wide expectations for effective teaching practice which promotes self-managing students.
- Strengthen staff appraisal processes to support teachers to embed best practice teaching strategies.
- Review curriculum guidelines to develop clear expectations for learning programmes that reflect the principles of the New Zealand Curriculum.
- Share with the school community the school's unique Catholic Character, its traditions and founding history.
- Improve student progress and achievement outcomes for students at our school, particularly for our Maori, Pasifika, Asian, special needs and gifted and talented.
- Continue initiatives which support inclusion for students with special needs.
- Strengthen and make relevant the mechanisms (Edge) for tracking academic progress and development of individuals and groups of students.
- Establish short and long-term goals regarding e-learning opportunities.
- Promote sustainability of our environment.
- Teachers as leaders and learners.
- Professional development focus – Religious Ed., Literacy, Assessment, Building Middle Leadership Capability and E-learning.
- Support for Targeted students.
- Resource support programmes: i.e. Early Intervention, Reading Recovery, Rainbow Reading, ESOL, High Health Needs, Orrs funded student, Teaching Assistants support, Extension Mathematics, School Counsellor.

## **MAORI STUDENTS AND PASIFIKA, ASIAN, SPECIAL NEEDS AND GIFTED AND TALENTED**

- Learners are involved in extension, enrichment or support programmes.
- The school tracks and reports on students' achievement.
- The school engages 'intervention' practices for learners identified as requiring additional assistance.
- The school engages in partnering with parents in discussion re plans for their child's learning and school experience.
- The school expects all students to achieve well.
- Teachers adapt teaching practices to suit student needs.

## ST PETER CHANEL CATHOLIC SCHOOL'S ANNUAL PLAN - 2019

Strategic Aims 2019	Planned Actions 2019	Led By:	Resourcing:
<b>RELIGIOUS EDUCATION</b>			
<p><b>The school is committed to its Catholic Community (as per the Integration Act 1975), which includes students, their parents/whanau, staff and the board itself.</b></p> <p><b>Ensure teachers understand their responsibilities as teachers in a Catholic school.</b></p> <p><b>Staff provided with Religious Education professional development.</b></p> <p><b>Review student achievement in RE</b></p> <p><b>The school community is aware and knowledgeable about the school's unique Catholic Special Character, its traditions and founding history.</b></p>	<ul style="list-style-type: none"> <li>• Religious Education Professional Development</li> <li>• DRS to present religious education report at each BoT meeting</li> <li>• DRS attends Diocesan RE Professional development days</li> <li>• Studying the S65 form with teachers as a review of expectations of teachers in a Catholic school.</li> <li>• ALL teachers expected to attend the school-lead parish Masses (1 each term)</li> <li>• Involve students in leadership related to the school's Catholic Character</li> <li>• Promote patron saints of school 'Houses'</li> <li>• Teachers to participate in at least two RE staff meetings each school term</li> <li>• Teacher observations and appraisal of RE teaching undertaken by DRS.</li> <li>• Identify achievable outcomes and track achievement in Religious Education across all levels of the school.</li> <li>• Monitor and support teacher effectiveness in planning and teaching of the Religious Education Programme.</li> <li>• Staff will actively be involved in the preparation of liturgies and Masses</li> <li>• Gain student feedback and self-evaluation as well as feedback from parents.</li> <li>• Review Religious Education Policies.</li> <li>• Review of bi-cultural elements – customs, spirituality, te reo, prayer – which are part of daily life in the school.</li> <li>• DRS working part-time therefore sole focus is RE</li> <li>• The school's identified charism of founding order /patron saint is actively promoted through daily teaching, newsletter, webpage, liturgies and student homework.</li> <li>• School history display board established.</li> <li>• Promote patron saints of school 'Houses'</li> <li>• Support the trans-parish Sacramental programme taught at St Joseph's.</li> <li>• Organise Masses which promote the different cultures in our school e.g. Maori, Pasifika, Filipino</li> <li>• Regular communication and invitations to parents and church community into the school and its celebrations.</li> <li>• Work with Parish regarding the future at St Peter Chanel Church</li> <li>• Establish a permanent/physical focus on the patron of the school (St Peter Chanel)</li> </ul>	<p>Director of Religious Studies (DRS)</p> <p>DRS</p> <p>DRS and Diocesan introductory</p> <p>DRS</p> <p>Principal, DRS, Sister Anne Sklenars</p> <p>Principal, DRS</p> <p>Principal and teachers in charge of liturgies Principal, Board of Trustees</p>	<p>RE PD Budget: \$2,000</p> <p>RE budget: \$1,000</p> <p>Timetabling, admin, personnel</p>



MATHEMATICS			
<p><b>Ensure effective Mathematics Programmes are operating in all areas of the school.</b></p> <p><b>Give students confidence to learn Mathematics so they can adapt to the mathematical challenges in their present and their future.</b></p>	<ul style="list-style-type: none"> <li>• Maths Leader and selected teachers attend Maths Leaders workshops</li> <li>• Emphasis on using Maths equipment during lessons</li> <li>• Resource buying plan developed within 2019 budget.</li> <li>• Review classroom programmes assessing relevance for all students ie. Fluency, understanding problem-solving, reasoning and productive disposition. In-class observation and pace of delivery</li> <li>• Continue Intervention Programme, supporting identified students. Evaluate trends, progress and effectiveness</li> <li>• Pasifika context and relating Maths to everyday experiences</li> <li>• Maths Parent Education Evening</li> <li>• Jo Boaler P.D. day</li> <li>• Sustainable Acceleration programmes operating in classrooms.</li> <li>• Monitor school Mathematics implementation plan so there is a consistent delivery of Maths teaching throughout the school.</li> <li>• Review assessment processes and actions.</li> <li>• Review teaching methodology.</li> <li>• Collation of data, analysis of data to assist with future-planning for improved student outcomes.</li> <li>• Regular Maths staff meetings with a particular focus – each term.</li> </ul>	<p>Maths Leader with support of Team Leaders and teachers within each team</p>	<ul style="list-style-type: none"> <li>• \$3,000.00 allocated in 2018 budget for resources.</li> <li>• Maths Leader receives 1 x Salary Units</li> <li>• A number of staff meetings will be allocated to Maths.</li> <li>• Funds are available in In-service Expenses to cover cost of professional development courses and workshops</li> <li>• Maths Leader allocated time to work on Maths leadership matters plus requested release days</li> <li>• Programming early morning to cover teacher release in Term 2 and 3.</li> </ul>
ENGLISH			
<ul style="list-style-type: none"> <li>• <b>Develop a consistent approach to the teaching of written language</b></li> <li>• <b>Continue to familiarize teachers with progressions and moderation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weekly team meetings to include discussion on targeted students</li> <li>• Teachers use school's professional texts as reference for specific teaching strategies needs to be promoted</li> <li>• Monitor the school's English Implementation Plan so there is a consistent delivery of English teaching throughout the school</li> <li>• Review assessment processes and actions – Continue use of e-asttle</li> <li>• Review teaching methodology. Collation of data, analysis of data to assist with future planning for improved student outcomes.</li> <li>• Systems for maintaining reading resources</li> <li>• Professional Development – Charlene Mataio (Tools4Teachers)</li> <li>• Regular observations, reflections and feedback of teaching</li> </ul>	<p>English Leader</p> <p>Pod meetings</p>	<ul style="list-style-type: none"> <li>• English Leaders receive 1 x Salary Unit</li> <li>• A number of staff meetings will be allocated to English</li> <li>• MoE funded PLD</li> <li>• English Leader allocated time to work on English leadership matters. Other release days are available on request</li> </ul> <p>Budget: Reading \$7k Language \$300</p>
SCIENCE			
	<p>Science studies integrated with sustainable environment plant-seeds, vegetable growing, native trees, native birds, garden care, electricity, water conservation, Waikato River.</p> <ul style="list-style-type: none"> <li>• Opportunities for science planned and timetabled</li> <li>• Opportunities for students to present inquiries and work</li> <li>• Build up school's science resources and equipment</li> <li>• Seniors trail 'house of science' in 2019 (weekly science box)</li> <li>• Science curriculum based on odd/even year to ensure coverage and extension of conceptual learning every 2 years.</li> <li>• Science tables/activities in every room</li> <li>• Integrate science with reading and writing</li> <li>• Follow up current science subjects</li> </ul>	<p>Class teachers Year 7/8 Hamilton Junior High teachers</p>	

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<b>HEALTH/ PHYSICAL EDUCATION</b>			
	<ul style="list-style-type: none"> <li>• Juniors – Friends for Life programme</li> <li>• Seniors – Friendship Unit</li> <li>• Sexuality Education</li> <li>• Joseph Driesen</li> <li>• School wide Anti-Bullying Programme</li> <li>• Mental Health Programmes</li> <li>• Healthy Eating – Sport Waikato</li> <li>• Dance programmes from early age. – set and/or creative</li> <li>• Seniors dance – Dancewell</li> <li>• Leadership – WILSS, Sport Waikato</li> <li>• Active senior Sports Leaders</li> <li>• Athletics – Sport Waikato</li> <li>• More outdoor activities for students to use at break times</li> <li>• Investigate a music programme</li> <li>• Assess value and differences made by participating in physical activities</li> <li>• Gymnastics – mats and balance beam in the hall</li> <li>• Review PE and Health Implementation Plan</li> <li>• Refer to parent survey-parents requested a focus on: Mental Health, Body Care and Physical Safety <ul style="list-style-type: none"> <li>❖ Senior students leadership opportunities</li> <li>❖ Fonterra Milk</li> <li>❖ Review Playground activities; teacher rostered for organized games</li> <li>❖ PE Programmes encourage fitness, fun, full participation, skill development</li> <li>❖ More involvement by student leaders</li> <li>❖ Out of school hours sports</li> </ul> </li> </ul>	PE/Health lead teacher  Class teachers, Duty teachers  Sports Co-ordinator	Kiwisports funding \$4,000
<b>SOCIAL STUDIES</b>			
	Through Social Studies Programme explore other cultures, beliefs, languages relevant to NZ society.	Class teachers	
<b>ARTS</b>			
	<ul style="list-style-type: none"> <li>• Arts Programme used as a vehicle for communication development</li> <li>• Choir, Kapahaka, Church Music Group, Pasifika Cultural Group, Guitar, Piano, Drum Tuition offered.</li> <li>• Poetry competition for juniors</li> <li>• School Production – Term 1</li> <li>• Arts sharing of learning between rooms, teams.</li> <li>• Arts Friday – choir, dance, art lessons, drama, music lessons, presentations. Whole school singing,</li> <li>• Recorder lessons</li> <li>• Speech Competition</li> </ul>	Specialist teachers and tutors	Kapahaka funding \$3,000

	<ul style="list-style-type: none"> <li>• Community Cultural Evening</li> <li>• Year 7/8 technicraft every Tuesday</li> <li>• Wearable arts competition</li> </ul>		
<b>MONITORING SYSTEMS</b>			
<b>Strengthen and make relevant the mechanisms for tracking academic progress and development of individuals and groups of students.</b>	<ul style="list-style-type: none"> <li>• School-wide assessment tools and priorities understood and utilized by teachers and expectations and progressions understood.</li> <li>• Classroom Manager system (EDGE) to be fully utilized.</li> <li>• Provide staff training to ensure system is fully understood.</li> <li>• Ensure data is analyzed and evidence it is used for future planning and teaching.</li> <li>• Review targeted students register regards its usefulness and usability.</li> <li>• Regularly track identified target groups.</li> <li>• Review support and progress of target students at pod meetings.</li> <li>• Teachers provide feedback/feed forward for students in relation to next learning steps.</li> </ul>	Curriculum leaders and teachers IT Tech, Deputy Principal and Curriculum Leaders DP, Curriculum Leaders Principal, DP,	Professional Development budget  Weekly team meetings <ul style="list-style-type: none"> <li>• Progression document</li> <li>• Ministry exemplars e-asttle</li> </ul>
<b>MEETING THE NEEDS OF MAORI</b>			
	<ul style="list-style-type: none"> <li>• Close monitoring of Maori students' progress. In-depth analysis of overall achievement and needs of Maori students and follow up.</li> <li>• Professional Development for staff in the area of literacy – using Maori context</li> <li>• Unpack and adopt principles of Ka Hikitia</li> <li>• Establish plan for the teaching and promotion of Te Reo in classrooms.</li> <li>• BOT and staff support and promote kapahaka</li> <li>• Integrate Maori perspective into all curriculum areas.</li> <li>• Maori Language Week observed</li> <li>• Kapahaka for juniors</li> <li>• Revisit establishing a whanau group</li> <li>• Promote and report on developments etc. through Facebook and newsletter</li> <li>• Appoint a kaumatua</li> <li>• Maori spirituality integrated within Religious Education programme</li> <li>• Hangi and kapahaka performance at Cultural Evening</li> <li>• Maori language used regularly at school Masses</li> <li>• Matariki – boil up</li> <li>• 15 mins. Te reo each day. Older classes 30mins. On a Friday.</li> </ul>	Principal, Deputy Principal, Leaders and teachers  Principal, Leaders, Teachers	Lead teacher  PD Budget  Kawahaka budget \$3,000
<b>PASIFIKA STUDENTS</b>			
Address the schooling needs of the growing Pasifika student population so Pasifika students can explain, describe and achieve success in learning	<ul style="list-style-type: none"> <li>• Enact the school's Pasifika Education Plan which was developed with the Pacific community and focuses on collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika children</li> <li>• Increase culturally responsive learning contexts</li> </ul>	Principal, Team Leaders, ESOL leader, class teachers	ESOL funding

	<ul style="list-style-type: none"> <li>• Teachers practice is responsive to students' needs, including cultural needs</li> <li>• Report to the Pacific community on Pasifika student outcomes</li> <li>• The school community will continue to build their understanding of Pasifika students and Pasifika identity (a PLD focus)</li> <li>• Use parents in Pasifika community as teachers to lead cultural groups</li> <li>• Pasifika involved in Cultural Evening</li> <li>• Students receive cultural tuition from Landy, TOPPA</li> <li>• Pasifika students academic progress tracked and analysed every six weeks</li> </ul>		
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TEACHERS AS LEADERS AND LEARNERS			
<p>Accountability is meant to improve performance, promote ownership, inspire confidence and build trust. If managed appropriately it will give staff the freedom and motivation to continue to grow their knowledge, skills and practice.</p>	<ul style="list-style-type: none"> <li>• Build a professional learning community by extending the coaching/critical friend/videoing programmes and the quality of the professional discussions.</li> <li>• Value and maximizing of staff strengths.</li> <li>• Teaching as inquiry model – reflection and inquiry at forefront of all activities.</li> <li>• Increase collaboration with other schools – Community of Learning</li> <li>• Review teacher effectiveness through appraisal process.</li> <li>• Share examples of best practice with teachers.</li> <li>• Explore the concept of collaborative practice in a flexible learning environment.</li> <li>• Full participation by all teaching staff in using formative assessment</li> <li>• Teaching staff understand what effective teaching practice looks like.</li> <li>• Professional development and Appraisal interlinked.</li> <li>• Teachers continue to build appraisal portfolio as evidence of professional growth, improved student outcomes and improved teaching practice.</li> <li>• Appraisal portfolios accessible to School Leaders through Google Docs</li> <li>• Review appraisal document and adapt</li> <li>• Add recording evidence requirement into inquiry portfolio</li> <li>•</li> </ul>	Principal, Leaders and teachers	Class release time for teachers to observe each other

<b>SUPPORT PROGRAMMES</b>			
<p><b>Maintain current support programmes for students with identified needs</b></p> <ul style="list-style-type: none"> <li>• ESOL/Baseline English</li> <li>• Early Intervention</li> <li>• Reading Recovery</li> <li>• Rainbow Reading Programme</li> <li>• ALIM</li> <li>• School-funded ALIM</li> <li>• Lego Therapy group</li> <li>• Phonological Awareness Programme</li> <li>• Extension Reading Groups- reciprocal reading</li> <li>• Extension Writing Group</li> <li>• Funded In-class teaching assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Students requiring additional learning support are identified through the school's assessment and monitoring regime.</li> <li>• Staff trained to work with students with specific needs provide the support</li> <li>• Target students are discussed at every weekly pod meeting.</li> <li>• Target Student Register is maintained.</li> <li>• Reading Recovery 'failures' where to next?</li> <li>• Dyslexia – strategies to assist the students</li> <li>• Extension groups in reading, writing and maths</li> </ul>	<p>SENCO/Early Intervention Teacher, ESOL coordinator, Curriculum leaders, Teachers and Teaching Assistants</p>	<p>Budget teacher and teaching assistants time Weekly team meetings Professional development budget</p>
<b>E-LEARNING</b>			
<p><b>Establish short and long-term goals regarding e-learning opportunities.</b></p>	<ul style="list-style-type: none"> <li>• Teachers trained in use of ICT and exposed to e-learning opportunities.</li> <li>• Embed blended learning (part of content and instruction delivered via digital and online media)</li> <li>• Enhancements and further utilization of the school website.</li> <li>• All students have access to the web</li> <li>• Conduct investigation into e-learning opportunities in the education arena</li> <li>• Teaching and learning programmes will reflect integration of ICT.</li> <li>• E – portfolios investigated</li> <li>• ICT budget – what next? – robotics, green screen use, 3D printer, Go Pro, drone</li> <li>• Curriculum update – Achievement Objectives and exemplars</li> <li>• Investigate ICT for school administration, for teaching, student learning</li> <li>• School blogs/ learning platforms, Skoolbo, Sunshine online, Mathletics, Maths Buddy etc.</li> <li>• Membership to 'Connected', ICT teachers group</li> <li>• Digital Passport for each year group</li> <li>• Implement new ICT digital technology curriculum and imbed it across all curriculum areas</li> <li>• Continue to develop use and knowledge of Google Docs</li> </ul>	<p>ICT lead teacher</p> <p>Administration Assistant Principal Lead Teachers Team Leaders</p>	<p>1 x unit paid to ICT lead teacher</p> <p>Spike Board of Trustees' ICT Budget</p> <p>ICT tools \$20k</p> <p>Hayse from PB Tech – staff meetings</p>

<b>SUSTAINABILITY OF OUR ENVIRONMENT</b>			
<ul style="list-style-type: none"> <li>• Promote, commitment to and enthusiasm for the Schoolgen philosophy and practices in all classes and with all students.</li> <li>• Promote an attractive and safe school environment.</li> <li>• The development of school-wide collaborative learning spaces to enhance student learning engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Electricity Use</li> <li>• Staff promote and monitor litter and school environment</li> <li>• Vegetable garden care.</li> <li>• Native Bush care and continued planting.</li> <li>• Zero-waste lunch encouraged.</li> <li>• Sunshade erected over the junior school playground.</li> <li>• Shade tree planting in April.</li> <li>• Sun-safe School.</li> <li>• Develop school enviro group – Green Team</li> <li>• 1</li> <li>• Begin planning for re-development of school buildings and environment.</li> <li>• Utilize Rooms 3 and 4's deck as a learning area.</li> <li>• Use Diocesan Financial Assistance Scheme to offset building costs.</li> </ul>	<p>Lead teacher, lead students Schoolgen group Class Teachers Teacher to work with parent gardener Groundsman Teachers Board of Trustees PTFA - project</p>	<p>Redevelopment funded by Hamilton Catholic Diocese</p>
<b>PROPERTY</b>			
<p><b>Summarised from Property Plan</b></p> <p><b>Maintain a safe and healthy school environment which enhances students' active learning engagement</b></p>	<ul style="list-style-type: none"> <li>• Inspect and assess suitability of boundary fences</li> <li>• New gate and fencing next to the hall</li> <li>• Paving next to hall to be replaced with concrete path</li> <li>• Paint Rooms 6, 7, 8, Library</li> <li>• Furniture upgrade 1 x classroom</li> <li>• Shade over junior school playground</li> <li>• Ascertain future of the school hall</li> <li>• Attend to flooding issue in front of Rooms 9,11 and 12</li> <li>• TV – wall hung, in Room 4</li> <li>• Replace matting admin. Deck</li> <li>• Investigate running a deck along Rooms 11 and 12, connecting with Room 5. Extend roof out (covered deck)</li> </ul>	<p>Principal and Groundsman</p>	<p>10 year maintenance budget Cyclical maintenance budget (painting) Schools' Council funding for class replacement Diocesan Financial Assistance Scheme</p>
<b>FINANCE</b>			
<p><b>Manage St Peter Chanel Catholic School finances to meet all of its financial obligations so that year-end accounts reflect a fiscally positive result</b></p>	<ul style="list-style-type: none"> <li>• Donations to School deposited in the school's fundraising account</li> <li>• Funding towards improvement of educational outcomes for Pasifika students reflected in budget</li> <li>• Astute use of banked staffing to subsidise the use of relief teachers</li> </ul>	<p>Principal School Secretary</p>	<p>Operations Grant Fundraising Account</p>
<b>COMMUNITY ENGAGEMENT</b>			
<p><b>The school will develop and maintain robust sustainable relationships with and between its students, staff, parents/whanau, Diocese, MoE and key stakeholders</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively to move whanau and fono engagement into a focus of learning and achievement while maintaining meaningful and positive engagement experiences of the recent past</li> <li>• Regularly consult with staff to assess their connection to the direction of the school and their general well-being</li> <li>• Communicate clearly the school's expectations for student learning to staff, students, parents/caregivers throughout the year and ensure all messages are tailored to suit the audience to which it is intended</li> </ul>	<p>Principal and team leaders</p>	<p>Funding for 'survey monkey'</p>

	<ul style="list-style-type: none"> <li>• Participate and contribute in the Community of Learning</li> <li>• Cultural Evening</li> <li>• Teachers communicate regularly with students parents</li> <li>•</li> </ul>		
<b>2019 PROFESSIONAL LEARNING &amp; DEVELOPMENT</b>			

1. To **accelerate our Pasifika students academic achievement** with a particular focus on literacy (Pasifika Student data indicates they are achieving below expectation in all areas of the academic curriculum, especially in writing.)
2. To build our **leaders capacity and capability**

<b>Focus</b>
<ol style="list-style-type: none"> <li>1. Whole staff learning to be more <b>culturally responsive</b> in order to build a <b>culturally sustainable pedagogy</b></li> <li>2. Leaders and staff continuing to strengthen relevance and <b>responsiveness of our Pasifika Education Plan</b>, through using a Pasifika mentor, our Pasifika and school communities.</li> <li>3. Leaders and staff working with our Pasifika Community to continue to develop our school's <b>Pasifika Education Plan</b>. Ongoing support from an external 'expert' is also necessary to ensure a culturally appropriate, meaningful and progressive plan is developed).</li> </ol>
<b>Note: we have held fono meetings, and gained parent, teacher and student feedback to formulate current plan</b>
4. Developing <b>teacher knowledge</b> of how to support English Language Learners
5. Continuing to strengthen <b>teachers' capability to collaboratively inquire</b> into their teaching of <b>oral language and writing</b> to meet the needs of our priority learners.
6. Building <b>collective teacher efficacy</b> to positively impact student achievement

7. Using a systematic and disciplined inquiry process aimed to improve the teaching and learning of these students through setting our teaching in iterative cycles of inquiry. We will continue to use the **Spiral of Inquiry Model** (Timperley et al 2014).

1. Accessing support to develop our senior and middle leadership teams in **coaching and mentoring** (observations, practice analysis conversations and leading team meetings that focus on priority learner progress).
2. Seeking support to continue to develop the teachers' and leaders' inquiry habits of mind so they can grow professionally and question their hunches and gain the **pedagogical content knowledge (PCK) required in oral language and writing**.
3. **Leaders facilitating developing hunches** (what's leading to this situation?) in order to address deeply held beliefs and assumptions, challenge thinking and open up possibilities.

4. **Leaders supporting teams** to continue to **deepen the content knowledge** across the NZC, LLP, ELLP and supporting documents.

5. Leaders leading **analysis and interpretation of data and evidence** towards purposeful planning.
6. Upskilling in **assessment literacy so there is a deeper analysis** and interpretation of data and evidence for use in planning for needs.
7. Leaders and teachers to continue to **deepen their understanding about the Progressions of Learning and the expectations of the NZC across the curriculum**.

## Improvement Plan - Domain: Writing

### Strategic Goals

- The school will accelerate Writing Achievement for all students who are below the expected National Curriculum Level in Writing.
- Teachers will select small groups of children and undertake an in-depth inquiry towards acceleration (linked to annual targets).

### Annual Goals and Actions

Sustain the development of the practices known to make a difference to student learning outcomes.

Literacy leaders continue to develop their skills with leading teachers to inquire into the effectiveness of their practice through Practice Analysis Conversations (Timperley,2008).

Teachers are supported with collecting robust data, analysing the data and using data effectively to inform the teaching of writing/ reading/ oral language.

Teachers are supported to develop their pedagogical content knowledge around reading/ writing/ oral language in order to meet the learning needs of the students in their class e.g. grouping for writing, differentiation, conferencing, modelling.

### Annual Target

To accelerate those students who are working below the National Curriculum Level in Writing

- All Pasifika students who are working below the expected National Curriculum Level in Writing
- All students who are working below the expected National Curriculum Level in Writing
- Teachers identify target students within their class to track using the Teaching as Inquiry approach

### Baseline data

2018 - All students

Writing: Whole School: 76.5% (At & Above) 209/273

Pasifika Students: 44.8 % (At & Above) National Pasifika 60.6% Waikato Region: 59.2% Hamilton City: 55.7%

Note:

In 2016, 16 new Pasifika students enrolled and a further 3 in 2017. Overall the Pasifika students are making steady progress in Writing.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1 (then termly)	Gather e-asTTle writing data at Term 1 for all students including target children to use as baseline data.		Term 2 and 3 e-asTTle data to show progress and areas of need. (Individual and group pictures)
Term 1	Teachers use last year's data, analysis of end of previous year's writing and observations to identify target students	All teaching staff	Target/Priority Learners List written by class teacher.
Ongoing	Tri-weekly discussions in team meetings to set student	All teaching	Teachers bring examples of work/evidence to show progress

throughout the year	achievement targets, discuss progress and deliberate acts of teaching	staff	with the aim of acceleration to meeting their Curriculum Level expectations.
Ongoing throughout the year	In class observations and practice analysis conversations	Charlene Mataio	Differentiated teaching. Improved writing practice which assists accelerated student learning. Deliberate acts of teaching. Strategies to implement purposeful oral language activities across the curriculum.
Term 1 and ongoing	<p>Increase knowledge and understanding of acceleration and implications for classroom practice</p> <ul style="list-style-type: none"> <li>• Front loading of vocabulary for target students (emphasis on Pasifika)</li> <li>• Increasing Student Agency</li> </ul>	All staff (including Learning Support Staff)	<p>Increased rate of progress and achievement against National Standard by target students.</p> <ul style="list-style-type: none"> <li>• ESOL programme Teacher/ELA planning to support increased participation of target students within writing across the NZ Curriculum.</li> <li>• Planning will show learning contexts are accessible, high interest, relevant to the target learner/class and connected to the wider lives/fono of the students.</li> <li>• Gather evidence of target student agency using classroom observation data (termly).</li> </ul>
<p><b>Monitoring</b>  Teacher Inquiry, PLD, Moderation Meetings, Staff Meetings, POD meetings, End of Term POD summaries, Leadership Meetings, Target Student progress – against ELLP indicators &amp; LLP, assessment data</p>			
<p><b>Resourcing</b>  <u>Staffing</u> to support release of teachers and curriculum leaders for Practice Analysis Conversations and Observations and in-class support (if needed).  <u>Funding</u> to release teachers and cover cost of professional development. (TBD)  <u>Funding</u> Leaders Masters Papers – Developing Educational Leadership: Coaching and Mentoring (Waik.Uni) and Assessment for Teaching (Massey)</p> <p>MoE funded PLD - Charlene Mataio - Literacy and ESOL professional development facilitator – Tools4Teachers  MoE funded PLD – Laurayne Tafa - Building Leaders Capacity and Capability. Cultural Responsiveness  Kaute Pasifika support.</p>			

## Improvement Plan for English Language Learners

### School Strategic Learning Goal

All our English Language Learner students are able to access the New Zealand Curriculum successfully.

### School Annual Goal

Continue to develop staff knowledge and understanding of the English Language Learning Progressions and teacher development of culturally responsive classroom practice, with an emphasis on supporting Pasifika students.

### Annual Target

#### Pasifika

In reference to the data Pasifika students have been identified as requiring additional support in order to raise their achievement levels to those in their cohort.

#### ESOL

Focus on oral vocabulary and language structure development to support progress in writing

### Baseline Data Writing

Of all 55 students (remaining in 2018) that were Below or Well Below their respective National Standard at the end of 2017, 14 are ESOL.

Of the 22 ESOL students 15 of them are Pasifika. **(68%)**

Curriculum Area	2017	2018
<b>READING</b>		
All Students	81.5%	83.9%
Pasifika	57.2%	58.6%
Maori	95.4%	85.7%
<b>WRITING</b>		
All Students	68.0%	76.5%
Pasifika	32.1%	44.8%
Maori	86.3%	76.2%
<b>MATHS</b>		
All Students	79.0%	78.4%
Pasifika	35.7%	62.0%
Maori	90.9%	80.9%

### Baseline Data English Language Progressions

To meet the demands of the curriculum, students should ideally be working at stage 2 by the time they leave St Peter Chanel.

39 students received funding in 2018.

25 were carried over from 2017.

14 new students were funded in 2018.

Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 2	Review the success of objectives outlined in the Pasifika Education Plan (PEP) for Pasifika success	Staff, Pasifika parents, community	<p>Plan written in 2018 including understanding.</p> <ul style="list-style-type: none"> <li>• how Pasifika values can be strengthened in the school setting</li> <li>• Pasifika methodologies for learning - explore how these can be utilised in a class setting to build culturally inclusive practices for students</li> <li>• Explore some commonly held assumptions about Pasifika students and the effect of these on achievement outcomes</li> </ul>
Throughout 2019	Professional development in best practice in providing culturally-responsive learning contexts. Contract Tools4Teachers	Staff	Increased understanding of culturally responsive pedagogy, with the aim of acceleration in student achievement.
Throughout 2019	Greater knowledge of culture, cultural practices of our students and their families	Board of Trustees, Staff, community	<p>Cultural events are celebrated appropriately (mass, food, performance) within the school.</p> <p>Greetings that recognize the diversity of cultures within the school are used and displayed.</p> <p>Classrooms celebrate the diversity of cultures within. (Context/Resources/Displays)</p>
Continue 2019	Partnership with parents and students	Board of Trustees, Staff	<p>Parent and student input is acted upon for example, cultural group, signage.</p> <p>Parents of Pasifika students are invited to goal setting/parent interviews. Booking a time that suits them to ensure a greater participation.</p> <p>Partnership planning to continue.</p> <p>Invitation to view learning and performances extended to Pasifika parents (by senior students when appropriate).</p> <p>Learning game/resource to be taught and taken home</p>

			to create home to school partnership.
Continue 2019	Continue to develop a partnership with English Language Assistants using an acceleration model -	Staff	Students are contributing and participating in classroom programmes Improvement in National standard and ELLP results for Pasifika learners
<p><b>Monitoring</b> Monitoring regularly through POD meeting and assessment data. Focus on teaching, vocabulary, supporting acceleration model and engaging with ESOL support staff (feedback, feed forward). Parent partners. ELLP MOE Funding Stages, ELA goal setting meetings, POD Pasifika target students &amp; ESOL Target Students</p>			
<p><b>Resourcing</b> ESOL funding MOE, outside expertise MOE Staff, Parent's facilitator</p>			

## Improvement Plan for a Learning Area (Maths): Junior, Middle and Senior Teams to Action

### Strategic Goal

- The school will accelerate Maths Achievement for all students who are below the expected National Curriculum Standard in Maths.
- Teachers will select small groups of children and undertake an in-depth inquiry as to what makes the difference.

### Annual Goal

Accelerate progress of students performing below expectation in Mathematics

### Annual Target

At the end of 2019:

All Year 2 and 3 students who are working below the expected National Curriculum Level (Target students) will have made accelerated progress.

All Year 4 students who are working below the expected National Curriculum Level (Target students) will have made accelerated progress'

All Pasifika students who are working below the expected National Curriculum level (Target students) will have made accelerated progress.

Assess students attitude towards Maths

### Baseline Data or School Context National Standard Results or Expected Curriculum Level

	2015	2016	2017	Curriculum Level 2018 At/Above
All Students	81.0%	81%	79%	78.4%
Pasifika	61.1%	58%	35.7%	62.0%
Maori	71.9%	86%	90.9%	80.9%
Year 1 students (Yr.2 2018)				64.7%
Year 2 students (Yr.3 2018)				69.3%

Pasifika National Standard results 2016

Nationally 62.7%

Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1 and ongoing	<p>Teacher Practice</p> <p>Increase knowledge and understanding of acceleration and implications for classroom practice</p> <ul style="list-style-type: none"> <li>· Front loading of vocabulary for target students (emphasis on Pasifika)</li> <li>· Increasing Student Agency</li> </ul> <p>Revisit Maths Implementation Plan and school-wide expectations</p> <p>Parent partnership – ways to assist at home</p> <p>Focus on Pasifika – accelerated progress</p> <p>Professional Development – Maths/ICT. Levels for teachers. Staff meetings – planning styles, checklist.</p>	All staff (including Learning Support Staff)	<p>Increased rate of progress and achievement against National Standard by target students.</p> <ul style="list-style-type: none"> <li>· ESOL programme Teacher/ELA planning to support increased participation of target students within Mathematics vocabulary</li> <li>· Planning will show learning contexts are accessible, high interest, relevant to the target learner/class and connected to the wider lives/fono of the students.</li> </ul> <p>Gather evidence of target student agency using classroom observation data (termly).</p>
Once each term	Monitoring of teacher practice in Maths	Maths Leader	Teachers gain confidence in approaches via feedback and feed-forward from Maths Leader
Tri-weekly	Every third week the POD Meeting focus is Maths – Teaching as Inquiry approach, support each other with individual inquiries by questioning	Teachers Pod Leaders	<p>Teachers share shifts in student achievement.</p> <p>Critically look at next learning steps and teaching strategies. Share good practice.</p>
Term 2 and Term 3	Teachers of year 2, 3 and 4 students to conduct an in depth inquiry with target students. Small group intervention based on 15 minute ALiM style intervention. 10 weeks plus one week each end for data gathering( including students and parental voice.	Teachers Math Leader	Students gain confidence from working in a smaller group. Expectation that they will accelerate. Parents/ whanau actively involved.
Ongoing	Front Loading of Mathematical vocabulary for Pasifika Students. Template to be developed for Maths Information.	Teachers English Language assistants	<p>Closer collaboration between Teachers and English Language assistants over needs of students.</p> <p>Students gain fluency with language necessary for mathematical problem solving.</p>

Term 1-3	Professional Development course Mathematics Leaders and aspiring Maths Leaders	Math Leader	Upskilling of knowledge. Collaboration with other Math's leaders
Week 1 Term 1 Week 7 Term 1 Week 2 Term 2	Moderation: GLoSS  JAM  Staff Meeting: Mathematics standards.	Maths Leader Team leaders Teachers	Teachers will become more precise when assessing where a student is at so that next steps will be worked out.
Term 2	Professional Development courses - student discourse - acceleration of learning for our priority learners -	Teachers of target students	Upskilling of knowledge. Share good practice.
Term 2-4	Ongoing Professional development readings including BES readings. N.Z. Maths Week, open lessons (open to parent community)	Teachers Math Leader	Upskilling of practices. Critically look at practices in light of new research
Ongoing	Regular consultation with Parents and Fono. Parents invited in to watch acceleration programme.	Teachers	Improved home school partnership Parents/Fono actively involved with next learning steps.
Term 3	Visit St Joseph's Onehunga	Team leaders	Collaboration with a school with high Pasifika numbers. Develop more culturally inclusive practices for students
Term 3	Implement implementation Plans and Long term plans	Team Leaders Maths Leader Teachers	Collaboration on best practice. Shared expectations throughout school. Coverage given to the curriculum and student needs.
<b>Monitoring</b> Maths Leader oversees collection and analysis of data and provides feedback to teachers and Board of Trustees Where are the gaps? What needs to change if this is not working.			

**Resourcing**

Time and resources are allocated in the budget, in meetings, staffing release time and professional development time'

- Resourcing for Teacher Aide support ( Teacher release Intervention programme)
- Resources allocated for Professional Development,
- Resources allocated for visiting other schools and viewing best practice.
- Resourcing of Classrooms restock equipment

