

School Charter Strategic and Annual Plan for



Sancta Maria
Catholic Primary School

'Growing in Faith Together'

Sancta Maria Catholic Primary School 2020 - 2023

<u>Endorsement Principal:</u>	Gina Benade	<u>Date:</u> 25 February 2020
<u>Endorsement Board of Trustees:</u>	Mario Barbafiera	<u>Date:</u> 25 February 2020
<u>Submission Date to Ministry of Education:</u>	1 March 2020	



Sancta Maria Catholic Primary School

Our Vision:

Students growing Catholic faith in their hearts, minds and actions, and who are confident, contented, collaborative and critically discerning.

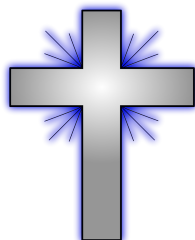
Our Mission:

With Mary as our model, we are committed to creating an innovative and inspiring Catholic education of excellence.

Our Values:

- ❖ Full of Grace
- ❖ Obedient
- ❖ Faithful
- ❖ Compassionate
- ❖ Thoughtful
- ❖ Hopeful
- ❖ Contented
- ❖ Determined

Commitment to growing in faith
in Christ Jesus needs,
home, parish and schools



- All -
working together

Our Principles:

- High expectations - *culture of collaboration and learning*
- Treaty of Waitangi - *partnership, protection, participation*
- Cultural Diversity - *encouraged and celebrated*
- Inclusion - *all are respected and nurtured*
- Learning to learn - *learning reflection and ownership a priority*
- Community engagement - *strong home/school partnership*
- Coherence - *mapping our curriculum through a connected Approach*
- Future focus - *embrace learning for and about the future*

Walking with Mary, as our guide to Jesus we are:

Full of Grace + Compassionate + Faithful + Thoughtful + Obedient + Contented + Determined + Hopeful

<p>We are full of grace when we show:</p> <ul style="list-style-type: none"> ❖ Patience ❖ Humility ❖ Gentleness 		<p>We are obedient when we show:</p> <ul style="list-style-type: none"> ❖ Responsibility ❖ Confidence ❖ Truthfulness 		<p>We are faithful when we show:</p> <ul style="list-style-type: none"> ❖ Unity ❖ Loyalty ❖ Trust 		<p>We are compassionate when we show:</p> <ul style="list-style-type: none"> ❖ Love ❖ Kindness ❖ Forgiveness
<p>We are thoughtful when we show:</p> <ul style="list-style-type: none"> ❖ Consideration ❖ Understanding ❖ Courtesy 		<p>We are hopeful when we show:</p> <ul style="list-style-type: none"> ❖ Justice ❖ Respect ❖ Generosity 		<p>We are contented when we show:</p> <ul style="list-style-type: none"> ❖ Joyfulness ❖ Thankfulness ❖ Friendliness 		<p>We are determination when we show:</p> <ul style="list-style-type: none"> ❖ Courage ❖ Self-discipline ❖ Perseverance

Sancta Maria Catholic Primary School

will reflect:

The unique Position of Māori Culture by

- Developing an awareness of Tikanga Māori and Te Reo Māori
- Providing the means of fostering better cultural understanding consistent with the Treaty of Waitangi
- Providing regular consultation with the Māori families to discover the views and concerns of the Māori community
- Drawing on the knowledge and expertise of our two Maori teachers



New Zealand's Cultural Diversity

- All cultures within the school will be valued and treated with dignity
- Quality teaching will respect and affirm cultural identity and optimise educational opportunities for each child
- Staff members will ensure that a non-racist school culture and ethos is upheld
- The teaching staff and Board will reflect the diversity of our school

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

Classrooms and school celebrations will reflect Māori culture through signage, waiata and greetings, appropriate to the class programme or school event and the level of the students.

Curriculum planning will include a Māori perspective, incorporating Tikanga Māori and Te Reo Māori, as appropriate to the learning concept.

What will the school do to provide instruction in te reo Māori 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 school financial position, and the availability of accommodation within the school.

The school will provide te reo Māori instruction through the Te Aho Arataki Marau mo` te Ako i Te Reo Māori Curriculum and support material on <http://tereomāori.tki.org.nz> , and make use of the new Kauwhata Reo website

Teachers and students will be supported and guided by our Maori Lead Teacher and her Team.

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

The Board of Trustees will consult with the Māori families in the development of the Strategic Plan.

The Board of Trustees will provide funding to support classroom and Kapa Haka initiatives.

The Ka Hikitia - managing success for Māori document will be used to inform decisions and practice.

The updated Ka Hikitia – Accelerating Success 2013 -2017 will support and guide action so that Māori students can enjoy and achieve education success as Māori. Phase 3 and Beyond: Ka Hikitia 2018-2022 we will focus on realising Māori potential. The Board of Trustees will make use of the Hautū - Māori cultural responsiveness self-review tool for boards of trustees.

Student Learning Charter

Sancta Maria Catholic Primary School Learners are growing as faithful, capable life-long learners who are striving for excellence.

A faithful, capable life-long learner at Sancta Maria Catholic Primary School

- Wants to learn in and outside school - independent and ubiquitous learners
- Learns things anytime, anywhere and talks about their thinking
- Asks questions to find out more
- Always try our best and never give up
- Trusts in God and serves others by living our Mary Values



A nurturing teacher at Sancta Maria Catholic Primary School

- Is fair and manages a safe, peaceful and caring learning environment
- Builds positive, helpful relationships with all students
- Lets us struggle until we discover for ourselves
- Is wise, understands the world and has good general knowledge
- Encourages us and models the Mary Values through their actions



Caring parents and whanau at Sancta Maria Catholic Primary School support our learning by

- Making time to support us with our learning
- Letting us struggle to learn from our mistakes (trust us)
- Making sure we have the right equipment to support our learning
- Supporting us to live our faith and providing opportunities to encounter Christ in different ways



Developed by a cross section of our student community. A group of senior students collated the information gathered, looked at our old Student Charter and reviewed to reflect student learning in our school today. *February 2019*

Baseline Data and School Context

Students' Learning

Curriculum Expectation in Reading

By the end of 2015: **89 %** at or above in Reading
11% below - **36** students reading below

By the end of 2016: **85 %** at or above in Reading
15% below - **57** students reading below

By the end of 2017: **92 %** at or above in Reading
8% below - **32** students reading below

By the end of 2018: **93 %** at or above in Reading
7% below - **27** students reading below

By the end of 2019: **90 %** at or above in Reading
10% below - **38** students reading below

Students	Year	Well below	Below	At	Above
All	2017 (378)	9 (2%)	23 (6%)	260 (69%)	86 (23%)
Maori	2017 (21)	0	3 (14%)	14 (67%)	4 (19%)
Pasifika	2017 (75)	6 (8%)	6 (8%)	54 (72%)	9 (12%)
All	2018 (397)	3 (1%)	25 (6%)	292 (74%)	77 (19%)
Maori	2018 (18)	1 (6%)	2 (11%)	9 (50%)	6 (33%)
Pasifika	2018 (83)	2 (2%)	5 (6%)	70 (85%)	6 (7%)
All	2019 (379)	7 (2%)	31 (8%)	286 (75%)	55 (15%)
Maori	2019 (16)	2 (13%)	2 (13%)	10 (62%)	2 (12%)
Pasifika	2019 (76)	3 (4%)	6 (8%)	59 (78%)	8 (10%)

2019	Well Below	Below	At	Above	Total Number
Year 1	0	12 (19%)	51 (81%)	0	63
Year 2	1 (2%)	6 (10%)	47 (81%)	4 (7%)	58
Year 3	2 (3%)	5 (9%)	49 (85%)	2 (3%)	58
Year 4	2 (3%)	2 (3%)	43 (71%)	14 (23%)	61
Year 5	1 (1%)	4 (6%)	45 (65%)	19 (28%)	69
Year 6	1 (1%)	2 (3%)	51 (73%)	16 (23%)	70

Curriculum Expectation in Writing

By the end of 2015: **90%** at or above in Writing
10% below - **32** students writing below

By the end of 2016: **86%** at or above in Writing
14% below - **50** students writing below

By the end of 2017: **89%** at or above in Writing
11% below - **42** students writing below

By the end of 2018: **87%** at or above in Writing
13% below - **53** students writing below

By the end of 2019: **89%** at or above in Writing
11% below - **44** students writing below

Students	Year	Well below	Below	At	Above
All	2017 (378)	8 (2%)	34 (9%)	295 (78%)	41 (11%)
Maori	2017 (21)	0	3 (14%)	15 (72%)	3 (14%)
Pasifika	2017 (75)	5 (7%)	10 (13%)	59 (79%)	1 (1%)
All	2018 (397)	4 (1%)	49 (12%)	307 (77%)	37 (10%)
Maori	2018 (18)	1 (6%)	3 (17%)	11 (61%)	3 (16%)
Pasifika	2018 (83)	2 (2%)	16 (19%)	62 (75%)	3 (4%)
All	2019 (379)	9 (2%)	35 (9%)	314 (83%)	21 (6%)
Maori	2019 (16)	1 (6%)	3 (19%)	12 (75%)	0
Pasifika	2019 (76)	4 (5%)	10 (13%)	59 (78%)	3 (4%)

2019	Well Below	Below	At	Above	Total Number
Year 1	0	9 (14%)	54 (86%)	0	63
Year 2	0	4 (7%)	54 (93%)	0	58
Year 3	1 (2%)	6 (10%)	51 (88%)	0	58
Year 4	2 (3%)	5 (8%)	51 (84%)	3 (5%)	61
Year 5	2 (3%)	11 (16%)	47 (68%)	9 (13%)	69
Year 6	4 (6%)	0	57 (81%)	9 (13%)	70

Students' Learning

Curriculum Expectation in Mathematics

By the end of 2015: **90 %** at or above in Mathematics
10% below - **36** students working below

By the end of 2016: **87 %** at or above in Mathematics
13% below - **48** students working below

By the end of 2017: **91 %** at or above in Mathematics
9% below - **36** students working below

By the end of 2018: **91%** at or above in Mathematics
9% below - **36** students working below

By the end of 2019: **94%** at or above in Mathematics
6% below - **24** students working below

Mathematics

Students	Year	Well below	Below	At	Above
All	2017 (378)	5 (1%)	31 (8%)	272 (72%)	70 (19%)
Maori	2017 (21)	0	3 (14%)	16 (76%)	2 (10%)
Pasifika	2017 (75)	5 (7%)	13 (17%)	52 (69%)	5 (7%)
All	2018 (397)	3 (1%)	33 (8%)	289 (73%)	72 (18%)
Maori	2018 (18)	0	4 (22%)	10 (56%)	4 (22%)
Pasifika	2018 (83)	3 (4%)	12 (14%)	63 (76%)	5 (6%)
All	2019 (379)	5 (1%)	19 (5%)	299 (79%)	56 (15%)
Maori	2019 (16)	1 (7%)	2 (12%)	11 (69%)	2 (12%)
Pasifika	2019 (76)	3 (4%)	5 (7%)	65 (85%)	3 (4%)

2019	Well Below	Below	At	Above	Total Number
Year 1	0	2 (3%)	59 (94%)	2 (3%)	63
Year 2	0	4 (7%)	53 (91%)	1 (2%)	58
Year 3	0	6 (10%)	47 (81%)	5 (9%)	58
Year 4	2 (3%)	0	47 (77%)	12 (20%)	61
Year 5	2 (3%)	4 (6%)	41 (59%)	22 (32%)	69
Year 6	1 (2%)	3 (4%)	52 (74%)	14 (20%)	70

<p>Student Engagement</p>	<p>Attendance rate for 2018 - 92.3% Justified Absences - 4.9 and Unjustified Absences - 2.9 Comparative data: Attendance rate for 2018 - 92.8%, Attendance rate for 2017 - 92.2%, Attendance rate for 2016 - 94.6%, Attendance rate for 2015 – 94.1%,</p> <p>Attendance rate per Gender 2018 – Female – 92% Male – 92.5% Highest Year Level Attendance rate – Year 6 – 93.2% Lowest Year Level Attendance rate – Year 3 – 91.8% Ethnicity Group rate – NZ Māori – 90.2% Ethnicity Group rate – Pasifika – 92.3% Our school has a very high percentage of immigrant students, resulting in many going overseas to visit extended family and this often is during school learning time.</p> <p>Students are contented and engaged in their learning.</p>
<p>Review of Charter and Consultation</p>	<p><u>Consultation process :</u></p> <p>The Board of Trustees of Sancta Maria Catholic Primary School conducted a full strategic planning review during 2017. The staff, students, board and school community, including the Māori and Pasifika families were consulted. The Filipino families are our largest ethnic group and in 2017 the Filipino community was also consulted. This Charter reflects the priorities identified by staff, parents, whanau and our community and guides our future strategic direction.</p> <p>During 2017 a Community Cultural Evening was held to give the opportunity of coming together to share in ethnicity groups and make suggestions for future improvements. The Board of Trustees worked with a consultant to collate the information gathered and to formulate five Strategic Goals to guide us through the next four years.</p> <p>Our community Health & PE consultation was conducted last year in 2018 to inform teaching and learning concepts in 2019 and 2020.</p> <p>Our annual Special Character review and consultation involved our whole school community and the actions identified have been included in the 2020 Annual Action Plan.</p> <p>The next full strategic planning review and community consultation will take place during 2020 and will include the Health and PE consultation. The Board of Trustees will lead this process throughout this year.</p>

Strategic Plan 2020 – 2023

Strategic Goals		Core Strategies for Achieving Goals			
		2020	2021	2022	2023
Special Character	1. To be knowledgeable about our faith and to selflessly serve others as Christ and Mother Mary did.	<ul style="list-style-type: none"> Provide our school community opportunities to encounter Christ, to see Christ in others and respond in love through our actions, words and deeds. 			
Agency	2. All students and teachers will initiate and self-manage their own learning and development.	<ul style="list-style-type: none"> Teachers participate in collaborative teacher inquiry to sustain and grow effective teaching practices, as we continue to develop a coaching culture across the school. 			
		<ul style="list-style-type: none"> Embed student agency and grow learners to be self regulated and self managing through providing opportunities and skills for students to document and reflect on their learning. 			
Teaching and Learning	3. Future focused teaching that responds to student learning needs and abilities.	<ul style="list-style-type: none"> Continue to develop a future focused connected curriculum that will enable students to actively transfer their new learning skills into life situations. 			
Collaboration	4. Our school is an active partner in the faith-based South East Christian Kāhui Ako which has a focus on collaboration.	<ul style="list-style-type: none"> Actively work together with our Kāhui Ako to continue to build a strong and vibrant Community of Learning that will enable us to collaboratively meet the student achievement challenge/s. 			
		<ul style="list-style-type: none"> Continue involvement in the Eastern Learning Network (ELN) with a focus on effective use of collaborative tools and building a coaching culture to enhance our collective inquiries. 			
Community Engagement	5. Our community is empowered to actively engage with the school so that they feel valued, more involved, and have a stronger sense of belonging.	<ul style="list-style-type: none"> Build on the strong home/school partnership foundations and explore new ways to further engage families in the teaching and learning process. 			

Annual School Improvement Plan - 2020

Special Character

Strategic Goal 1: To be knowledgeable about our faith and to selflessly serve others as Christ and Mother Mary did.

Annual Goals	Action	Actual Result
Provide our school community opportunities to encounter Christ, to see Christ in others and respond in love through our actions, words and deeds.	<ul style="list-style-type: none"> • Invite families/whanau to be part of RE teaching and learning • Have special events as part of classroom programmes that provide families with opportunities to connect with classes as part of their faith activities e.g. invitations to Masses, parents attending classroom prayer sessions • Use other resources that provide deeper connections for learners to encounter Christ e.g. Caritas, School Kit Resources • Support students to take action through outreach programmes and service that empowers students to respond in love through actions, words and deeds. 	

Special Character Review 2020 – Dimension 3: Christian Witness / Te Whakaatu Karaitiana - *How effectively does the school provide a hope-filled Catholic Christian witness which empowers its community members to integrate their faith and their life?*

Goals developed in response to the 2019 Growth in Knowledge review: RE Goals for 2020

<ul style="list-style-type: none"> • Continue to focus on growing the spirituality across our school community • Continue to grow teachers current classroom pedagogy and understanding of the REBD • Embed the Positive Behaviour for Learning School-wide (PB4L-SW) approach to teaching and learning to enrich our student and family community 	<ul style="list-style-type: none"> • Whole school retreat sessions to be put in place • School wide meditation sessions to continue • Teachers to focus on assessment and planning in their Learning Communities and classrooms with a view to focusing on improving the collection of diagnostic information, planning for differentiated learning activities and creating opportunities to grow students affective domains. • Hold a Parent Curriculum Workshop early in 2020 focused on the Positive Behaviour for Learning School-wide (PB4L-SW) and how this aligns and enhances our school Charism. • Regular staff meetings to grow understanding, share and implementation of our PB4L-SW • Make our PB4L-SW focus visible to our school community through our school Facebook, newsletters, School website and displays around the school. • Celebrating successes to encourage and instill positive behaviour 	
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Annual School Improvement Plan - 2020

Agency

Strategic Goal 2: All students and teachers will initiate and self-manage their own learning and development.

Baseline Data: Agreed next steps are:

- embed and deepen 'student agency' ensuring children are equipped to lead and manage their learning
- continue to develop professional coaching and the role of the recently introduced 'learning leaders' to strengthen effective teaching and learning." - ERO Report 2017

Annual Goals	Action	Actual Result
Teachers participate in collaborative teacher inquiry to sustain and grow effective teaching practices, as we continue to develop a coaching culture across the school.	<ul style="list-style-type: none"> • All teachers will be involved in a collaborative teacher inquiry and show evidence of the process • Within School Teachers to model and lead quality teacher inquiry, supported by the Across School Teachers • Within School Teachers to support other teachers in our school to inquire into teaching and learning • Maintain a coaching culture across the school • Through teacher inquiry teaching practice will be strengthened • Regular sharing of teacher inquiry journey • Link with the Kahui Ako teacher inquiries to share using a platform eg Blog /website • Teachers gather student voice through the Learning Maps & Trends to strengthen inquiries 	
Embed student agency and grow learners to be self regulated and self managing through providing opportunities and skills for students to document and reflect on their learning.	<ul style="list-style-type: none"> • Through the Learning Maps, students build a confident, positive approach to their learning and teachers identify learning trends to support learner agency - Brian Annan Infinity Learning Ltd • Learning Communities unpack the Key Competency rubric in our local school curriculum document • Focus on one KC per concept and reword for each LC (child speak) • Teachers to unpack the Literacy Progressions for writing and reword for student understanding • All classrooms should have the KC rubric for the current concept displayed in the classroom. • Students reflect on the key competencies and show evidence of this in their learning through Seesaw • Students familiar with 'Walk and Talk' language and questioning • Embed PB4L-SW through the support of the PB4L Team • Deliberately teach the school wide expectations and implement the acknowledgement system to reward positive behaviour. 	

Annual School Improvement Plan - 2020

Teaching and Learning

Strategic Goal 3: Future focused teaching that responds to student learning needs and abilities.

Baseline Data:

The 2017 ERO review report stated that "A broad, responsive, and connected curriculum effectively builds on children's interests. This collaboratively developed curriculum is increasingly promoting ownership by children of their own learning. There are very clear and coherent systems to guide teachers' effective planning and delivery of the curriculum, and for children to focus on and engage in learning". Sancta Maria Catholic Primary School has focused on implementing a more student-centred curriculum. Our curriculum continuously evolves in response to learners' needs and strengths. It builds on the school's culturally responsive and inclusive environment that supports diversity and promotes student engagement and participation in learning. We would like to continue to strengthen and enhance our future focused connected curriculum.

Annual Goals	Action	Actual Result
Continue to develop a future focused connected curriculum that will enable students to actively transfer their new learning skills into life situations.	<ul style="list-style-type: none"> Teachers new to our school to join with other teachers for the Induction to Concept Based Curriculum Mapping session facilitated by Chic Foote Teacher Only Day at the start of 2020 - facilitated by Chic Foote. Review concept based curriculum mapping process and framework, cultural experiences/ deliberate acts of cultural connections, unpacking skill development and assessment strategies, and dimensions of learner agency Continue to work with Helix Consulting, Chic Foote, to strengthen our responsive and future focused connected school curriculum, with a focus on refining assessment across the curriculum Continue to build the capacity of the middle leaders to lead learning e.g. ELN All teachers to attend the Digital Technologies professional development Kāhui Ako Teacher Only Day at the beginning of 2020 Teachers are ready to integrate the new digital technologies curriculum content into our teaching and learning school wide at the start of 2020 Teachers continue to access a range of supports to build their confidence ensuring that students have access to rich learning opportunities in digital technologies Continue to create an on-going community of learning within our Kāhui Ako sharing and growing our Learning Through Play (PBL) approach to teaching and learning in the junior classes supported by Kieren Brand, RTLB Practice Leader. Continue to increase teacher confidence in the effective use of the Pact Tool resulting in robust and accurate Writing OTJs. Apply for PLD funding for support Conduct a schoolwide assessment review to increase the use of assessment to inform teaching and learning 	

Annual School Improvement Plan - 2020

Collaboration

Strategic Goal 4: Our school is an active partner in the faith-based South Eastern Kāhui Ako which has a focus on collaboration.

Baseline Data: Sancta Maria Catholic Primary School is part of the South East Christian Kāhui Ako. We are working with five other schools to further enhance and strengthen students' learning pathways and achievement. Our South East Christian Kāhui Ako is a faith based community of learning, involved are: Sancta Maria College, Sancta Maria Catholic Primary School, St Mark's Catholic School, Our Lady Star of the Sea, Elim Christian School and Kingsgate Christian School. Our motto is 'Forward in Faith Together' and underpins all we do. Our involvement in the Eastern Learning Network (ELN) will continue this year with the Middle Leaders and Senior Leadership continuing to focus on developing communities of learning and coaching skills to support effective practice and action research.

Annual Goals	Action	Actual Result
Actively work together with our Kāhui Ako to continue to build a strong and vibrant Community of Learning that will enable us to collaboratively meet the student achievement challenge/s.	<ul style="list-style-type: none"> Continue to access Kāhui Ako PLD funding hours collaboratively to address our Achievement Challenges ASTs will lead and connect teacher inquiries across the schools to meet the learning needs of all students WSTs will drive the teacher inquiries within and across schools Teachers will identify the learning needs of their students and participate in a collaborative inquiry Teachers will have the ability to link with other teachers within and across schools to grow their teaching and learning practices. (open to new learning/ productive struggle) Teachers will have the opportunity to celebrate and recognise the 'gems' coming through the teacher inquiries Work with Principals and Boards to formulate a succession plan for the Kāhui Ako Lead 	
Continue involvement in the Eastern Learning Network (ELN) with a focus on effective use of collaborative tools and building a coaching culture to enhance our collective inquiries.	<ul style="list-style-type: none"> The whole Leadership Team (SLT & LL) will attend all the ELN breakfast sessions. ASTs and WSTs across the Kāhui Ako encouraged to attend all the ELN sessions Continue to build collaboration across schools and in-between schools: A research-informed and best practice approach for school leaders - facilitators Maggie Ogram (Osprey Consulting) and Dr Howard Youngs (AUT) Full Leadership Team to participate in a Leadership Critical Collaborative Inquiry 	

Annual School Improvement Plan - 2020

Community Engagement

Strategic Goal 5: Our community is empowered to actively engage with the school so that they feel valued, more involved, and have a stronger sense of belonging.

Baseline Data: Over the last eight years as a new school our Board of Trustees and staff have focused on building a strong school community with a focus on the home / school and parish links. We are a diverse ethnic Catholic community and continuous strengthening of this partnership requires mutual cooperation and responsibility. Our specific target is to keep working together in partnership to strengthen and enhance the learning of our students.

Annual Goals	Action	Actual Result / Annual Report
Build on the strong home/school partnership foundations and explore new ways to further engage families in the teaching and learning process.	<ul style="list-style-type: none"> • Develop parent understanding of how to grow the Key Competencies and student agency (Parent Curriculum Workshop) • Continue open policy practice for families to experience authentic teaching and learning • Continue to encourage parental feedback on student learning eportfolios • Continue with family meetings for targeted groups • Provide support and guidance for families on ways to comment on digital platforms e.g. SeeSaw • Parent morning for New Entrant Cohort Entry groups • Community involvement in our Strategic Planning Review. • Continue to encourage parents to join our Sancta Community Group (SCG) 	

Annual School Improvement Plan Target Summary 2020

How can we develop the collective efficacy of teachers to raise student outcomes through the development of learner agency?

As a school we have identified our Maori and Pacific students tracking below and well below expectation in reading and writing. We have also identified other students operating below and well below at the end of 2019 in writing. Using the cycle of inquiry, teachers will decide on a focus area and a plan of action to raise student engagement and achievement.

Strategic Goal 2: All students and teachers will initiate and self-manage their own learning and development.
Agency

Strategic Goal 3: Future focused teaching that responds to student learning needs and abilities.
Teaching & Learning

Domain	Annual Target	Actual Result
Literacy - Reading	<p>Annual Objectives:</p> <p>Two groups of students at Year 2 and 3 have been identified as being at risk of not meeting the expected Curriculum Level in reading. The objectives are:</p> <ul style="list-style-type: none"> The 9 Year 2 students who are reading below expectation will make accelerated progress towards achieving at Curriculum Level 1 by the end of 2020. The 4 Year 3 students who are reading below expectation will make accelerated progress towards achieving at early Curriculum Level 2 by the end of 2020. 	
Literacy - Writing	<p>Three groups of students at Year 4, 5 and 6 have been identified as being at risk of not meeting the expected Curriculum Level in writing. The objectives are:</p> <ul style="list-style-type: none"> The 6 Year 4 students who are writing below expectation will make accelerated progress towards achieving at the 'end of Curriculum Level 2' by the end of 2020. The 7 Year 5 students who are writing below expectation will make accelerated progress towards achieving at 'mid Curriculum Level 3' by the end of 2020. The 13 Year 6 students who are writing below expectation will make accelerated progress towards achieving at the 'end of Curriculum Level 3' by the end of 2020. 	

	Kāhui Ako Achievement Challenge 1: <i>Writing Year 1-8</i>	<p>Across the South East Christian Kāhui Ako we aim to achieve a 3.3% annual shift in the Year 1-8 student achievement in Writing from below to operating at expectation. This will link closely to our school focus on lifting the Writing achievement.</p> <p>Within the Kāhui Ako overall goal of shifting students in Writing there are subgoals with a collective focus on shifting our Maori (13.7%) and Pacific Learners (10.6%), and on our boys (11.4%) in Writing by the end of 2021.</p>	
		<p>Kāhui Ako Baseline Data:</p> <p>At the end of 2019 - Kāhui Ako data showed an overall shift of 3.2% for our Year 1-8 students in writing.</p> <p>At the end of 2019 - Kāhui Ako Year 1-8 data showed the following shifts: Maori a 12.2% shift, Pacific students a 0.2% shift, and boys a 4.9% shift.</p>	
		<p>School Baseline Data:</p> <p>Our school data at the end of 2019, showed there were 89% at or above the curriculum expectation in writing and 11% below.</p> <p>Of the 26 targeted Year 4, 5 and 6 students writing below expectation, 8 are Pacific learners and 1 is Maori (35%) and 21 are boys (81%)</p> <p>Specific focus on how boys and Pacific /Maori students learn will drive our school teacher inquiries both within our school and across our South East Christian Kāhui Ako.</p>	