

# St. Mary's School (Northcote) Annual School Improvement Plan 2018

**Strategic Goal 1 - Success for All:** Students are engaged in accelerated learning that enables them to meet their full God-given potential **so that** they grow as disciples of Jesus and learn, achieve and progress in the breadth and depth of the New Zealand curriculum

Annual Goal	Actions	Who/ When	Resources	Indicators
<b>Initiative 1.1: Develop a localised curriculum that reflects both the special Catholic character and national priorities and engages all learners.</b>				
<b>Continue to develop the St. Mary's Way as a coherent localised curriculum that meets the needs of St. Mary's learners - Key Competencies, maths and writing</b>	<ul style="list-style-type: none"> <li>Continue to develop shared understandings of pedagogical approaches through staff PL</li> <li>Record shared understandings and expected actions from these in the St Mary's Way</li> <li>Monitor implementation through walk-throughs, observations, planning and professional discussions, blogs and virtual classrooms</li> </ul>	<p>All staff</p> <p><i>Ongoing</i></p>	Time within PLD schedule	<ul style="list-style-type: none"> <li>The St. Mary's Way reflects the development of the localised curriculum</li> <li>A range of monitoring strategies show that the curriculum is being implemented in all hubs</li> <li>Walk-throughs and observations show that shared understandings are beginning to be implemented.</li> </ul>
<b>Initiative 1.2: Grow effective and evidence-based approaches to teaching and learning.</b>				
<b>Grow teacher understanding and capability in the use of Assessment for Learning practices</b>	<ul style="list-style-type: none"> <li>Continue to engage external expertise through ministry PLD</li> <li>Use Practice Analysis Conversations to grow teacher capability to reflect on practice</li> <li>Build teacher knowledge of remaining aspects of AFOL as appropriate</li> <li>Build regular AFOL professional learning sessions into the termly PLD programme</li> </ul>	<p>Principal - <i>Term 1</i></p> <p>External facilitators - <i>ongoing</i></p> <p>Teachers - <i>ongoing</i></p> <p>SLT - <i>on a termly basis</i></p>	<p>MOE funded</p> <p>Release from PLD budget</p> <p>Time to implement</p> <p>Time within</p>	<ul style="list-style-type: none"> <li>Observations and Practice Analysis Conversations including student voice demonstrate growing capability of teachers across all dimensions of AFOL</li> <li>PLD plan will reflect the</li> </ul>

	<ul style="list-style-type: none"> <li>Explore how digital technologies can support both teacher and student learning in this space</li> </ul>		PLD Schedule	inclusion of AFOL as an area of growth
<b>Initiative 1.3: Collect, collate and use (informal and formal) data to inform the teaching and learning process.</b>				
<p><b>Continue to grow teacher capability to use assessment as a means of reflecting deeply on the impact of their practice and modify it to meet student learning needs through the introduction of collaborative teaching as inquiry</b></p>	<ul style="list-style-type: none"> <li>Teachers undertake professional learning to deepen understanding of “know thy learner” as they create class profiles and identify target learners</li> <li>Continue to use NZC, LLPs, ELLPs with a focus on ensuring a range of evidence is collected regarding student progress and achievement</li> <li>Regular learning conversations are undertaken at staff and hub professional learning sessions to support teacher capability to discuss progress and achievement</li> <li>Evidence-driven data discussions with the leadership team take place on a termly basis with increasing focus on teachers inquiring into their practice</li> <li>Use staff PL sessions to increase teacher capability to identify student next steps and evaluate impact of teaching on learning</li> <li>Trial Spotlight as a means of tracking student learning and making decisions about next steps</li> </ul>	<p>SLT/ All teachers</p> <p><i>Term 1 and ongoing</i></p> <p>Teachers - <i>Term 1 and ongoing</i></p> <p>SLT/ Teachers</p> <p><i>Termly</i></p> <p>Teachers</p> <p><i>Ongoing</i></p>	<p>Time within PLD Schedule</p> <p>Time within PLD Schedule</p> <p>Release time</p> <p>Time within PLD Schedule</p> <p>Time within PLD Schedule</p>	<ul style="list-style-type: none"> <li>Class profiles, learning conversations and data conversations reflect a deeper understanding of our learners and their learning needs, along with teacher capability to plan learning that addresses these needs</li> <li>Collaborative teacher inquiries show that they are adapting their teaching and evaluating its success through the use of data and student voice</li> <li>Spotlight is used by all teachers and provides quality information about student learning</li> </ul>
<b>Initiative 1.4: Develop processes that support the effective communication of student progress and achievement information to all stakeholders.</b>				
<p><b>Implement the use of a digital platform that enables students to be partners in the process of assessing and reporting student achievement to stakeholders</b></p>	<ul style="list-style-type: none"> <li>Trial Spotlight in all classes and give parents access to ‘real-time’ learning information</li> <li>Seek regular feedback from parents, students and teachers about Spotlight</li> <li>Explore ways of using Spotlight to support ELLs and students with IEPs in their learning</li> </ul>	<p>All teachers</p> <p><i>Term 1 and ongoing</i></p> <p>SLT</p> <p><i>Term 1 and ongoing</i></p>	<p>Access to Spotlight through eTap</p>	<ul style="list-style-type: none"> <li>New ways of reporting are responsive to feedback and meet the needs of today’s learner by increasingly involving them in reporting</li> <li>Spotlight is developed so that the achievement</li> </ul>

		SLT		and progress of all students is reported on and acknowledged in real time <ul style="list-style-type: none"> <li>• Ongoing review is recorded and acted upon</li> </ul>
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**Strategic Goal 2- Inclusion and belonging:** Nurture an inclusive environment that embraces the uniqueness of all members of the community so that our students communicate Christ through their actions, value the uniqueness of others and are confident in their identity, language and culture.

Annual Goal	Actions	Who/ When	Resources	Indicators
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**Initiative 2.1: Grow and nurture partnerships between the school and the Parish to support the faith development of all learners.**

<b>Continue to strengthen the relationship with the parish. Increasingly involve students more regularly in parish liturgies and invite the parish priests to participate in school/staff liturgies and professional learning</b>	<ul style="list-style-type: none"> <li>• Principal and DRS meet regularly with the parish priests for prayer and discussion</li> <li>• Parish priests attend staff prayer and support in professional learning related to our Catholic faith</li> <li>• Continue to build on opportunities for the school and parish to work together effectively through ongoing review</li> <li>• Review and strengthen school involvement in cultural day as appropriate</li> <li>• DRS (and Principal when possible) continue to attend parish council meetings</li> <li>• Parish priests invited to school assemblies and liturgies</li> </ul>	Principal/ DRS/ Parish Priest  <i>Ongoing</i>	Time allocated	<ul style="list-style-type: none"> <li>• The relationship with the parish continues to be strengthened</li> <li>• Meetings (minuted) with the Parish priest and council reflect the strength of the relationship</li> <li>• Students and staff feel supported in their faith journey by the parish priests as evidenced through student and staff voice</li> </ul>
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**Initiative 2.2: Grow partnerships with the community that are reciprocal and learning- centred.**

<p><b>Continue to grow community understanding of key areas of teaching and learning through regular sharing of teaching and learning information</b></p>	<ul style="list-style-type: none"> <li>Continue to consult with the community around areas of operations as relevant to the community</li> <li>Identify areas of teaching and learning where sharing of information would support parent/ school partnership</li> <li>Hold termly meetings around areas of interest for parents, in particular the digital immersion and Spotlight projects</li> <li>Continue to post T &amp; L information in newsletter and on website/ Facebook</li> <li>Strengthen process of working with PSG through regular meetings with PSG Chair, Principal and Board Chair so the focus for fundraising is strategic and supports the school in its improvement journey</li> <li>Develop, through consultation, a document detailing ways of working between the community and the school that is based on our charism</li> </ul>	<p>SLT <i>Ongoing</i></p> <p>SLT <i>Termly</i></p> <p>Board and PSG chair/ Principal  <i>Termly</i></p> <p>SLT, BOT, parents  <i>Term 1 onwards</i></p>	<p>Time</p> <p>Time</p> <p>Time</p>	<ul style="list-style-type: none"> <li>All consultations are recorded and actions taken to respond to recommendations</li> <li>Feedback from termly information sharing sessions is largely positive</li> <li>Website contains comprehensive information about teaching and learning</li> <li>Relationship with PSG is positive and learning focused</li> </ul>
<p><b>Initiative 2.3: Grow partnerships within the Community of Learning that build collective capacity to meet the needs of learners in the cluster.</b></p>				
<p><b>Continue to develop learning partnerships with the other schools in our COL with a focus on responding to our achievement challenge</b></p>	<ul style="list-style-type: none"> <li>Appoint two within school teachers related to cultural responsiveness and digital immersion</li> <li>Principal continues to attend COL governance meetings</li> <li>Within school leaders attend meetings and PLD with other COL leaders</li> <li>Establish ways of working with across school leaders that support the COL but also ensure our priorities continue to be addressed</li> </ul>	<p>COL Lead/ Principal/ Cross COL teachers  <i>Term 1 and ongoing</i></p>	<p>Time</p>	<ul style="list-style-type: none"> <li>Ways of working are established and recorded</li> <li>Regular review is recorded</li> <li>Alignment with COL and SMS needs is established</li> </ul>
<p><b>Initiative 2.4: Develop culturally responsive and relational practices that acknowledge the capacity of all students to learn and be successful in ways that are appropriate to their language, culture and identity</b></p>				

<p><b>Continue to develop an understanding of culturally responsive and relational practices through unpacking the Pasifika Education Plan (PEP) and implementing it across the school</b></p>	<ul style="list-style-type: none"> <li>• Unpack the PEP with all teachers and explore ways of implementing this in all classroom programmes</li> <li>• Use external support and expertise to ensure the WS COL leader has the knowledge to support teachers in the implementation of culturally responsive practices</li> <li>• Continue to consult with our Maori community about their children's learning and how best to support it</li> <li>• Begin consultation with our pasifika communities</li> </ul>	<p>SLT/ COL WS leader <i>Term 1 and ongoing</i></p> <p>SLT/ BOT <i>Term 1</i></p> <p>SLT/ BOT <i>Term 1 and ongoing</i></p>	<p>Time</p> <p>Time</p> <p>Time</p>	<ul style="list-style-type: none"> <li>• All teachers are aware of the PEP and how it should impact on student learning and progress</li> <li>• PEP and Ka Hikitia influence our planning and teaching and therefore improve student learning outcomes</li> <li>• Consultation with our Maori and Pasifika communities is recorded and recommendations are acted on</li> <li>• Ways of working are established and recorded</li> <li>• Connections with Iwi and Hapu continue to be established</li> </ul>
<p><b>Initiative 2.5: Develop practices that ensure all students with learning differences are supported to learn and be successful in ways which are meaningful to them</b></p>				
<p><b>Continue to grow school-wide capacity to respond to the needs of all learners in their classrooms using research-driven practices and collaborative teacher inquiry</b></p>	<ul style="list-style-type: none"> <li>• Following the appointment of a junior and senior SENCO, ensure all teachers are aware of processes for identifying students with learning differences</li> <li>• Ensure new SENCOs are supported through external professional learning in carrying out their role</li> <li>• Continue to strengthen through review, enrolment processes to ensure we identify all ELLs</li> <li>• Continue to strengthen through review, processes that ensure the early identification of students with learning differences</li> </ul>	<p>SENCO/ SLT <i>Term 1</i></p> <p>ESOL Teacher <i>Term 1</i></p> <p>SLT/ SENCO/ ESOL Teacher <i>Ongoing</i></p> <p>SLT</p>	<p>Time</p>	<ul style="list-style-type: none"> <li>• New methods of identifying and reporting concerns are used by teachers</li> <li>• Enrolment procedures identify all ELLs</li> <li>• SENCO and ESOL teacher are supported in their roles and this is evidenced through feedback</li> <li>• Plans for all students with learning differences are created by teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• SENCO and ESOL teacher work closely with a member of SLT as critical friend to continue to strengthen our response when students need support</li> <li>• As part of “know thy learner”, teachers more confidently make and implement plans for students with learning differences</li> <li>• Teachers use inquiry to ensure they are focusing on “at risk” students</li> <li>• SENCOs provide information sessions as part of admin meeting</li> <li>• Ways of securely sharing and updating information about students with identified needs are developed by the SENCOs</li> <li>• SENCOs hold regular PL sessions with teacher aides to support them in their role of working with at risk students</li> <li>• Quick 60 programme continues to be implemented as a means of lifting student achievement in literacy</li> </ul>	<p>Teachers <i>Term 1 ongoing</i></p> <p>SENCOs <i>Term 1 ongoing</i></p> <p>Teacher aides <i>Term 1 ongoing</i></p> <p>SLT <i>Term 1 ongoing</i></p>	<p>Time</p> <p>Time set aside in admin meetings Time</p> <p>PL Time set aside</p> <p>Seek funding for programme from RTLB</p>	<p>(with support from SENCOs), through the class profile and target student system</p> <ul style="list-style-type: none"> <li>• Recorded teacher inquiries demonstrate a focus on “at risk” students and their learning</li> <li>• Special needs register is increasingly relevant and incorporates more input from the class teacher</li> <li>• Teacher aides feel more supported to carry out their role as evidenced through timely feedback</li> <li>• Quick 60 is evaluated for effectiveness through careful tracking of student achievement data</li> </ul>
<p><b>Initiative 2.6: Grow a school-wide culture where the wellbeing of all is a key focus.</b></p>				
<p><b>Introduce a programme of wellbeing that focuses on all staff understanding the role of the individual in ensuring their own wellbeing</b></p>	<ul style="list-style-type: none"> <li>• As part of review, redo the NZCER Teacher Wellbeing survey in Term 2 and review strategic plan</li> <li>• Introduce a weekly wellbeing focus that all staff have input into and which focuses on the responsibility of the individual for self care</li> <li>• Continue to explore ways of managing teacher workload</li> <li>• Build, through role modeling by the leadership team, a culture of recognition and acknowledgment of positive staff contributions, as appropriate</li> <li>• Continue to explore ways of lifting morale at challenging times of the year, in particular</li> <li>• Continue to organise staff social events</li> </ul>	<p><i>SLT/ BOT</i> <i>Term 2</i></p> <p><i>All staff</i> <i>Term 1 and ongoing</i></p>	<p>Time and cost Of survey</p> <p>Time allocated in meetings</p> <p>Time allocated and funds from pastoral care budget</p>	<ul style="list-style-type: none"> <li>• Teacher wellbeing survey is undertaken. strategic plan is reviewed and actions undertaken</li> <li>• Use of the resources from wellbeing NZ for weekly focus begins to impact on individual and therefore collective wellbeing</li> <li>• Feedback from staff indicates the role of the board as employer is working well and that staff feel valued by the board</li> </ul>

	<ul style="list-style-type: none"> <li>to build team</li> <li>Board to identify ways in which they can contribute to staff and in particular, senior leadership, wellbeing</li> </ul>			
<b>Strategic Goal 3 - Future Focus:</b> Prepare our learners to live by Gospel values and thrive in an uncertain world <b>so that</b> students are equipped to live a life that is characterised by all that is beautiful, good and true; a life of Christian witness; and are socially and emotionally competent, resilient, active, responsible and optimistic about the future.				
Annual Goal	Actions	Who/ When	Resources	Indicators
<b>Initiative 3.1: Develop teachers' collective capacity to evaluate, inquire and build their knowledge, in order to sustain improvement and grow innovative practices</b>				
<b>Implement research and collaborative teaching as inquiry to further develop effective teaching practices across the school</b>	<ul style="list-style-type: none"> <li>Leadership team participates in the ELN collaborative inquiry project</li> <li>Leadership team undertakes professional learning with external experts to ensure they are equipped to facilitate the learning of their teams</li> <li>Unpack with teachers the notion of collaborative inquiry</li> <li>Identify hub-based collaborative inquiries that are focused on raising student achievement, ensure that teachers are adapting their practice and better meet the needs of all learners</li> </ul>	Teachers and SLT  <i>Term 1 ongoing</i>	Time allocated through PLD schedule	<ul style="list-style-type: none"> <li>A school-wide approach to inquiry continues to be implemented and is recorded in the St. Mary's Way</li> <li>Collaborative inquiry is undertaken and recorded</li> <li>Shifts in student achievement and progress begin to be evidenced</li> </ul>
<b>Initiative 3.2: Develop all learners' understanding of well being through the concept of Hauora</b>				
<b>Develop the concept of Hauora as a means of promoting student and staff wellbeing</b>  <b>Develop teacher understanding of sexuality education from the</b>	<ul style="list-style-type: none"> <li>Grow teacher and student understanding of Hauora through PLD programme</li> <li>Ensure termly health planning integrates Hauora as a theme and that all four dimensions are covered over the year</li> <li>Make deliberate links between Hauora and our Charism/ Gospel values</li> <li>A student wellbeing survey is undertaken</li> </ul>	SLT/ Teachers  <i>Ongoing</i>  SLT/ Teachers <i>Term 2</i>	Time to unpack and plan  Cost of survey and time to administer	<ul style="list-style-type: none"> <li>Students begin to use the language of Hauora and to show an awareness of ways of staying healthy</li> <li>Student behaviour to others increasingly reflects our Gospel</li> </ul>

Catholic perspective	<ul style="list-style-type: none"> <li>and shifts analysed from that conducted in 2017</li> <li>• Key teachers undertake PLD related to sexuality education through the CSO</li> </ul>		Cost	<ul style="list-style-type: none"> <li>values and an empathy for others</li> <li>• Sexuality education is delivered from a Catholic World View</li> </ul>
<b>Initiative 3.3: Develop teacher capability to integrate digital technologies effectively into all learning programmes</b>				
Increase student access to digital technologies and develop teacher capability to use digital technologies to enhance student learning	<ul style="list-style-type: none"> <li>• Ensure blended learning opportunities are incorporated into the design of all learning</li> <li>• External expertise is engaged to support teachers in providing learning that integrates digital technologies as appropriate</li> <li>• Continue to find ways to increase the number of devices available to students</li> <li>• Appoint a within school COL leader whose focus is on digital immersion and ensure external support is provided to ensure the leader is supported and successful in implementing the digital immersion project</li> <li>• Explore how digital technologies amplify - where's the digital in everything we do?</li> </ul>	SLT  <i>Term 1</i>  Teachers <i>Ongoing</i>	Time  Time  Time  Time allocated each term	<ul style="list-style-type: none"> <li>• Mobile devices are increasingly used to enhance student learning as evidenced through observations, learning conversations and planning</li> <li>• The digital immersion project is implemented as appropriate</li> <li>• WS COL leader is supported in leading the DI project</li> </ul>
<b>Initiative 3.4: Develop an understanding of the Key Competencies and teaching practices that enable learners to become more effective learners</b>				
Develop a consistent approach to explicitly teaching the Key Competencies as part of an integrated curriculum	<ul style="list-style-type: none"> <li>• Continue to unpack Guy Claxton Powerful Learning Qualities with staff and students</li> <li>• Focus on unpacking one dimension of powerful learning per term and consider where digital learning can enhance this</li> <li>• Develop an approach that clarifies PLQs to be adopted</li> <li>• Record shared understandings in the St. Mary's Way</li> <li>• Implement discussions related to powerful learning form part of hub/ staff meetings</li> </ul>	SLT/ Teachers/ Students  <i>Term 1 ongoing</i>	Time allocated to PLD schedule  PLD budget allocated to workshop	<ul style="list-style-type: none"> <li>• The language of the powerful learner begins to be used by both staff and students</li> <li>• The learning skills and dispositions are recorded and a continuum for learning is created to ensure incremental learning over time</li> <li>• Professional learning ensures staff have greater understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Use NZCER research on Key Competencies to ensure teachers have a theoretical understanding of KCs</li> </ul>			and buy in as evidenced through the use of this as the language of learning
<b>Initiative 3.5: Grow students as agentic learners who are full partners in the learning process</b>				
<p><b>Explore and begin to implement progressions for learning for R.E., reading, writing and maths</b></p> <p><b>Develop through broad consultation, a graduate profile that is linked to the school vision and gives clarity about the learning dispositions St. Mary's learners will adopt over their time at our school</b></p>	<ul style="list-style-type: none"> <li>• Begin, through the use of Spotlight, to unpack learning progressions to both staff and students so that we can: <ul style="list-style-type: none"> <li>○ Use learning progressions to identify where students are at in their learning and what their next steps are</li> <li>○ Use learning progressions to ensure students can talk about the progress that are making in their learning</li> <li>○ Report on progress made using the language of the learning progressions</li> </ul> </li> <li>• Consult with all stakeholders about the graduate profile including digital fluencies</li> <li>• Build graduate profile and share with all stakeholders</li> <li>• Unpack graduate profile with all teachers and students to ensure it is a living document used as a pathway to further develop a culture of learning at SMS</li> </ul>	<p>Students/ SLT/ Teachers/ parents</p> <p><i>Term 1 ongoing</i></p>	<p>Time</p>	<ul style="list-style-type: none"> <li>• All students, teachers and parents are able to discuss learning using the language of the learning progressions</li> <li>• Graduate profile continues to build a culture and language of learning across the school</li> <li>• Students are increasingly seen to be partners in the learning process and they are increasingly clear about the learning they are undertaking and why it is important</li> </ul>