

St Mary's
School



Annual School Improvement Plan 2019

I have come so that they may have life and have it to the full - John 10:10

Annual School Improvement Plan 2019

Empowered and Aspirational We are empowered to be better than before

Initiative	Actions	Who/ When/ Resources	Indicators
1.1 Strengthened and accelerated learner outcomes	a) Review and develop maths assessment tools and the understanding of these	SLT and teachers - ongoing 2019	Use of mathematics assessment tools is annotated; they are being administered appropriately and; assessment information is clearly being used to plan for student learning
	b) Increase teacher content knowledge in mathematics	SLT and teachers - ongoing 2019	Planning and observations clearly show that the new content knowledge is being implemented
	c) Introduce DMIC (Developing mathematical inquiry communities)	SLT and teachers - ongoing 2019	Observations, walk-throughs and PACs show that teachers are employing this pedagogical approach in their teaching
	d) Develop a consistent and effective approach to teaching writing	SLT and teachers - ongoing 2019	The pedagogical approach to writing is clearly annotated and is being implemented as evidenced by planning, observations and walk-throughs
	e) Use the LLPs, ELLPs and current research to strengthen teacher content knowledge and practice of teaching writing	SLT and teachers - ongoing 2019	PLD sessions are conducted and the progressions are being used effectively as evidenced by planning, observations and walk-throughs

Annual School Improvement Plan 2019

	f) Continue to implement a phonics programme in the junior school	Transition Leader/ Junior teachers/ DP responsible - Term 1 2019 and ongoing	Learners increasingly demonstrate the use of phonics knowledge and strategies as they learn to read and write Achievement data show that the use of phonics is strengthening student literacy across the junior school
1.2 Strengthened use of assessment for learning practices for all are developed	a) Continue to develop teacher capability in Assessment for Learning practices	SLT and teachers - ongoing 2019	PACs are regularly conducted as part of our PLD allocation and clear shift in teacher practice is evidenced through PACS
	b) Develop learner capability to effectively self and peer assess, reflect on their learning and identify next learning steps	SLT and teachers - ongoing 2019	Learner books, modeling books, Spotlight and other artefacts demonstrate the use of these AFoL practices
1.3 STEAM is integrated through learning	a) Unpack and begin the implementation of the new Digital Technology Hangarau Matihiko learning area	SLT and teachers - ongoing 2019	Teachers are surveyed regularly and show increased confidence and knowledge in the delivery of the Digital Technology Hangarau Matihiko learning area CORE Education facilitator works in classrooms alongside teachers as they implement this
	b) Develop a St Mary's School model of student inquiry	SLT and teachers - Term 2 and 3, 2019	Student inquiry model is annotated in the St Mary's Way

Annual School Improvement Plan 2019

	c) Improve planning to ensure these five areas are explicitly integrated into learning	Teachers - Term 1 onwards	Planning clearly shows that these five areas are integrated into learning
	d) Ensure STEAM is included in our reporting to parents	SLT - Term 2 and Term 4, 2019	Reports show that these areas are integrated through learning
1.4 Equity and excellence are promoted through the development of a culturally responsive and inclusive curriculum	a) Review and update the St Mary's Curriculum to reflect PB4L and learning without walls	SLT and teachers - ongoing 2019	Curriculum is annotated to include these areas
	b) Develop the understanding of the cultural competencies with staff and students <ul style="list-style-type: none"> - Te reo and tikanga Māori - Tapasā 	Culturally responsive leader and teachers - ongoing 2019	PLD sessions are planned and implemented that focus on these areas. Planning, observations, walk-throughs and classroom walls clearly show evidence of these areas
	c) Develop systems and learning contexts that ensure that we value the language, culture and identity of all (school and community)	Culturally responsive leader and teachers - ongoing 2019	Planning, observations, walk-throughs and classroom walls clearly show evidence of these areas
	d) Strengthen the understanding and use of the Powerful Learning Qualities so that they are integrated across planning and the broader aspects of learning	SLT and teachers - ongoing 2019	The use of PLQs is annotated in our curriculum and these are evident in planning, reward systems, on walls and in student and teacher reflection

Annual School Improvement Plan 2019

Contributing			
We contribute to make a difference today and tomorrow			
Initiative	Actions	Resources	Indicators
2.1 Leadership for all - students and staff - is grown and promoted	a) Develop the role of the student leaders	DP responsible - ongoing 2019	Student leaders have an annotated role description
	b) Further develop Tuakana/Teina	SLT/ DRS Teachers - ongoing 2019	The Tuakana/Teina approach becomes increasingly evident through parent and student voice
	c) Extend student leadership outside of the school	DP responsible/ teachers - ongoing 2019	Students are increasingly involved in events and opportunities for contributing to the community outside of the school
	d) Encourage leadership growth in teachers using the Leadership Capability Strategy	SLT/ teachers via appraisal system	All teachers are aware of the Leadership Capability Strategy and as part of their goals articulate and reflect on this each term
	e) Continue to grow a culture of collaborative teacher inquiry where teachers lead their own learning at hub level	Hub teachers/ DPs - ongoing 2019	Collaborative inquiries show that they are increasingly leading to changes in practice that result in improved learner outcomes

Annual School Improvement Plan 2019

	f) Continue to develop middle leaders who lead competently	SLT/ Leaders/ The Education Group consultant - ongoing 2019	Middle leaders are appraised and feedback demonstrates that they are growing in their roles and that they are having a positive impact on the learning of their akonga (teachers and students)
2.2 Students are nurtured to be good citizens who are - <ul style="list-style-type: none"> • socially aware • serving others • showing true Catholic character 	a) Explore service opportunities for learners in all year levels - including service to the school, parish, wider community	DPs/ DRS/ Teachers - ongoing 2019	Service opportunities are available at all year levels
	b) Continue to improve sustainability across the school	DPs/ Teachers/ Caretaker - ongoing 2019	Sustainable practices are increasingly evident across the school
	c) Use student leaders to implement service and sustainability opportunities	DP responsible/ student leaders - ongoing 2019	Student leaders are given portfolio areas of responsibility and are supported to lead these
	d) Extend student involvement in and service to the parish community and church liturgy	DRS/ Catholic Character team/ Parish Priest - ongoing 2019	Students are increasingly seen to be contributing members of their different communities (home, school, parish) Students are increasingly involved in Church liturgy
	e) Survey the community to establish a register of community members who can support learning	DP responsible - Term 1, 2019	A register of parents is collated and is used by the school to establish appropriate links depending on the learning context

Annual School Improvement Plan 2019

Connected

We connect so we can grow and learn

Initiative	Actions	Resources	Indicators
3.1 Learning is stretched through the implementation of a 'learning without walls' approach	a) Develop, with student input, Tane's Trail as a learning resource	DP/ Teachers/ Student Leaders/ Grant coordinator - ongoing 2019	Trees are planted in Tane's Trail, the mulch pathway is completed and student solutions for attracting wildlife are put in place
	b) Implement purposeful and authentic play-based learning	Transition leader/ DP responsible - ongoing 2019	Provocations are implemented in the junior team and PBL is also used and its impact tracked through student voice and learner engagement
	c) Include community resources in learning contexts (beach, bush, mangroves etc.) and explore ways of giving back to the community	DP responsible/ teachers - ongoing 2019	Planning shows that learning is increasingly taking place outside of the classroom
	d) Develop 'Garden to Table' initiatives as part of learning without walls	Teacher responsible - ongoing 2019	Students create and develop gardens in the school environment. These are used extensively as part of the learning contexts
	e) Explore and extend water-safety learning opportunities	SLT - Terms 3 and 4, 2019	Senior students access water safety programme external to the school

Annual School Improvement Plan 2019

	f) Establish our Makerspace boxes and extend opportunities for learners to access the Digital Technology Hangarau Matihiko learning area outside of the classroom	Digital immersion leader/ DP responsible - ongoing 2019	Makerspace boxes are developed and are distributed across the school. PLD is provided to teachers and the devices are well used by students both as part of the classroom programme and as appropriate, as part of the extra-curricular programme
	g) Introduce PMP for junior team	Transition leader/ junior SENCO/ RTLBs - Term 2, 2019 and ongoing	Programme is implemented by a trained teacher aide and overseen by the junior teachers
3.2 Well-being for self and others is promoted	a) Reignite our approach to Hauora as a key component of our P.E. and Health learning area	SLT/ All teachers - Term 1, 2019 and ongoing	Hauora is evident in planning and in observations and walkthroughs
	b) Focus on and measure the impact of 'learning without walls' on staff and student wellbeing	SLT - ongoing 2019	The Leuven scale is used to assess well-being and to track the impact on wellbeing of all involved
3.3 Pathways, expertise and partnerships are promoted with our St Mary's community and the North Shore Catholic Community of Learning schools (Kahui Ako)	a) Contribute to Kahui Ako work on a joint graduate profile	Principal/ all teachers - ongoing 2019	A graduate profile is completed by the end of 2019
	b) Within school leaders continue to strengthen relationships with across school leaders	Within-school leaders - ongoing 2019	The across school leaders are increasingly seen in our school and within school leaders value the relationships that are built

Annual School Improvement Plan 2019

	c) Understanding of learning progressions is established and the use of these is implemented across all schools	SLT/ all teachers - ongoing 2019	Learning progressions are increasingly used to identify what learners can do and what they need to do next in order to make progress in their learning
	d) Explore further opportunities for our wider community to be involved in learning	DP responsible - ongoing 2019	Parents, Whanau and the community are increasingly visible as they contribute to the learning of our students
	e) Explore opportunities for communication of 'good news stories' and information about our school to our community and the wider community	Principal and DP responsible - Term 1, 2019 and ongoing	We have an increasing and positive social media presence and our website is seen to be gaining more hits from those who wish to enrol their children in our school
	f) Review the way we report learning progress and achievement to our parents and extend the use of Spotlight to include the parent portal	SLT - Term 1, 2019 and ongoing	Spotlight is the main vehicle for parents to gain written information about student learning and progress and other forms of communication of these have been considered by the end of the year
	g) Extend opportunities for improving parent understanding of current best practice with regards to learning	Principal and DP responsible - Term 1, 2019 and ongoing	The website and social media are increasingly used to facilitate 24/7 access for parents who would like to know more about the learning approaches at St Mary's