

Bishop Edward Gaines Catholic School (1607)
Mossop Road, Tokoroa

SCHOOL CHARTER

2021

"Let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

- Matthew 5:16

BISHOP EDWARD GAINES CATHOLIC SCHOOL – 2021 CHARTER

Our Mission

BELIEVE - ENRICH - GLORIFY - SERVE

We believe that we are unique individuals created by God in his image to carry out His great plan of creation. We strive for excellence to enrich our lives and the lives of others, glorifying God's name, spreading the Good News and living our lives as Jesus did in the service of others.

Our Vision

Our learning community's vision for graduate learners is to empower them to be confident, connected, actively involved lifelong learners instilled with Gospel values so that they are well prepared to *Believe, Enrich, Glorify and Serve* as 21st Century citizens.

“Taha Wairua, Taha Hinengaro, Taha Tinana, Taha Whānau”

Our Values

As Bishop Kids we strive to uphold the B.I.S.H.O.P Values:

- **B - Belief** We believe in God the Father, Son and Holy Spirit.
- **I – Integrity** We act and speak with respect for ourselves and others and this shows our integrity
- **S – Service** We willingly take the opportunities that are around us to help and serve others.
- **H – Honesty** We are honest and speak the truth.
- **O – Openness** We are open to new challenges showing confidence and self-belief.
- **P – Participation** We participate in our community of learning.

Our Charism

Bishop Edward Gaines Catholic School embraces the charism of **St Mary of the Cross MacKillop:**

- “Attitude of Gratitude”
- “Do Your Bit”
- “Listen for God’s Call”
- “Make Room in Your Hearts for All”

To Achieve Our Vision We Will

- Teach and model what it means to live our Gospel values
- Underpin teaching and learning programmes with Learner Agency pedagogy
- Provide coverage of all curriculum areas with emphasis on the core learning areas: Reading, Writing, Mathematics and Religious Education
- Engage and work with parents and the Parish Community
- Encourage participation in extracurricular activities

National Priorities

Learners at the centre: Learners and their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Barrier free access: Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

World class inclusive public education: New Zealand education is trusted and sustainable

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy (TES) only)

School Priorities

- Special Catholic Character
- Culturally responsive practice
- Māori learning and achievement
- Promoting best teaching practice and shared teaching pedagogy
- Health promoting school
- Accelerated progress in core curriculum areas
- Literacy
- Numeracy
- Teaching as Inquiry and Professional Growth Cycle
- Assessment for Learning
- Learner Agency
- Digital learning

Faith-based Kāhui Ako Vision

- Hauora
- Learner Agency
- Cultural responsiveness

Achievement Challenges:

- Oral Language
- Writing
- Mathematics
- Science

Key Competencies

From the New Zealand Curriculum

- Thinking
- Relating to Others
- Using Language, Symbols and Texts
- Managing Self
- Participating and Contributing

Tātaiako Cultural Competencies

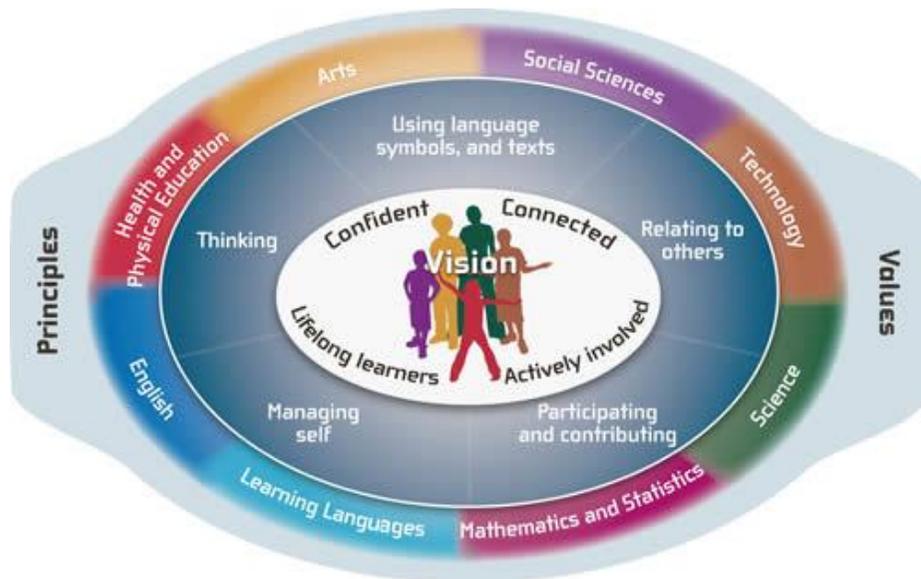
- Ako
- Whānaungatanga
- Tangata Whenuatanga
- Manaakitanga
- Wānanga

The New Zealand Curriculum

“Young people who will be confident, connected, actively involved, lifelong learners.”

This is achieved through teaching and learning based on the following Learning Areas.

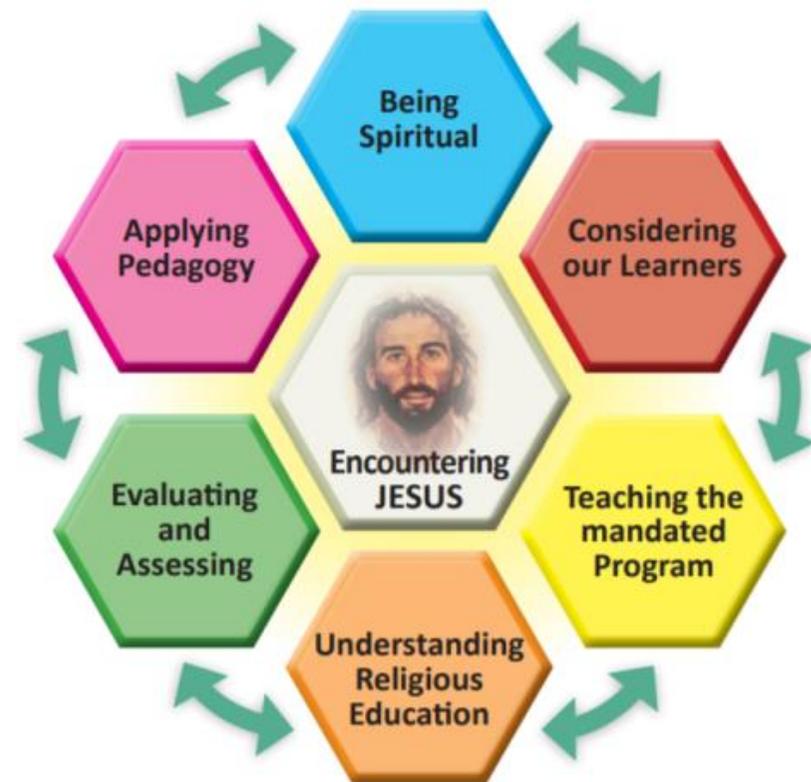
- English
- Mathematics and Statistics
- Religious Education
- Science
- Technology and Digital Technology
- Social Sciences
- The Arts
- Health and Physical Education
- Learning Languages



Religious Education

Jesus, and the encounter with him, is at the centre of what we do.

Children's developing spiritual identity and their relationship with Jesus are bound together. This is at the core of what we are about in Religious Education. It is more than knowledge and experience, but is informed and nourished by what happens in Religious Education. There is always the understanding that Jesus is active in the relationship not an outside observer or an ephemeral goal.



OUR SCHOOL

Brief Description

Bishop Edward Gaines Catholic School is a full primary catering for Year 1 to Year 8 operating as a Catholic Integrated School. The school values its Special Character and maintains a close relationship with St. Pius X Parish.

The school roll is culturally diverse. Our biggest ethnicities represented are Māori and NZ European/Pākehā, with minorities from around the world including the Pacific Islands, Asia, Africa and Europe.

Bishop Edward Gaines Catholic School is located in the predominately timber industry town of Tokoroa. It maintains an attractive campus situated between St. Pius X Church and Papa o te Aroha Marae.

The school is currently comprised of a modern learning environment with flexible learning spaces and kitchen facilities as well as a prefab block that contains the toilet facilities, school library and a spare classroom space. We have an astroturf court area, large playing field and playground.

The school is well equipped with digital learning tools. Each classroom is fitted with digital display screens, 1:1 Chromebooks for the Senior learners and tablets for the Junior learners.

The learning spaces within our modern learning environment ensure openness, access and flexibility. These spaces are kitted out with flexible furniture options that suit individual learning styles and can facilitate collaborative, independent and whole class teaching and learning.

Staff and Learners

Approximately 80% of pupils live with both parents. 20% of children live with one parent or parent and step parent. Some families are on Government Benefits or under Government Agencies. Following the Ministry of Education Demographic Survey the school received a decile ranking of 2.

The school has six allocated non-preference enrolment positions. At the end of 2020, six of the six positions were full. This means that 84% of the nominal roll children at the school have an association with the Catholic Church and are acknowledged as preference enrolments.

The school is blessed with a friendly and enthusiastic staff. Teachers work together in a collaborative manner. At present we have two classes operating. There is a junior class teacher (Years 1-3) and a senior class teacher (Years 4-8). We offer transition periods for learners by cross-grouping to cater for learning needs between the classrooms. We also work with families to customise transition to school programmes for new enrolments. Our school employs a full time support staff member who works mainly as a Teacher Aide for classroom learning support and also looks after Library responsibilities for 2 hours a week. An Office Administrator is employed for 18.5 hours a week.

Catholic Schooling Philosophy

Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment which enables young people to develop the attitude, knowledge and skills to become active and committed members of the Faith Community and to contribute positively to the world community.

Catholic integrated schools live and teach the values of Christ Jesus. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishops act in unison in determining the essentials of the philosophy and its underpinning values.

Being Catholic (abstract from RE Bridging Document p6)
Bishop Steve Lowe defines spirituality, within the Catholic context, as "the integration of theology (knowledge) and experience which becomes part of what the Church holds in her understanding of Christ." Knowledge on its own is sterile and personal experience can be distant or exclusive. Spirituality is the action of these relating to each other and this coming together encourages us to come together.

Catholic schools aim to provide education of the whole child in an environment of faith in the Catholic Tradition. Like all schools in Aotearoa NZ, they cater for the development of children and young people's hauora, that is, their physical well-being taha tinana, mental and emotional well-being taha hinengaro, social well-being taha whānau, and taha wairua spiritual well-being. (NZC) However, the Catholic school, in particular and as a whole, nurtures and supports the development of children's spirituality.

TEACHING AND LEARNING PROGRAMMES AT BISHOP EDWARD GAINES CATHOLIC SCHOOL

Implementation

- Learner Agency is promoted in our school, where learners set learning goals to strive for and learning progressions guide learner progress and achievement.
- We provide a balanced integrated curriculum for all learners, using a number of approaches, including inquiry approach.
- Learning programmes are based on the principles, key competencies, values and national achievement objectives of the revised NZ Curriculum.
- We use a range of assessment practices to gather information that is sufficiently comprehensive to enable the progress and achievement of learners to be evaluated (NAG 1 (ii)).
- We give priority to learner progress and achievement in literacy and numeracy.
- We identify learners/groups of learners who are not meeting or are at risk of not meeting the expectations of the curriculum and develop and implement teaching and learning strategies to target their needs. This includes learners with special abilities/giftedness.
- We monitor the progress of Māori and Pacific learners and report to families on their achievement and targets for improvement.

Monitoring

- School wide data for achievement in Reading, Writing and Mathematics are analysed against the curriculum level expectations and reported to Board of Trustees and Faith Based Kāhui Ako.
- Trends are identified in the data collected and this guides the implementation of classroom teaching and learning programmes as well as any extension or support required for individual/groups of learners.
- Targets and strategies implemented to improve learner progress and achievement.
- Professional Development supports the targets and strategies identified and implemented to raise learner achievement.
- Reporting to parents includes written reports, digital portfolios and goal setting against learning progress and achievement in Reading, Writing and Mathematics, and across the wider NZ Curriculum.

BOARD OF TRUSTEES UNDERTAKINGS

Board Undertakings/Consultation

The Bishop Edward Gaines Catholic School Board of Trustees consults at least annually with Māori and the wider community. Formal opportunities for consultation include school newsletter, BOT meetings, staff meetings, parent hui, one to one conversations, and community surveys. The school maintains an open door policy, encouraging families to approach the school and individual interviews with parents are held in conjunction with learner led conferences, highlighting the three way partnership between teacher/school, parents/family, and child.

Ratification of Bishop Edward Gaines Catholic School Charter

The 2021 School Charter was ratified at the February 2021 meeting of the School Board of Trustees (refer to BOT minutes).

School Charter and Annual Report

A copy of the Bishop Edward Gaines Catholic School Charter will be sent to the Ministry of Education by 1st March 2021.

Planning Year

Bishop Edward Gaines Catholic School's planning year is November 1st to November 1st. The implementation of the school's plans is from the beginning of the new school year.

Cultural Dimensions

Bishop Edward Gaines Catholic School will recognize the principles of the Treaty of Waitangi – participation, protection and partnership. The curriculum will recognise the unique position of Māori within New Zealand society. It will provide learners with experiences and understandings in cultural traditions, language and local and national histories. All learners will become familiar with greetings, National Anthem in Māori and English, social phrases, instructions, waiata, karakia and mihi through Te Reo. The school will continue to maintain and further enhance the communication lines with the Māori community and take into account recommendations from whānau, maintaining partnerships developed in 2019 through whānau consultation and hui. Under Te Tiriti o Waitangi we recognise and acknowledge the shared authority and responsibility in partnership arrangements, the expectations on our school to protect that which is important in the interests of Māori and provide opportunities for Māori learners to achieve success as Māori.

Te Reo me ōna Māori

The priority is for Māori learners to feel proud and positive about being Māori within our school environment. We have a strong relationship with our neighbouring Catholic Marae, Papa O Te Aroha, and Raukawa, our local iwi. Bishop Edward Gaines Catholic School participates in the local South Waikato Cultural Festival and Catholic Cluster Kapa Haka Festival in Whakatāne. All learners participate in these schoolwide and community events.

School Operation, Governance and Management Section:

Curriculum

Key school documents relating to curriculum

- New Zealand Curriculum Framework
- Curriculum Implementation Plans
- Individual Learner Pathways and Achievement Records
- Associated Policies
- Charter and Annual Plan
- Annual Budget

Human Resources

Key school documents relating to human resources

- Job Descriptions
- Performance Agreements
- Professional Growth Cycle
- Accidents and Medical Register
- Personnel and Curriculum Policies
- Annual Plan: Strategic Aims and Targets

BISHOP EDWARD GAINES CATHOLIC SCHOOL'S STRATEGIC AIMS – 2021 to 2023

As a result of recognised Government priorities, community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the Board has identified the following strategic aims:

Strategic Aims	2021	2022	2023
<p>1. Special Catholic Character:</p> <p>To show faith in action</p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.1 Through enhancing prayer life and charism:</p> <ul style="list-style-type: none"> ➤ Increasingly learner led meditation and prayer. ➤ Increased opportunities for reflection on experiences in meditation – witnessing faith ➤ Explore prayer elements from other cultures represented in the community ➤ Children and teachers able to recall patronage of the school and its significance for our community. ➤ Establish a liturgy committee of learners for the planning of school Mass and liturgy <p>1.2 Through the implementation of the RE Curriculum:</p> <ul style="list-style-type: none"> ➤ Teachers learning to plan for integrated learning of RE, identifying key teaching points from the RE strands. ➤ Implement use of the REBD to plan and teach according to the curriculum levels rather than year levels for RE ➤ Review assessment practices in RE 	<p>1.1 Through enhancing prayer life and charism:</p> <ul style="list-style-type: none"> ➤ Build on liturgy committee of learners, planning for celebrations for Sunday Parish Mass. ➤ Daily learner led prayer and meditation. ➤ Bicultural and multicultural elements brought into school Masses – responses, prayer, hymns, other cultural practices. <p>1.2 Through the implementation of the RE Curriculum:</p> <ul style="list-style-type: none"> ➤ Imbed connected curriculum planning, integrating RE into the NZ Curriculum, using an inquiry learning approach for RE 	<p>1.1 Through enhancing prayer life and charism:</p> <ul style="list-style-type: none"> ➤ Increasingly learner led liturgy planning and prayer ➤ Bicultural and multicultural elements brought into Sunday Masses led by the school. <p>1.2 Through the implementation of the RE Curriculum:</p> <ul style="list-style-type: none"> ➤ Teachers plan and teach a connected curriculum where Jesus is at the heart of all learning.

Strategic Aims	2021	2022	2023
<p>1. Special Catholic Character:</p> <p>To show faith in action</p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.3 Through strengthening Parish/School partnerships:</p> <ul style="list-style-type: none"> ➤ Encourage children and families to commit to ministries for Sunday Mass – gifts, serving, reading ➤ Sacramental programme taught by teachers ➤ Regular attendance at week day Mass by children ➤ Invitations extended to Parish for school events <p>1.4 Community outreach</p> <ul style="list-style-type: none"> ➤ Continuation of learner army to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising. ➤ Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions. ➤ Seniors – planned visits in the community – elderly, food bank, SWPIC, ECE... 	<p>1.3 Through strengthening Parish/School partnerships:</p> <ul style="list-style-type: none"> ➤ Children and families to commit to ministries for Sunday Mass – school rosterd on ➤ Sacramental programme taught by teachers ➤ Learners participation in weekday Mass increases to include reading, song or prayer of the faithful ➤ School assists with children’s liturgy <p>1.4 Community outreach</p> <ul style="list-style-type: none"> ➤ Continuation of learner army to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising. ➤ Establish stronger links with Society of St Vincent de Paul and Catholic Women’s League - service. ➤ Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions. ➤ Whole school - More frequent planned visits in the community – elderly, food bank, SWPIC, ECE... 	<p>1.3 Through strengthening Parish/School partnerships:</p> <ul style="list-style-type: none"> ➤ Children and families to commit to ministries for Sunday Mass ➤ Sacramental programme taught by teachers ➤ Learners participation in weekday Mass increases to include reading, song or prayer of the faithful ➤ Assisting Parish with pastoral outreach through CWL and SVDP. <p>1.4 Community outreach</p> <ul style="list-style-type: none"> ➤ Continuation of learner army to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising. ➤ Frequent assistance given to Society of St Vincent de Paul and Catholic Women’s League. ➤ Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions. ➤ Whole school – Expanding on planned visits in the community – elderly, food bank, SWPIC, ECE...

Strategic Aims	2021	2022	2023
<p>1. Special Catholic Character:</p> <p>To enhance the Special Character of the School</p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.5 Through self review and professional development:</p> <ul style="list-style-type: none"> ➤ Ongoing self review using the four dimensions in place and gathering of evidence: <ol style="list-style-type: none"> 1. Encounter with Christ, 2. Growth in knowledge, 3. Christian witness, 4. Safeguarding and strengthening ➤ Individualised staff development programmes to support teaching and learning in RE and in staff faith formation. ➤ Staff PLD meetings regarding RE strands – entry meetings. 	<p>1.5 Through self review and professional development:</p> <ul style="list-style-type: none"> ➤ Continued self review process using the four dimensions in place and gathering of evidence – Catholic Character Review to be carried out in 2022. ➤ Continued individualised staff development programmes to support teaching and learning in RE and faith formation. ➤ Attendance at the Catholic Convention. 	<p>1.5 Through self review and professional development:</p> <ul style="list-style-type: none"> ➤ Regular self review process using the four dimensions in place and gathering of evidence. ➤ Individualised staff development programmes to support teaching and learning in RE and staff faith formation.

Strategic Aims	2021	2022	2023
<p>2. Local Curriculum Development</p> <p>To reimagine a responsive curriculum where every person can see themselves as active contributors within.</p> <p>3.1 Community Voice</p> <p>3.2 Graduate Profile</p> <p>3.3 Local Curriculum Development</p> <p>3.4 Professional development</p>	<p>2.1 Community Voice:</p> <ul style="list-style-type: none"> ➤ Use data gathered in 2020 with new data gathered in 2021 to inform curriculum design ➤ Consultation opportunities for learners, families, wider community and with staff – delivery options varied, face-to-face, written, online, individual, group.. <p>2.2 Graduate Profile:</p> <ul style="list-style-type: none"> ➤ Full review of current Graduate Profile. ➤ Build Graduate Profile that is reflective of learner, parent/whānau, iwi, staff and future-focused/research voices. <p>2.3 Local Curriculum Development:</p> <ul style="list-style-type: none"> ➤ Unpack common values and learning philosophies that drive learning in our school. ➤ Develop rich learning experiences that are built on our values, mission, local context and graduate profile. ➤ Develop a common ‘why’ to our collective ‘who’. ➤ Develop seamless transitions across the curriculum and integrated teaching and learning. <p>2.4 Professional Development</p> <ul style="list-style-type: none"> ➤ Professional Learning Application to the MOE successful in 2021. A series of staff meetings and teacher only days to guide staff in bringing together gathered data and voice in developing the Local Curriculum. 	<p>2.1 Community Voice:</p> <ul style="list-style-type: none"> ➤ Ongoing internal reviews and consultation with all stakeholders – learners, families, wider community and staff. <p>2.2 Graduate Profile:</p> <ul style="list-style-type: none"> ➤ Graduate Profile reviewed annually to ensure the curriculum is still responsive to the aspirations of the community. <p>2.3 Local Curriculum Development:</p> <ul style="list-style-type: none"> ➤ Local Curriculum in practice and reviewed annually to ensure the curriculum is still responsive to the aspirations of the community: - Is our curriculum still reflective of our kura’s mission, context, graduate profile and values. <p>2.4 Professional Development:</p> <ul style="list-style-type: none"> ➤ Ongoing Professional Learning Development to support staff in their delivery of the local curriculum. This is linked to national and school priorities and professional needs of staff. 	<p>2.1 Community Voice:</p> <ul style="list-style-type: none"> ➤ Ongoing internal reviews and consultation with all stakeholders – learners, families, wider community and staff. <p>2.2 Graduate Profile:</p> <ul style="list-style-type: none"> ➤ Graduate Profile reviewed annually to ensure the curriculum is still responsive to the aspirations of the community. <p>2.3 Local Curriculum Development:</p> <p>Local Curriculum in practice and reviewed annually to ensure the curriculum is still responsive to the aspirations of the community: - Is our curriculum still reflective of our kura’s mission, context, graduate profile and values.</p> <p>2.4 Professional Development:</p> <ul style="list-style-type: none"> ➤ Ongoing Professional Learning Development to support staff in their delivery of the local curriculum. This is linked to national and school priorities and professional needs of staff.

Strategic Aims	2021	2022	2023
<p>3. Learner Agency</p> <p>To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.</p> <p>3.1 Learners engaged with their own learning and progress</p> <p>3.2 At risk learners</p> <p>3.3 Teachers pedagogical knowledge</p> <p>3.4 Practicing Learner Agency</p> <p>3.5 Professional development</p>	<p>3.1 Learners engaged with their own learning and progress:</p> <ul style="list-style-type: none"> ➤ All students will be able to talk about what they are learning, and Year 2 and up will be able to elaborate further talking about why they are learning what they're learning and their next steps in Reading, Writing and Mathematics. ➤ Opportunity for teaching inquiry into play-based/project-based learning (agentic practices). <p>3.2 At risk learners:</p> <ul style="list-style-type: none"> ➤ Continuing use of learning progressions to track progress and achievement of all students. ➤ SENCo register review ➤ Whole school assessment data will also include progress made by each child whose learning and achievement needs acceleration in Reading, Writing and Mathematics. ➤ PACT tool trialled for Writing (alongside current assessment tools). 	<p>3.1 Learners engaged with their own learning and progress:</p> <ul style="list-style-type: none"> ➤ All students will be able to discuss their learning in terms of what they are learning, why and their next learning steps. ➤ Play-based and project-based learning becoming more established in classroom programmes. ➤ Opportunity for teaching inquiry into workshops and negotiated choice (agentic practices) <p>3.2 At risk learners:</p> <ul style="list-style-type: none"> ➤ Continue to use of learning progressions to assist planning to cater for diverse needs and abilities. ➤ SENCo register kept up to date to track at risk learners. ➤ PACT tool key assessment utilised for Writing. PACT tool investigated for use in Mathematics. 	<p>3.1 Learners engaged with their own learning and progress:</p> <ul style="list-style-type: none"> ➤ Senior students will be able to discuss their learning in terms of their learning pathway. ➤ All students will be able to discuss their learning in terms of what they are learning, why and their next learning steps. ➤ Play-based and project-based learning implemented into classroom programmes. ➤ Use of student workshops and negotiated choice introduced into daily programmes. <p>3.2 At risk learners:</p> <ul style="list-style-type: none"> ➤ Continue to use of learning progressions to assist planning to cater for diverse needs and abilities. ➤ SENCo register kept up to date to track at risk learners. ➤ PACT tool key assessment utilised for Writing and Mathematics. PACT tool investigated for use in Reading.

Strategic Aims	2021	2022	2023
<p>3. Learner Agency</p> <p>To use strategies from Learner Agency effectively to improve teaching and learning in and accelerate progress and achievement in Reading, Writing and Mathematics.</p> <p>3.1 Learners engaged with their own learning and progress</p> <p>3.2 At risk learners</p> <p>3.3 Teachers pedagogical knowledge</p> <p>3.4 Practicing Learner Agency</p> <p>3.5 Professional development</p>	<p>3.3 Teachers pedagogical knowledge</p> <ul style="list-style-type: none"> ➤ Teaching staff are developing a shared understanding of Learner Agency ➤ Teachers will identify themselves on the Learner Agency self-assessment continuum, setting goals as part of their inquiry and appraisal accordingly. ➤ To continue to build teacher capacity with readings, sharing, observations. <p>3.4 Practicing Learner Agency:</p> <ul style="list-style-type: none"> ➤ Establish cross grouping to meet the needs of all learners ➤ Sharing learning progressions with learners ➤ Establishing digital portfolio system and opportunities for learner reflection on their own learning ➤ Use of Daily 5, Daily 3 and Must do/Can do ➤ Investigate play based and project based learning. <p>3.5 Professional development:</p> <ul style="list-style-type: none"> ➤ Use of PACT Tool – Kahui Ako/Cluster ➤ Local Curriculum Development ➤ PCT support 	<p>3.3 Teachers pedagogical knowledge</p> <ul style="list-style-type: none"> ➤ Teaching staff will continue to build learner agency. ➤ To continue to build teacher capacity with readings, sharing, observations. ➤ Teachers will continue to move on the Learner Agency self-assessment continuum. <p>3.4 Practicing Learner Agency:</p> <ul style="list-style-type: none"> ➤ Continue cross grouping with teachers taking learner workshops, some senior learners opting in. ➤ Learners identify themselves within learning progressions ➤ Continue digital portfolio system and opportunities for learner reflection on their own learning ➤ Established project and play based learning <p>3.5 Professional development:</p> <ul style="list-style-type: none"> ➤ Use of PACT Tool – Kahui Ako/Cluster ➤ Possibly look into Learner Agency PLD 	<p>3.3 Teachers pedagogical knowledge</p> <ul style="list-style-type: none"> ➤ Teaching staff will continue to imbed learner agency. ➤ Teachers to revise and refine their teaching practices in relation to learner agency. <p>3.4 Practicing Learner Agency:</p> <ul style="list-style-type: none"> ➤ Continue cross grouping with all senior learners and some Year 3/4 learners opting into workshops ➤ Learners identify next learning steps ➤ Continue digital portfolio system and opportunities for learner reflection on their own learning ➤ Negotiated choice – using daily 5, daily 3, must do/can do system <p>3.5 Professional development:</p> <ul style="list-style-type: none"> ➤ Look into possibility for PLD in Learner Agency ➤ Godly play

Special Catholic Character

Bishop Edward Gaines Catholic School is proud to be Catholic, embracing the charism of Mary MacKillop.

The school enhances the Catholic Character through:

- Implementing the RE Bridging Document with Christ-centred Connected Curriculum planning
- Enhancing the prayer life of the school
- Celebrating Catholic Character by recognising school patronages and charism
- Frequent and meaningful participation – Sacraments, Mass, opportunities of service

Community Partnership & Special Events

Bishop Edward Gaines Catholic School is committed to maintaining a sense of whanaungatanga within the community through:

- School Website, SkoolLoop, Social Media
- Liaise with ECE & High schools
- Parent and community helpers in schools
- Prize giving
- Sports Days
- School Partnership evenings
- Student Leadership opportunities
- House events
- Whanau group meetings
- Story Hui

NAG 6 Legislation and Administration

Bishop Edward Gaines will adhere to all legislative requirements:

- Completing March/July returns to MOE and CISO
- Passing Charter and send to MOE (March)
- Compliance with hours of operation, length of school year and attendance
- Compliance – building codes
- Opportunities for Professional Development from NZSTA and Catholic Diocese

NAG 1 Curriculum

Bishop Edward Gaines Catholic School is committed to raising the achievement of its learners:

- To meet the needs of ALL learners.
- To use strategies from Learner Agency effectively to improve teaching and learning in and accelerate progress and achievement in Reading, Writing and Mathematics.

NAG 2 Self Review and Strategic Documentation

The Board of Trustees of Bishop Edward Gaines Catholic School will attend to self review and strategic planning by:

- Reviewing Catholic Character according to the 3-year schedule and Encounter with Christ, Growth in Knowledge, Christian Witness, or Safeguarding and Strengthening Catholic Character
- Following the timetable for policy review
- Adhering to the programme for self review
- Implement and monitor strategic plan and charter

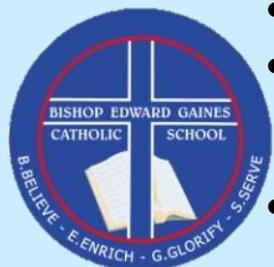
NAG 3 Personnel

2021 sees a new team at Bishop Edward Gaines Catholic School:

- Maintaining a cohesive, collaborative team
- Opportunities for Professional Learning and Development:
 - Local Curriculum Development
 - PCT support
 - RE Curriculum Delivery
- Job descriptions and Professional Growth Cycle

BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL PLAN 2021

School wide goals for improving learner achievement:



- **To show our faith in action**
- **To reimagine a responsive curriculum where every person can see themselves as active contributors.**
- **To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.**

NAG 5 Health and Safety

Bishop Edward Gaines Catholic School will strive to be a healthy and safe place for all:

- Continue to Implement plan for Health & safety at Work Act 2016 and Vulnerable Children's Act
- Embedding PB4L
- Continue implementing 'Health Promoting School' kaupapa

NAG 4 Finance

Through use of evidence based decisions:

- Assessing priorities for budgeting to meet resourcing needs for effective teaching and learning

Property/Assets:

- Respond to ongoing maintenance needs, schedules and plans

PROFESSIONAL LEARNING DEVELOPMENT PLAN 2021

PLD Opportunity	Timeframe	Responsibility	Aims
Religious Education	2021 school year	Principal/DRS Facilitator from TCI – Cynthia Piper	<ul style="list-style-type: none"> Review the implementation plan of the RE Curriculum delivery Enhancing prayer life of the school Teachers new to Catholic Schools (RE501 Spirituality for Teachers)
Local Curriculum Development	2021	Facilitator (Mary Anne Murphy) Principal	<ul style="list-style-type: none"> Teachers collaborative in their ways of working and being Learning truly personalised – learners will have agency over their assessment data, learning experiences and timetable. Learning is connected to identity, culture, ways of learning and interests of learners. Whānau an integral part of a child’s learning; relationships between home and school are open, honest and collaborative. Leadership reflect deeply on their leadership practice, learning strategies that will grow them and their deliberate acts of leadership, connecting research and bringing people with them. Leadership will provoke deep dialogue through coaching questions; professional conversations that support the professional growth cycle and are focused on priority learners.
PACT tool	2021-2023	ASC (Kahui Ako) Principal	<ul style="list-style-type: none"> to utilise the PACT tool in accurately assessing Writing (2021), Mathematics (2022) and Reading (2023)

BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL TARGETS 2021

Strategic Aims 2021-2023:

- To show our faith in action
- To reimagine a responsive curriculum where every person can see themselves as active contributors within.
- To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.



Annual Objectives and Aims 2021:

- To show our faith in action
- To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.



Annual Targets 2021:

Reading: Of the seven learners Below and Well Below in Reading, all will have made accelerated progress.
Of the three Māori learners Below/Well Below in Reading, all will have made accelerated progress, and moved to At.
Of the six girls Below in Reading, all will have made accelerated progress and moved to At.

Writing: Of the two learners achieving just At expectations in Writing, both will have consolidated their understanding and have made progress to be comfortably At by the end of the year.
Of the six learners Below in Writing, all will have made accelerated progress, and moved to At.
Of the three Māori learners Below in Writing, all will have made accelerated progress, and moved to At.

Mathematics: Of the seven learners Below and Well Below in Mathematics, all will have made accelerated progress.
Of the four girls Well Below in Mathematics, all will have made accelerated progress and be achieving Below or higher.

STRATEGIC PLAN 2021 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN READING

Strategic Aims:

To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections between writing, reading and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify next learning steps in Reading.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in Reading for ESOL children.

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Consistency in use of Reading assessment tools
- Monitor and report on learner achievement in Reading
- Target planning for learners identified on the SENCo register with learning needs in Reading

Key Competencies:

- **Thinking** – using creative and critical thinking to form deeper understanding of a variety of texts
- **Relating to others** – discussing texts with others
- **Using language, symbols and texts** – decoding texts with confidence and fluency
- **Managing self** – sustained reading; reading for enjoyment; recognising next learning steps in making progress in Reading
- **Participating and Contributing** – recognising the author’s purpose, and their context when reading

Tātaiako Competencies:

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners’ achievement.
- **Whānaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for their own learning and that of Māori learners.

2021 ANNUAL TARGETS FOR READING

Annual Objectives and Aims:

- To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

2021 Annual Targets:

- Of the seven learners Below and Well Below in Reading, all will have made accelerated progress.
- Of the three Māori learners Below/Well Below in Reading, all will have made accelerated progress, and moved to At.
- Of the six girls Below in Reading, all will have made accelerated progress and moved to At.

Baseline Data: (November 2020)

In Reading, 24 learners (72.72%) are achieving at or above the curriculum expectation. This means that a further eight learners (24.24%) are identified as achieving below or well below the curriculum expectation for Reading. These learners have all been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. Trends in the data show that there are learning needs in Reading in the Junior end of the school. This could be indicative of an impact of COVID-19 on early literacy learning. Reading Recovery will be a critical intervention for these learners in 2021.

8.57% (3 of 33 learners) are Well Below

14.29% (5 of 33 learners) are Below

51.43% (16 of 33 learners) are At

25.71% (8 of 33 learners) are Above

Gender:

On our roll of 33 learners, the gender breakdown is 16 boys and 15 girls. While there is a higher number of girls identified as well below or below, there is a much higher percentage of girls achieving above in reading than boys. Having said this, there is a higher percentage of boys achieving at expectations than there are girls. Boys are outperforming girls in reading (59.99% of girls are at or above expectations and 87.50% of boys are at or above expectations in Reading.)

Girls (15 learners): 13.33% Well Below (2 learners); 26.66% Below (4 learners); 26.66% At; 33.33% Above

Boys (16 learners): 6.25% Well below (1 learner); 6.25% Below (1 learners); 68.75% At; 18.75% Above

Ethnicity:

Data currently shows that Māori are achieving at 70.00% (7/10 children) at or above and Pacific Island children are achieving at 83.33% (5/6 children) at or above in Reading. The lowest achieving cohort by ethnicity is NZ Pākehā and this is mainly due to recent enrolments achieving below or well below in reading.

Māori (10 learners): 10.00% Well Below (1 learner); 20.00% Below (2 learners); 60.00% At; 10.00% Above

Pacific (6 learners): 16.67% Below (1 learner); 66.67% At; 16.67% Above

Pākehā/NZ European (10 learners): 10.00% Well Below (1 learner); 30.00% Below (3 learners); 30.00% At; 30.00% Above

Asian (3 learners): 33.33% At; 66.66% Above

Other (2 learners): 50.00% At; 50.00% Above

READING ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
<p>1. Share effective teaching practice:</p> <ul style="list-style-type: none"> - Use of modelling books - Reading groups/workshops - Opportunities for buddy reading - Balanced classroom reading programme: Reading to – class novel, picture books; Reading with – shared book, big books, poetry; Reading by – sustained silent reading, - Links to inquiry learning 	Ongoing – throughout the year	Principal Across School leaders (CoL)	Release time for observations and meetings
<p>2. Poetry:</p> <ul style="list-style-type: none"> - Shared poems (weekly) and poetry reading (daily) 	Ongoing- throughout the year	Teaching staff	Seek out poetry sources
<p>3. Reading Recovery: Reading Recovery intervention to continue in 2021 to help Junior readers meet their learning goals in literacy. Early literacy groups (new Reading Recovery approach) to be implemented this year with the guidance of the head office and school tutor.</p>	Ongoing – throughout the year	Reading Recovery Teacher (Principal)	0.1 from school staffing 0.2 staffing MoE funded
<p>4. Professional Development:</p> <ul style="list-style-type: none"> - Play based learning – role of the teacher – visits to other schools with good play based learning in practice. - Local Curriculum Development 	Ongoing – throughout the year	Across School Coordinators Mary Anne Murphy (Facilitator) Teaching staff Principal	Release time for observations and meetings; Teacher Only Days.
<p>5. School-wide Assessment Practices: Data gathered each term, analysed and evidence based decisions made for future learning (as per assessment schedule 2021):</p> <ul style="list-style-type: none"> - Running Records/Probe carried out monthly (Years 0-3 and at risk readers) - BURT administered in Years 0-3 termly. - Probe testing for Years 4-8 carried out at least termly - PAT Reading Comprehension administered Term 4 (Year 4-8) 	Assessment data gathered each term	Principal Teaching staff	Release time to administer and analyse assessment data (CRT)

READING ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
6. Purchase resources <ul style="list-style-type: none"> - High interest targeting boys in the middle school (Years 4-6) - Junior readers – supplement current stock 	Term 1	Principal Teaching staff	\$1000 (From 2020 surplus)
7. Reading interventions for at risk readers: <ul style="list-style-type: none"> - Reciprocal Reading – to support readers coming off Reading Recovery and Senior readers with needs - Reading mileage – regular reading to teacher aide - Learning Support Coordinator – testing and resource creation to support at risk readers. 	Ongoing – throughout the year	Teacher aide	Teacher aide (9 hours weekly)
8. Target learners: <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo register updated - Learners below or well below curriculum expectations are on the SENCo register (including ESOL) - ELLP record for ESOL learners updated twice yearly for submission to the MOE 	Ongoing – throughout the year At least once each Term ESOL learners tracked on ELLP’s; scored on ELLP’s twice a year.	Principal Teaching staff	
9. Tracking progress and achievement <ul style="list-style-type: none"> - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners 	Ongoing – throughout the year	Principal Teaching staff	
1. Teaching as Inquiry Opportunities for teaching as inquiry through Local Curriculum Development: <ul style="list-style-type: none"> - Common teaching philosophies and approaches - Common values - Integrated learning – rich contextual learning - Learner Agency Culturally responsive practice in Literacy	Ongoing – throughout the year	Principal Teaching staff Facilitator – Mary Anne Murphy	PLD Application for 2021 successful

STRATEGIC PLAN 2021 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN WRITING

Strategic Aim:

To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections between writing, reading and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify next learning steps in writing.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in writing for ESOL children.

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts for writing with co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Moderation of writing assessment
- Consistency in writing assessment tools
- Monitor and report on learner achievement in Writing
- Target planning for learners identified on the SENCo register with learning needs in Writing

Key Competencies:

- **Thinking** – using creative and critical thinking to form and express ideas in writing
- **Relating to others** – considering audience and impact when writing
- **Using language, symbols and texts** – crafting writing for others to understand, read and enjoy
- **Managing self** – sustained writing; learner as an author; recognising next learning steps in making progress in writing
- **Participating and Contributing** – writing for a purpose, and an authentic context

Tātaiako Competencies:

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whānaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for their own learning and that of Māori learners.

2021 ANNUAL TARGETS FOR WRITING

Annual Objectives and Aims:

To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

2021 Annual Targets:

- Of the two learners achieving just At expectations in Writing, both will have consolidated their understanding and have made progress to be comfortably At by the end of the year.
- Of the seven learners Below in Writing, all will have made accelerated progress, and moved to At.
- Of the three Māori learners Below in Writing, all will have made accelerated progress, and moved to At.

Baseline Data: (November 2020)

In Writing, 23 learners (69.69%) are achieving at or above the curriculum expectation. This means that a further 8 learners (24.24%) are identified as achieving below or well below the curriculum expectation for Writing. These learners have all been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning.

3.03% (1 of 33 learners) are Well Below

21.21% (7 of 33 learners) are Below

45.45% (15 of 33 learners) are At

24.24% (8 of 33 learners) are Above

Gender:

Data shows a bell curve for boys and girls with no particular trend. There are no girls considered 'well below' in Writing though 25.00% of girls are currently writing below curriculum expectations. Girls achieve slightly higher overall with 4/15 girls above expectations and 4/16 boys above expectations.

Girls (15 learners): 26.67% Below (4 learners); 46.67% At; 26.67% Above

Boys (16 learners): 6.25% Well below (1 learner); 18.75% Below (3 learners); 50.00% At; 25.00% Above

Ethnicity:

Currently, after our Asian and Other ethnicities both of whom are achieving at 100% at or above in Writing, our Pacific learners are achieving statistically the next highest at 83.33% (5/6 children) at or above. NZ Pākehā and Māori learners are achieving at 70.00% At or Above expectations.

Māori (10 learners): 30.00% Below (3 learners); 60.00% At; 10.00% Above

Pacific (6 learners): 16.67% Below (1 learner); 66.67% At; 16.67% Above

Pākehā/NZ European (10 learners): 10.00% Well Below (1 learner); 20.00% Below (2 learners); 50.00% At; 20.00% Above

Asian (3 learners): 33.33% At; 66.67% Above

Other (2 learners): 100.00% Above

WRITING ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
<p>1. Share effective teaching practice:</p> <ul style="list-style-type: none"> - Use of modelling books - Writing groups/workshops - Opportunities for buddy writing - Selfand peer assessment - Meaningful, purposeful, authentic contexts for writing - Links to teacher inquiry - Opportunities for free writing – children can express themselves in writing - Spelling programmes 	Ongoing – throughout the year	Principal Across School leaders (CoL) Learning Support Coordinator – working with Senior Writers	Release time for observations and meetings
<p>2. Professional Development:</p> <ul style="list-style-type: none"> - Play based learning – role of the teacher – visits to other schools with good play based learning in practice. - Local Curriculum Development 	Ongoing – throughout the year	Across School Coordinators Mary Anne Murphy (Facilitator) Teaching staff Principal	Release time for observations and meetings; Teacher Only Days.
<p>3. School-wide Assessment Practices: Data gathered each term, analysed and evidence based decisions made for future learning:</p> <ul style="list-style-type: none"> - Assessments carried out for a variety of writing genre - PacT tool to be fully implemented for assessment of Writing by the end of the year. - E-asTTle and exemplars used as supplementary assessment where required. <p>School writing moderation (termly)</p>	Assessment data gathered each term Moderate 2-3 pieces of writing from each class, each term.	Principal Teaching staff Across School Coordinators - assisting Learning Support Coordinator - assisting	
<p>4. Target learners:</p> <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo register updated - Learners below or well below curriculum expectations are on the SENCo register (including ESOL) - ELLP record for ESOL learners updated twice yearly for submission to the MOE 	Ongoing – throughout the year At least once each Term ESOL learners tracked on ELLP's; scored on ELLP's twice a year.	Principal Teaching staff	

WRITING ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
5. Tracking progress and achievement - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners	Ongoing – throughout the year	Principal Teaching staff	
6. Teaching as Inquiry Opportunities for teaching as inquiry through Local Curriculum Development: <ul style="list-style-type: none"> - Common teaching philosophies and approaches - Common values - Integrated learning – rich contextual learning - Learner Agency - Culturally responsive practice in Literacy 	Ongoing – throughout the year	Principal Teaching staff Facilitator – Mary Anne Murphy	PLD Application for 2021 successful
7. Purchase Resources - To support writing in play based/project based learning	As required throughout the year	Principal Teaching staff	As per approved budget

STRATEGIC PLAN 2021 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN MATHEMATICS

Strategic Aims:

To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections within and across Mathematics strands: Numeracy and Algebra, Geometry and Measurement and Statistics.
- Use the learning progressions effectively to track and monitor progress and identify next learning steps in Mathematics.
- Promote and use the language of mathematics (mathematical literacy), using literacy skills to engage in mathematics

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps; learners sharing their learning in Mathematics
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Consistency in use of Mathematics assessment tools
- Monitor and report on learner achievement in Mathematics
- Target planning for learners identified on the SENCo register with learning needs in Mathematics

Key Competencies:

- **Thinking** – using creative and critical thinking when problem solving
- **Relating to others** – discussing mathematical thinking and understanding with others
- **Using language, symbols and texts** – using symbols appropriately for mathematics
- **Managing self** – recognising next learning steps in making progress in mathematics
- **Participating and Contributing** – recognising mathematics in the world around us – authentic contexts

Tātaiako Competencies:

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whānaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for their own learning and that of Māori learners.

2021 ANNUAL TARGETS FOR MATHEMATICS

Annual Objectives and Aims:

To use strategies from Learner Agency effectively to improve teaching and learning and accelerate progress and achievement in Reading, Writing and Mathematics.

2021 Annual Targets:

- Of the seven learners Below and Well Below in Mathematics, all will have made accelerated progress.
- Of the four girls Well Below in Mathematics, all will have made accelerated progress and be achieving Below or higher.

Baseline Data: (November 2020)

In Mathematics, 24 learners (75.00%) are achieving at or above the curriculum expectation. This means that a further 8 learners (25.00%) are identified as achieving below or well below the curriculum expectation for Mathematics. These learners have all been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning.

12.50% (4 of 32 learners) are Well Below

12.50% (4 of 32 learners) are Below

43.75% (14 of 32 learners) are At

31.25% (10 of 32 learners) are Above

Gender:

Trends show that more boys than girls are currently achieving at or above curriculum expectations for Mathematics.

Girls (15 learners): 20.00% Well below (3 learner); 13.33% Below (2 learners); 40.00% At; 26.67% Above

Boys (16 learners): 6.25% Well below (1 learner); 12.50% Below (2 learners); 43.75% At; 37.50% Above

Ethnicity:

Trends this year show a need in our Pacific cohort this year, with 50% of learners (3 of 6 learners) achieving at expectations. These learners are also identified as ESOL learners. All other cohorts are achieving at a bell curve rate or better.

Māori (10 learners): 10.00% Well below (1 learner); 10.00% Below (1 learners); 60.00% At; 20% Above

Pacific (6 learners): 16.67% Well Below (1 learner); 33.33% Below (2 learners); 50% At

Pākehā/NZ European (10 learners): 20.00% Well Below (2 learners); 10.00% Below (1 learners); 50.00% At; 20.00% Above

Asian (3 learners): 33.33% At; 66.67% Above

Other (2 learners): 50% At; 50% Above

MATHEMATICS ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> - Use of modelling books - Mathematics groups/workshops - Problem based learning – authentic, meaningful, purposeful contexts - Use of ICT to support Mathematics learning - Rich Maths problems solving (utilising resources at nzmaths) 	Ongoing – throughout the year	Principal Across School leaders (CoL)	Release time for observations and meetings
2. Professional Development: <ul style="list-style-type: none"> - Play based learning – role of the teacher – visits to other schools with good play based learning in practice. - Local Curriculum Development 	Ongoing – throughout the year	Across School Coordinators Mary Anne Murphy (Facilitator) Teaching staff Principal	Release time for observations and meetings; Teacher Only Days.
3. School-wide Assessment Practices: Data gathered each term, analysed and evidence based decisions made for future learning (as per assessment schedule 2021): <ul style="list-style-type: none"> - JAM/GloSS for Years 0-4 - GloSS/IKAN for Years 4-8 - 'Strand' assessment tasks 	Assessment data gathered each term Assessments completed at the end of units as per the Assessment schedule	Principal Teaching staff	
4. In-Class programme: <ul style="list-style-type: none"> - Continue Dragon Maths to Years 4-8 - Hands on, rich learning tasks 	Ongoing – throughout the year	Principal Teaching Staff	\$16 per Dragon book (paid via donation scheme)
5. Purchase resources <ul style="list-style-type: none"> - To support play based and project based learning in Mathematics. 	Term 1	Principal Teaching staff	As in the approved budget.
6. Mathematics interventions for at risk learners: <ul style="list-style-type: none"> - Basic Facts programme supported by Teacher Aide 	Ongoing – throughout the year	Teacher aide	Teacher aide (2.5 hours weekly)

MATHEMATICS ACTION PLAN 2021

Planned Actions for 2021	Timing	Responsibility	Resourcing/Budget
7. Target learners: <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo register updated - Invitations and communication targeting Pacific families with children identified with learning needs in Mathematics to try and assure their attendance at Learner Led Conferences/Teacher meetings at school – At least termly for these learners. 	Ongoing – throughout the year At least once each Term	Principal Teaching staff	
8. Tracking progress and achievement <ul style="list-style-type: none"> - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners 	Ongoing – throughout the year	Principal Teaching staff	
9. Teaching as Inquiry Opportunities for teaching as inquiry through Local Curriculum Development: <ul style="list-style-type: none"> - Common teaching philosophies and approaches - Common values - Integrated learning – rich contextual learning - Learner Agency - Culturally responsive practice in Mathematics 	Ongoing – throughout the year	Principal Teaching staff Facilitator – Mary Anne Murphy	PLD Application for 2021 successful

CURRICULUM COVERAGE AND ASSESSMENT SCHEDULE 2021

	TERM 1	TERM 2	TERM 3	TERM 4
Connected curriculum	<p>VISION <i>How am I a future focused learner?</i> <i>How do I learn best?</i> Education is the passport to the future, for tomorrow belongs to those who prepare today.</p>	<p>COMMUNITY <i>How do I fully participate in our community?</i> All it takes for generosity to flow is awareness. By actively pursuing awareness and knowledge, we can make choices that cause less harm and greater good to others in the global community.</p>	<p>PHENOMENA <i>How do we know the Holy Spirit is active?</i> The Holy Spirit is a great worker, not a trade unionist. He is a great worker, and He works in us always. He does this work of explaining the mystery of Jesus and of giving us this sense of Christ.</p>	<p>ARTRAGEOUS <i>What makes a work of art?</i> Art and love are the same thing; it's a process of seeing yourself in things that are not you. Art enables us to find ourselves and lose ourselves at the same time.</p>
Religious Education	<p>Jesus Prayer Mod1 - what is prayer? Ash Wednesday/Lent</p>	<p>Church/Communion of Saints Prayer Mod2- Traditional and Devotional Easter/Pentecost</p>	<p>Holy Spirit/Sacrament Prayer Mod3- Imaginative Assumption/Mary MacKillop</p>	<p>God Prayer - Rosary/Advent Advent/Christmas</p>
Reading	Fiction	Non-Fiction	Non-Fiction	Fiction
Writing	Recount Narrative Poetry	Transactional Biography Persuasive	Transactional Explanation Report	Recount Narrative Poetry
Maths	Number (add/sub) Statistics (graphs)	Number (mult/div) Statistics (probability)	Number (frac, ratios, %) Measurement	Algebra Geometry
Oral language	Introducing self (Mihi)	Curriculum link to drama	Scripture Reading	Oral presentation linked to artworks
Integrated inquiry: Science, Social science	MAJOR: Social Science - community of learning; marae stay (18/3)	MAJOR: The Arts – making and analysing artworks	MAJOR: Science – Temporary and permanent change; making observations; fair testing.	MAJOR: The Arts – make and analyse artworks (visual)
Technology	MINOR: Science - how we learn, metacognition	Technology – technological processes in preparing for and producing a school production.	MINOR: Technology – using technological processes in a scientific investigation.	Technology, Social Science – artists and art genre through time, place and culture.
Digital technology				
The Arts				
Health and pe	Fundamental Skills Aquatics Health (Life Ed)	Large Ball Skills Winter Sports	Fundamental Skills Health (Pubertal Change)	Athletics Small Ball skills
Te Reo me Ona Tikanga Māori	Ko au – introduce self and family Kapa Haka	Actions (verbs) Kei te _ Kapa Haka	Myths and Legends Proverbs (whakatauki)	Describing colour, numbers This/that, he __
Assessment for management purposes Year 1-4	Writing Exemplar Running Record/Probe GloSS/NumPA/JAM ROL (Juniors and At Risk) Fundamental Skills	Writing OTJ - using Writing exemplar OR PaCT, Schonell spelling Reading OTJ - using Running Records, BURT Maths OTJ - using NumPA OR JAM.	Writing Exemplar Running Record/Probe GloSS/NumPA/JAM Oral language (5/6yr and at risk) Fundamental Skills	Writing OTJ - using PaCT, Schonell spelling Reading OTJ - using Running Records, BURT Maths OTJ - using NumPA OR JAM.
Assessment for management purposes Year 4-8	e-asTTle Writing Running Record/Probe GloSS/NumPA/IKAN Fundamental Skills	Writing OTJ - using e-asTTle Writing OR PaCT, Schonell spelling Reading OTJ - using Probe Maths OTJ - using GloSS, IKAN	e-asTTle Writing Running Record Probe(Non-fiction) GloSS/NumPA/IKAN Fundamental Skills	Writing OTJ - using PaCT, Schonell spelling Reading OTJ - using Probe, PAT Comp, PAT Vocab Maths OTJ - using GloSS, IKAN, PAT Maths
Reporting	Learner Led Goal Setting	Written Report	Learner Led Conferences	Written Report

PROPERTY and FINANCE STRATEGIC AND MAINTENANCE PLAN (NAG 4)

- i) Allocate funds to reflect the school’s priorities as stated in the charter;
- ii) Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure the school’s buildings and facilities provide a safe, healthy learning environment for learners.

Where do we want to be?	2021	2022	2023
Undertake capital building development. (NAG 4 iii)	<ul style="list-style-type: none"> Concrete mowing strip around grass edge of astro turf Install talking poles on school field boundary (Feb 2021) Drainage at gate on driveway 	<ul style="list-style-type: none"> Create car park and driveway entry on Parish Hall side of the school campus. Convert grass area in front of Parish Hall / Chanel Room into a car park and foot path area. 	<ul style="list-style-type: none"> Refurbishment McAuley Classroom and reconfiguring of Chanel room (library) – if and when the carpark is relocated, investigate relocating administration to this block and reconfiguring the current admin area as a library space.

Management of school asset system. Maintenance of property to ensure the safety and health of occupants. (NAG 4ii)	Maintain and update school asset register regularly. Estimate economic life of assets contained within register and costings of replacement, report recommendations of finance committee/BOT so as to ensure coherent replacement programme. Regular inspection by Principal/ BOT/ Caretaker to ensure property is safe. Carry out regular paint touch ups, spouting checks, fertilising etc. as per 20 year plan
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