

## St Peter Chanel School Annual Plan 2021

**Strategic Aim 1. Through our Catholic Character, use effective relationship-based teaching practices and systems to enhance communication and engagement with our staff, learners, families-whānau, and wider community**

**1.1 Teachers embed relationship-based teaching practices into their teaching and learning programmes, using the Relationship Based Teacher Profile as a guide to their practice.**

### Actions for 2021

- A) Teachers become conversant with each aspect of the Relationship Based Teacher's Profile (RBTP) and incorporate these practices in their teaching.
- B) Student voice is collected regularly to check that students know the purpose of their learning, what is to be learnt and their next steps.
- C) Student Voice for Religious Education could be sampled in a variety of ways, for example *Affective Domain* at the end of a Strand / Inquiry unit, through direct questioning, collection of student voice. This will then direct us in making decisions around our RE Assessment procedure that we are still developing this year.

**1.2 Embed the process of "impact coaching" as a way to offer ideas for continual improvement for our teaching staff.**

- A) Teachers are observed by our accredited "impact coach" Margaret Jones and through this process identify the strengths in their practices and areas that they wish to develop.

**1.3 Embed any changes to our Assessment for Learning systems and processes made to keep them in line with the Relationship Based Teaching Profile practices.**

- A) Use Assessment for Learning practises to identify target students, conduct regular monitoring meetings to plan interventions and to evaluate effectiveness of Teaching as Inquiry planning.
- B) Track assessment achievement / progress for our core curriculum areas of Writing, Reading, Mathematics at the end of each term and report these regularly to the BOT.
- C) Use our Term Inquiries to create purposeful teaching and learning programmes, and to direct our assessments.
- D) Writing assessments will be *Describe a Moment in Time* for Year 1-6. Year 7 and 8 will choose their preferred genre.

**1.4 Embed the AREA (Attendance, Retention, Engagement, Achievement) evaluation of data analysis to identify trends that can then be addressed through changes and improvements to our management systems and processes.**

- A) The Principal to consult with Kāhui Ako members to increase her capability to identify and analyse AREA data.
- B) Once significant trends are identified, responsive action plans are developed and implemented, for example, analyse link between absenteeism and low achievement.
- C) Data tracked to evaluate the effectiveness of actions taken.

**1.5 Continue to implement the recommendations of the Catholic Character Review in our quest for continual improvement for our school.**

- A) Continue to develop the annual Catholic Character internal evaluation cycle at the BOT level and staff level.
- B) Base our internal evaluation of our Catholic Character on Inquiry into one aspect of a Dimension.
- C) Catholic Character internal evaluation becomes part of the Board three year work plan.
- D) Internal evaluation of Catholic Character is used for school improvement, in that any identified areas for development become part of the Strategic Plan.

**Strategic Aim 2: To develop coherent pathways for our students and families-whānau from early childhood learning through to secondary schooling.**

**2.1 Embed a plan for our Junior School Teacher to make contact with each of the Early Childhood Centre's and Kindergartens in our area.**

**Actions for 2021**

- A) Information to be shared about our school in the form of a pamphlet. Contact information for our school to be shared.
- B) A timetable for outreach to the ECCs and Kindergartens by a staff member (either our Junior School teacher or our Principal) to be made once a term.
- C) Opportunities to be created for children from ECC to visit our school – this may need to be resourced – so that children experience some of our school assets and atmosphere.
- D) Plan ways to promote the school further in our community to sustain and grow our school roll, including these actions:
  - Principal to work closely with the Junior Classroom teacher to promote the school to pre-schooler families.
  - A sign promoting the school and the school website to be erected in a highly visible location on the highway to Richmond to raise the school's profile (funds will be sort from the BOT to do this and key staff members / BOT will source a location and negotiate terms with a landowner for a site to be used for this).
  - Preschools will be invited to visit SPC.
  - Our Junior Classroom teacher will visit preschools to continue to develop her relationship with staff there and to leave SPC promotional material on site at preschools, as permitted by staff.
  - A media campaign will be planned where SPC is regularly featured in the local paper *The Guardian*. Principal to investigate the cost a weekly column run – "What's New at SPC For You?" style where up-coming events are written up, photos of students enjoying a variety of curriculum learning opportunities are featured. Students contribute to this feature so their voice is reported, families are sampled for parent voice – especially in regard to what they appreciate about the school, why they chose our school and what the point of differences are

**2.2 Embed a plan for our Senior Teacher to make contact with Motueka High School and Garin College.**

- A) Work with our Learning Support Coordinator to sample student voice across the Kāhui Ako schools. From this we will develop a plan for greater transition to High School that addresses the needs of our students.
- B) Develop a greater understanding about the expectations of what the High Schools have of Year 9 students at the beginning of the year. Work with the High Schools on the use of comparable assessments across the core curriculum so that accurate data can be shared from SPC to the High Schools at the end of Year 8.
- C) Opportunities to be sought to build the relationship between SPC and the students of the two main High Schools we contribute to.

**2.3 Embed, through our membership of Ki Motueka Kāhui Ako, participate in joint Professional Learning Development and Professional Learning Groups with our Early Childhood and High School colleagues so common understandings and goals are built.**

- A) Attend the Kāhui Ako Teacher Only Day on 2<sup>nd</sup> June 2021
- B) Teachers to attend Kāhui Ako Professional Learning Groups once a term to share knowledge and problem solve and extend their understanding of best practice.

**Strategic Aim 3: To create a local curriculum that will develop our students learning and appreciation of the history, present and future of our local industry, geography, resources and taonga.**

**3.1 *Adapt / adjust a cyclic curriculum developed in conjunction with Motueka High School, that focuses on the local industry, geography and resources of Motueka, using the Inquiry learning method and linking it to our Catholic Special Character.***

**Actions for 2021**

- A) Identify appropriate local topics for student Inquiry that have significance for our community and will engage our learners.
- B) Link these purposefully to our Special Character for example: National Parks – Laudato si, History of Motueka from first settlement – link to Catholic Missionaries, Horticulture industry – Glory of God’s Creation, Fisheries – Laudato si

**3.2 *Embed our relationships so we involve our school community where possible in the design of our local curriculum.***

- A) Invite parents in as experts of the local industry.
- B) Base our learning on what is purposeful and meaningful to our students and community.

**Strategic Aim 4: To resource strategically to further develop our learning environment with a focus on sustainability for the future.**

**4.1 *Implement an affordable plan for the refurbishment of the corridor and Room 3 of our classroom block, so that the interior is inviting and engaging for our students.***

**Actions for 2021**

- A) Access funding from MOE for a Learning Support Coordinator Meeting room that fits into our Stage 2 Redevelopment of the classroom block plan
- B) Secure the services of a professional fundraiser and contract her to specific projects for the school, including applying for grants that are for renovation / redevelopment of buildings.
- C) Explore with our community the skills available and willingness for working Stage B projects (eg building a deck at the back of Room 3, painting the interior of Room 3, painting the interior of Room Rangimarie).
- D) Create a prioritized plan for projects that will enhance our learning environment.
- E) Use CAP’s scheme funding for appropriate projects (between \$5000-\$12000) for example replacing the carpet with new tiles in the corridor and Room 3.

**4.2 *Implement a plan that utilizes our school assets so that the cost of refurbishment and maintenance of our school buildings and grounds, are sustainable for the next three years.***

- A) Survey (for example, through asking a group of parents who are at school in the morning) what school assets they think families / Motueka would be interested in accessing (for example renting the Hall, having a pool key – if a Cost versus Risk analysis shows that this is feasible financially and in regards to Health and Safety).

## **Student Achievement Target 2021 – Special Character**

### **Annual Target**

- Students to use Inquiry process to understand and internalise key aspects of Catholic Social teaching such as actions that grow the **dignity of the human person (e.g. growing mana and tapu of others Term 1)**.
- Align our Catholic teaching and learning to taha Maori in respect of Te Tiriti o Waitangi and to strengthen our understanding and relationship with our Maori community (31% of the roll in 2021).
- For students to confidently communicate how their learning has strengthened their relationship with Jesus, through the use of “effective domain”
- Teachers to embed an understanding of the revised NZ Catholic Education Curriculum, through engaging in PLD with CSES opportunities this year.
- Health Curriculum to be reviewed and updated as necessary and consultation held with our community before the sexuality components of the programme are taught to the students (Term 2 2021).

### **Historical Position**

- Teachers continue to develop their Religious Education Professional Development through participation in regular workshops run through CSES – in 2020 the Principal and one teacher completed *Having Life to the Full* course.
- Students are presented with a variety of opportunities to express and develop their faith through a combination of prayer, Inquiry learning based on Catholic theology (an action statement each term) and Religious Education instruction. Evidence of this learning will be gathered through student voice, teacher observations, completed activities and projects that students develop through the Inquiry process.
- Using **effective domain** as part of the RE assessment process did not happen in the way it was planned in 2020 (Covid19 Lockdown impact).

### **Actions for 2021**

- Teachers explore the use of “effective domain” as a staff to capture the on-going impact of learning on their relationship with Jesus.
- Use information gathered through assessment practices to build a school-wide picture of the impact that the school’s Catholic Character is having on our students, including the teaching of RE, that will then be reported to the Board of Trustees.
- Health Curriculum reviewed in the aspect of teaching and learning about sexuality in a Catholic aspect in Y1-8.
- Health Curriculum programme consulted on with our community before teaching of the programme begins.
- Record the outcomes from the actions our Term Inquiry statement inspires, including students understanding key vocabulary and concepts of statement.
- Link our CLEAR values to Maori tikanga – explore Maori values and seek to identify these and use them in our RE Inquiry, learning and teaching such as Tuakana / Teina relationships (older, younger siblings), Kaitiakitanga (guardianship of taonga, protection of our environment) Wairua (spiritual well-being), Tikanga (putting into place the correct method / practice / custom).

## ***Student Achievement Target – Literacy – Writing***

### **Annual Target**

To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of **12** students (6 being Maori -5 boys and 1 girl), and any newly identified students. To support our Maori students to achieve their full potential through using the Relationship Based Teacher Profile. To support our ESOL students with their English Language Learning. To retain / extend 1 student who was achieving above the expected curriculum level at the end of 2020. These figures are based on those students still enrolled at SPC at the beginning of 2021 – removing the data of those who left the school at the end of 2020.

This year we are aiming for **85%** of our students to be achieving at the expected level in Writing.

### **Historical Position**

Our December 2020 OTJs reported **78%** of students are at or above the expected curriculum level with **22%** not yet achieving the expected level. **50%** of those below the expected curriculum level in Writing were Maori (6 out of 12 students, 5 boys and 1 girl).

### **Actions for 2021**

#### **To collect writing samples and evidence across the whole-school and analyse them to inform explicit teaching and regularly monitor students' learning and rates of progress.**

- To collect a whole-school writing sample that will be moderated and marked together in Term 1 – using the e-asTTle assessment tool and rubric to inform teaching and learning.
- Analyse this data to inform the explicit teaching of writing processes and strategies and group students to be responsive to their learning needs.
- Have Co-construction Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress.

#### **Implement Teaching as Inquiry to enhance our explicit teaching of writing and to engage learners.**

- Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching.
- Co-construct what excellent writers and readers do with our classes to explicitly teach writing processes and strategies around the deeper and surface-features. Share success criteria with students.
- Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum.
- Engage students by making and modeling opportunities for purposeful writing across the curriculum.
- Encourage students to become self-regulated learners by articulating their learning. Include student voice in our data collection.
- Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako.
- Create action plans from our Teaching as Inquiry planning for Writing that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative.

#### **Continue to have regular professional learning and development to build our knowledge about effective literacy teaching.**

- Participate in PLD with the Motueka Kāhui Ako using the Relationship Based Teacher Profile as a way to engage and improve students with their writing.
- Use the strategies of *Accelerating Literacy Learning* (ALL) with our target students (for example: front-loading, co-creating success criteria, using examples of Levelled writing, giving students choice in writing topics and seeking actively to engage target student writers so they feel like they can contribute and participate in the learning).
- Continue to analyse writing samples regularly to build our teacher knowledge.
- With the support of the Kāhui Ako, develop further understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups.
- Participate in PLD around Structured Literacy – a systematic approach to teaching children phonics, blends, digraphs etc for literacy learning.

## **Student Achievement Target – Literacy – Reading**

### **Annual Target**

To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of 4 students (3 boys and 1 girl who are enrolled Maori) and any newly identified students. To support our Maori students to achieve their full potential through using the Relationship Based Teacher Profile. To support our ESOL students with their English Language Learning. To retain / extend those who were achieving above the expected curriculum level at the end of 2020 (15 students) and fulfil their potential. These figures are based on those students still enrolled at SPC at the beginning of 2021 – removing the data of those who left the school at the end of 2020.

This year we are aiming for **90% of** our students to be achieving at the expected level in Reading.

### **Historical Position Reading**

Our December 2020 OTJs report **87%** of students are achieving at or above the expected curriculum level with **13%** of students not yet achieving the expected level.

**43%** of those below the expected curriculum level in Reading were Maori (3 out of 7 students, 2 boys and 1 girl).

## **Actions for 2021**

### **To collect the STAR data early in March and analyse subtests scores to inform explicit teaching and monitor students' learning and rates of progress.**

- We will analyse the Star subtest data and use this to inform grouping, teaching and learning.
- We will continue to analyse and compare 5 year old and 6 year old Observation Survey Data, and the wedge graph to identify student learning needs, explicit teaching and monitor students' progress.
- Have Co-construction meetings each term to have conversations about focus students' learning, next steps and their rates of progress.
- When planning, we will identify the evidence we will collect to use as part of our assessment.

### **Implement teaching as Inquiry to enhance our explicit teaching of reading processes and comprehension strategies.**

- Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching.
- Co-construct what excellent readers do with our classes to explicitly teach reading processes and comprehension strategies. Co-construct success criteria with students.
- Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum.
- Engage students in focused reading, providing time for conversations about text, and the excellent reading skills and strategies they are using. Give students examples for how they will meaningfully respond to text.
- Encourage students to become self-regulated learners by articulating their learning and next steps.
- Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako.
- Create action plans from our Teaching as Inquiry planning for Reading that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative.

### **Continue to have regular professional learning and development.**

- Meet as a staff for Professional Learning Development each fortnight to explore key reading resources, embed our Teaching as Inquiry and our assessment for learning practices.
- With the support of the Kāhui Ako, develop further understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups.
- Participate in PLD around Structured Literacy – a systematic approach to teaching children phonics, blends, digraphs etc for literacy learning.
- One of our Year 3, 4, and 5 classroom teachers is undertaking Reading Recovery training this year and so is having intensive on accelerating reading in students and on the reading / language acquisition process. This knowledge will be disseminated as appropriate and will be an asset to our staff expertise and knowledge.

## **Student Achievement Target – Mathematics**

### **Annual Target**

To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of **5** students (4 boys, 3 of whom are Maori and 1 girl) and any newly identified students. To support our Maori students to achieve their full potential through using the Relationship Based Teacher Profile. To retain / extend those who were achieving above the expected curriculum level at the end of 2020 (students still attending SPC) and fulfil their potential. These figures are based on those students still enrolled at SPC at the beginning of 2021 – removing the data of those who left the school at the end of 2020.

This year we are aiming for **90%** of our students to be achieving at the expected level in Mathematics.

### **Historical Position Mathematics**

Our December 2020 OTJs report **87%** of students are achieving at or above the expected curriculum level, with **13%** of students not yet achieving the expected level.

**29%** of those below the expected curriculum level in Maths were Maori (2 out of 7 students, 2 boys).

## **Actions for 2021**

### **To collect Math assessment data in Term 1 and analyse it to inform explicit teaching and monitor students' learning and rates of progress.**

- To collect and use assessment data to group students for target teaching (easTTle Maths or PAT – to be reviewed in Term 1 2021, JAM, I Kan).
- Have Co-construction Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress.
- Explore and use purposeful tasks and assessments regularly to collect information and evidence about students learning – snapshots, ARBS, Figure It Out, curriculum level assessments.
- Make links across the three Maths strands so connections between them are clear for students.

### **Implement teaching as inquiry to enhance our explicit teaching of Maths processes and strategies.**

- Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching.
- Co-construct what excellent mathematicians do with our classes – different ways of thinking and strategies they use.
- Engage students by making opportunities for conversations about their knowledge and the strategies they are using.
- Explore and use Maths resources and materials to enhance student engagement and teach explicit skills and knowledge using purposeful Maths activities.
- Encourage students to become self-regulated learners by articulating their learning and next steps.
- Create action plans from our Teaching as Inquiry planning for Mathematics that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative.

### **Consolidate PLD in Maths**

- Participate in PLD with the Motueka Kāhui Ako using the Relationship Based Teacher Profile as a way to engage and improve students with their Mathematics.
- With the support of the Kāhui Ako develop further understanding of relationship-based learning and determine a model that is effective to our school culture and lift the achievement of target groups.
- Attend any PLD offered to the Kāhui Ako that connects to our needs as identified by our Teaching as Inquiry planning.