



Cardinal McKeefry School

Charter

Strategic Plan

2017 -2022

Annual Plan Variance 2016

**Vision:**

Christian Values – Future Focussed – Love of Learning

**Mission:**

In recognising the uniqueness of each child, we work towards development of our students on their spiritual and learning journeys.

**Values:**

**Spirituality** – living in the presence of God

**Respect** -for self, others and the environment

**Personal Success** – being the best you can be

## Cardinal McKeefry Background Information

<p style="text-align: center;"><b>Māori dimensions and Cultural Diversity</b></p>	<p style="text-align: center;"><b>The Treaty of Waitangi - Te Tiriti o Waitangi</b></p> <p>Te Tiriti o Waitangi with its embedded concepts of protection, participation and partnership, is becoming more formally acknowledged in a number of ways within the school. Our kawa, our practices around karakia and gathering link to Tikangi Māori.</p> <p><b>Partnership</b> requires that we work together with families to ensure our Māori students' rights are respected and protected and that all our students develop inclusive, collaborative practices and have a sense of self-worth.</p> <p><b>Participation</b> requires that we give our students opportunities to develop an awareness of and an understanding of Te Mana o Te Aotearoa, New Zealand's heritage.</p> <p>Staff and students are encouraged to develop and use knowledge and understanding of Tikanga Māori and Te Reo Māori thus fostering awareness and understanding of expectations of the Treaty. Our students have some opportunity to use Te Reo Māori and to hear it spoken. We are developing confidence to introduce more into our school day and programmes, and investigating, in consultation with our Māori families, the introduction of more specific language and tikanga programmes for the future. We would respond positively and take reasonable steps to support any families who requested their child/ren be able to access Te Reo me ona Tikanga Māori at school.</p> <p><b>Protection</b> requires us to ensure inclusive practices with all our students and to ensure that our Māori and Pasifika students, as well as those from other ethnic group aspire and achieve. We commit to encourage and develop environmental awareness and sustainable practices in everyday living.</p>
<p style="text-align: center;"><b>Student Engagement</b></p>	<p>Being an active, contributing member of the school community is important for our students. They are well engaged in school life and generally caring and supportive of each other, showing particular empathy for those who may have special needs or particular difficulties. We receive consistent positive comment and feedback from visitors, outside providers, relievers and others regarding the positive attitude, behaviour, engagement and involvement of our students at the various events and activities that we are involved in or attend. For the most part our students are regular attenders at school and associated activities. Parents and caregivers are very supportive.</p>
<p style="text-align: center;"><b>Student Achievement</b></p>	<p>In the core curriculum areas of Numeracy and Literacy the majority of our students achieve at or above National Standard expectations. Those not yet achieving at the expected standard or at risk, are supported within class programmes or through special interventions to help advance progress and achievement. All other NZ Curriculum areas are covered throughout the year Community venues and facilities are well utilised to make our learning opportunities interesting and real.</p>
<p style="text-align: center;"><b>School Organisation and Structures</b></p>	<p>The school day is from 8.55 – 2.55. Expectations around behaviours are clear and help make for a safe and pleasant environment. Students are involved in responsibilities around the school and take these seriously. The teachers work collaborative to plan and co-operative practice is evident.</p>
<p style="text-align: center;"><b>Special Character</b></p>	<p>We are a Catholic Yr. 1- 8 primary school integrated into the state system. We are part of the Catholic Parish of Otari within the Western Pastoral Area. Our Board and staff work together, with parents and caregivers to maintain a strong sense of community within a Christian context, whereby our students are encouraged to be the best they can, develop an awareness of God's presence in themselves, others and in the world; be accepting of others, celebrate difference and be thoughtful in work and at play.</p>
<p style="text-align: center;"><b>Review of Charter and Consultation</b></p>	<p>The main form of communication and consultation is via newsletter, the school website, parent-caregivers meetings and conversations. Surveys and questionnaires have also been a feature. An annual Board-Staff meeting has been helpful in reflection, review and setting goals. Informal meetings and korero with shared feedback with our few Maori families has proven to be of value. A small group hui is planned for this year. It may well be that some gathering of individual Asian communities within the school could be of assistance in ensuring that the need of their children are being met appropriately.</p>

# Principles of the New Zealand Curriculum

## High Expectations – Learning to Learn

Reflect needs – involve stakeholders – incorporate new methods & technologies – success for all

## Treaty of Waitangi – Cultural Diversity – Inclusion

All students are valued and succeed – Tikanga and Te Reo are evident – cultural diversity is valued

## Community Engagement – Coherence – Future Focus

Relationship between home and school is strong – ongoing learning relates to life

resilience and adaptability are key – new methods and technologies are explored and applied

The principles of the NZC are key to our school's success. They underpin and include factors contributing to the overall success of engagement, understanding, teaching and learning in our school.

The Principles	Indicators and Inclusions
<b><i>PARTICIPATION</i></b>	
<p><b>High Expectations</b> Students learn and achieve personal excellence regardless of personal circumstances</p>	<ul style="list-style-type: none"> <li>• Programmes reflect the needs of the 21<sup>st</sup> century and use a range of methods and resources</li> <li>• Students know what they are to learn and why</li> <li>• Teachers, students and parents/caregivers talk about student learning and achievement and set goals related to this</li> <li>• Teachers will account for ability and provide extension and support as required according to data and observations</li> </ul>
<p><b>Learning to Learn</b> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn</p>	<ul style="list-style-type: none"> <li>• Teaching, learning and assessment practices support the development of students' metacognitive and interpersonal competencies (key competencies) (NZC p. 12)</li> <li>• New ways of learning and communication are encouraged – in particular e-learning and social networking within safe parameters</li> </ul>
<b><i>PROTECTION</i></b>	
<p><b>Treaty of Waitangi</b> School protocols and curriculum acknowledge principles of the Treaty of Waitangi and the bi-cultural foundation of NZ. Students have opportunity to acquire knowledge of te reo Maori me ona tikanga</p>	<ul style="list-style-type: none"> <li>• Tikanga and Te Reo are evident in life of the school.</li> <li>• Te Reo is used regularly in karakia and classroom interactions</li> <li>• Maori students are succeeding</li> <li>• All students have ongoing opportunity to improve their knowledge of Te Reo and Tikanga Maori</li> </ul>
<p><b>Cultural Diversity</b> The curriculum reflects NZ's cultural diversity and values the histories and traditions of all its people.</p>	<ul style="list-style-type: none"> <li>• Diverse cultures within our school are identified and valued.</li> <li>• Artefacts, displays, library books, both fiction and non-fiction reflect our diversity</li> <li>• NZ's cultural diversity is reflected in learning contexts</li> <li>• Our EOTC activities (including Arts, Social occasions include exposure to, application of and valuing of cultural diversity</li> </ul>
<p><b>Inclusion</b> The curriculum is non-sexist, non-racist and non-discriminatory, it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.</p>	<ul style="list-style-type: none"> <li>• Gender, ethnicity or disability do not detract from or impact on involvement in class or school-wide programmes</li> <li>• Students have opportunities over time to interact with and learn about a diverse range of student groups</li> </ul>
<b><i>PARTNERSHIP</i></b>	

<p><b>Community Engagement</b></p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities</p>	<ul style="list-style-type: none"> <li>• Parents and Caregivers are involved in providing input regarding curriculum coverage and context content</li> <li>• Parents and Caregivers have the opportunity to contribute to the life of the school in ways that are appropriate</li> <li>• Parents and Caregivers have the opportunity to give feedback regarding learning, and other issues relating to school life</li> <li>• The school and classroom programmes contain elements designed to connect to the wider lives of students</li> </ul>
<p><b>Coherence</b></p> <p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways for further learning</p>	<ul style="list-style-type: none"> <li>• Learning programmes take into account the reality and prior knowledge of students.</li> <li>• There is some integration across curriculum learning areas</li> </ul>
<p><b>Future Focus</b></p> <p>The curriculum encourages students to look to the future by exploring such significant future focused issues as <b>sustainability, citizenship, enterprise</b> and <b>globalisation</b>.</p>	<ul style="list-style-type: none"> <li>• Students are encouraged to understand that learning is lifelong and changes as they and the world continue to develop</li> <li>• Programmes relate to understanding, learning about and adapting to the ever increasing rate of change in key areas</li> <li>• Students will be provided with opportunities in problem solving, inquiry and investigative opportunities across curriculum learning areas</li> </ul>

# Cardinal McKeefry School Strategic Vision

## **Mission:**

In recognising the uniqueness of each child, we work towards development of our students on their spiritual and learning journeys.

### **CATHOLIC CHARACTER**

To instil in our students a sense of their own spirituality and self-worth; to provide guidance in the development of personal values; to encourage a developing understanding of implications and responsibilities in the role they could play as committed Christians in the Church and greater community of Aotearoa New Zealand.

### **CURRICULUM DEVELOPMENT AND TEACHING PRACTICE**

Our staff members support the needs of student learning. School programmes reflect the spirit and breadth of the NZ curriculum. We continue to develop our teaching and student performance in the core curriculum areas. Progress and achievement in Literacy and Numeracy will be reported on in relation to requirements of National Standards and expectations of the NZ Curriculum.

### **STUDENT ACHIEVEMENT**

Our students will take an active role in their learning and strive to do their best. CMcK students will have access to and apply appropriate use of technology to assist in and enrich their lives and learning through communication, collaboration and creative practices.

### **PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP**

Our sense of community and collaboration is strong. We believe our students learn effectively when their parents are supported in their role as first educators and students are encouraged to be active participants and contributors to the wider community.

### **MANAGEMENT, ORGANISATION AND COMPLIANCE**

We believe in strong policy development and procedural details to provide clear guidelines for management issues including appraisal and self-review. We aim to comply fully with all regulatory and legislative requirements as they relate with the school's operations and Board of Trustees activities.

### **PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL**

We aim to maintain and develop property and a physical environment that is safe and contributes towards a conducive teaching and learning environment. We strive for efficient property and financial management prudently keeping the needs of our students foremost in mind.

## Goal 1: Catholic Character

To instil in our students a sense of their own spirituality and self-worth; to provide guidance in the development of personal values; to encourage a developing understanding of implications and responsibilities in the role they could play as committed Christians in the Church and greater community of Aotearoa New Zealand.

NEGS 1, 4, 10, NAG 2 a,b, NAG 5 a

Accordingly, over the next three years we intend to:

- 1.1 Affirm, promote, strengthen and celebrate the Catholic ethos of the school.
- 1.2 Strengthen and develop a connection to the charism of the founding Marist Brothers order.
- 1.3 Strengthen and develop understanding and implications of our school symbols.
- 1.4 Provide opportunities for students, staff and school community to develop a personal spirituality and practice of prayer.
- 1.5 Promote the Catholic teaching on the principles of social justice and provide opportunities for students to be of service to others in the school, parish and wider community.
- 1.6 Support students' participation and leadership in the celebration of mass, liturgy, school and class prayer and other religious observations.
- 1.7 Each year undertake one aspect of Catholic Character Self-Review.
- 1.8 Ensure professional development and in-service focussed on gaining a thorough understanding of the teaching in Religious Education and the resources that support the RE programme.
- 1.9 Continue to develop a 2 year cycle of implementation for the RE curriculum focused on strengthening the teaching about liturgical year and sacramental celebrations.

## Goal 2: CURRICULUM DEVELOPMENT AND TEACHING PRACTICE

Our staff members support the needs of student learning. School programmes reflect the spirit and breadth of the NZ curriculum. We continue to develop our teaching and student performance in the core curriculum areas. CMS students will have access to and apply appropriate use of technology to assist in and enrich their lives and learning through communication, collaboration and creative practices.

NEGs 1, 3, 5, 6, 9, NAG 1 a i-iii; b i-ii; ci-iv; d

Accordingly, over the next three years we intend to:

- 2.1 Cover all key learning areas of the NZ curriculum in a balanced way by monitoring and recording the curriculum coverage of strands on a yearly basis.
- 2.2 Give priority to student achievement in literacy and numeracy school wide.
- 2.3 Implement consistent literacy and numeracy strategies, practices and assessments based on sound, evidence based research. Utilising professional development facilitators when appropriate.
- 2.4 Utilise student assessment information to identify priority students, groups of students and/or aspects of curriculum requiring support or development.
- 2.5 Continue development of and build staff capacity to recognise and meet the identified needs of their students using the Teaching as Inquiry model.
- 2.6 Continue development of a Cardinal McKeefry School Connected Curriculum based on the particular abilities, needs and interests of our students and wider school community.
- 2.7 Incorporate te reo and tikanga Maori in all classes.
- 2.8 CMcK students will have access to and apply appropriate use of technology to assist in and enrich their lives and learning through communication, collaboration and creative practices.
- 2.9 Provide opportunities for parents to contribute to and participate in their child's learning. Support their understanding of the curriculum, national standards and their child's learning needs.
- 2.10 Promote Equality of Educational Opportunity by removing barriers to achievement among priority learners including Maori, Pasifika and Asian students.
- 2.11 Work closely with professional development providers to support our schools development to achieve strategic goals.
- 2.12 Utilise the knowledge and expertise of staff to facilitate focused and sustainable development in all key learning areas.
- 2.13 Teach international languages (Mandarin Year 1-8).

## Goal 3: STUDENT ACHIEVEMENT

### NAG 1, 2, 2A

Our students will take an active role in their learning and strive to do their best. Progress and achievement in Literacy and Numeracy will be reported on in relation to requirements of National Standards and expectations of the NZ Curriculum. Explicit and reflective teaching practice through the Teaching as Inquiry model will enable teachers to evaluate their teaching and students' learning; in this way students are supported to achieve to the best of their ability. Accurate assessment, evaluation, planning and record keeping ensures the aforementioned.

Accordingly over the next three years we intend to:

- 3.1 Develop a cycle of self-review as a means of evaluating the school's programmes and activities to ensure effective planning, programme development and reporting.
- 3.2 Utilise effective monitoring and assessment practices, including a combination of standardised, norm-referenced assessment; anecdotal assessment and observation, and student self-assessment, to facilitate learning.
- 3.3 Students identified at risk will be supported with specifically focused teaching to help them make accelerated progress within each year's programmes of Literacy and Numeracy.
- 3.4 As part of the self-review cycle and the Teaching as Inquiry model: we will analyse and investigate evidence about student achievement, in relation to New Zealand Curriculum expectations and National Standard requirements, to identify students or groups of students who are at risk of not achieving. Also to identify high achieving students who are at risk of not reaching their full learning potential.
- 3.5 Discuss results, provide feedback to, and set goals with students to help them strive for their personal best and experience success in learning.
- 3.6 Create supportive, interactive classrooms which challenge and encourage all students to reach their full potential.
- 3.7 Report to parents and students in writing, in plain language, twice each year on students' progress and achievement in learning.
- 3.8 Review and develop the records of progress and achievement for all students using eTap and a 'learning journal'.
- 3.9 Identify and support students at risk by accessing appropriate support through the schools special education needs register.
- 3.10 Provide career information and guidance to Years 7 & 8.
- 3.11 Introduce Year 8 Leadership certificate and Year 7 & 8 William Pike Challenge Award to foster independence, courage and resilience in our students.

## Goal 4: PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP

Our sense of community and collaboration is strong. We believe our students learn effectively when their parents are supported in their role as first educators and students are encouraged to be active participants and contributors to the wider community.

Accordingly, over the next three years we intend to:

- 4.1 Strengthen our communities' understanding of the different ways we measure student achievement, including supporting their understanding of the national standards.
- 4.2 Share the ways our students are using technology within the classrooms as requested by the feedback from our e-learning 2015 consultation.
- 4.3 Maintain high quality and effective communication including Parent Information Evenings, Parent/Child/Teacher Interviews, Newsletter, New Website development.
- 4.4 Consult with the school's Maori community in regards to the school's policies, plans and targets. Report on achievement information for Maori Students. Develop the schools kawa associated with whakatau and provide opportunities for Kapa Haka.
- 4.5 Consult with the school's Pasifika community in regards to the school's policies, plans and targets. Report on achievement information for Pasifika Students. Provide opportunities for students to experience Poly Club.
- 4.6 Run information evenings e.g., literacy, numeracy, curriculum, home-learning, transition to school and William Pike to inform and consult with families.
- 4.7 Promote and strengthen the profile of the school in the wider community through a variety of strategies: development of school website, hosting of professional development providers in Rm 6, local paper, parish newsletter, ECE centres.
- 4.8 Develop contact with the founding orders of Marist Thorndon which became Cardinal McKeefry School, to support the development of the Marist Charisms in our school.
- 4.9 Join with parents/parish community and wider community including fundraising endeavours e.g., Car Boot Sale, Quiz night

## Goal 5: MANAGEMENT, ORGANISATION AND COMPLIANCE

We believe in strong policy development and procedural details to provide clear guidelines for management issues including appraisal and self-review. We aim to comply fully with all regulatory and legislative requirements as they relate to the school's operations and Board of Trustees activities.

Accordingly, over the next three years we intend to:

- 5.1 Implement the National Education Guidelines, National Administration Guidelines and National Standards.
- 5.2 Prepare and annually review a Strategic Plan which will set out goals and target for raising levels of student achievement.
- 5.3 Prepare an Annual Plan which details activities the school will undertake in order to effectively meet its targets.
- 5.4 Report on this plan through the Annual Variance Report.
- 5.5 Evaluate targets to form future goals and targets – as part of self-review process.
- 5.6 Provide Professional Development yearly for the focus area of the curriculum.
- 5.7 Implement the Performance Management System yearly and be a good employer considering EEO and condition in accordance with the State Sector Act 1988.
- 5.8 Detail and follow a self-review cycle which includes regularly revising the Charter and Strategic Plan, BOT procedures and policies.
- 5.9 Regularly revise organisational procedures to enhance safety and efficiency.
- 5.10 Comply with legislation pertaining to school hours/length of school day to monitor and improve, if necessary, school attendance.
- 5.11 Set a realistic budget with necessary adjustments to fund foci Curriculum which vary from year to year. Review procedures regularly and ensure correct auditing.
- 5.12 Ensure school complies with all requirements of Education Act 1989 and the Public Finance Act 1989.
- 5.13 Meet all obligatory legal provisions including: privacy, human rights, protected disclosure, smoking, animal welfare and health and safety.

## Goal 6: PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL

We aim to maintain and develop property and physical environment that is safe and contributes towards a conducive teaching and learning environment. We strive for efficient property and financial management prudently keeping the needs of our students foremost in mind.

Accordingly, over the next three years we intend to:

- 6.1 10 Year Property Development Plan & maintenance schedule monitored, actioned and reviewed annually.
- 6.2 Have buildings and site facilities that are appropriate to the programme needs of the school, are conducive to excellent teaching and learning and which comply with relevant health and safety requirements.
- 6.3 Set a realistic budget yearly to fund development and on-going maintenance of the school. Fundraising targets will have a component target for student learning support.
- 6.4 Maintain interior and exterior of buildings for comfort, cleanliness and health and safety.
- 6.5 Monthly Financial reports are provided to the BOT, expenditure is explained and asset register is kept updated.
- 6.6 Develop and implement an ICT strategic plan for the upgrade and maintenance of ICT equipment including: laptops, computers, data-projectors, smart boards, cameras, iPads and Tablets.



Cardinal McKee Fry School Wilton  
2016 Annual Plan and Variance Report

## Area Catholic Character

Objective: To strengthen and develop	Actions
<b>Professional Development</b>	Th 101 (Jayne) / Sexuality Course (Tania)
	All attend Cluster meetings
	Teachers new to Catholic Schools and DP development
	Staff to monitor and ensure completion of 12 hours PLD throughout the year.
<b>Variance report 2016</b>	
<p>Professional development in RE remained a strong focus throughout 2016. Jayne Taylor successfully completed TH101 and staff attended two cluster meetings focused on movement in prayer delivered by Monica Brown and laudato si delivered by Elizabeth Julian. Teachers new to Catholic schools was attended by Kate Reynard and Laura Thomsen. DRS Conference, Catholic Principals Conference and DP day were all attended. 5/6 staff completed 12 hours or more PD in 2016.</p> <p>In 2017 we will focus on the Marist Charisms through a Teacher Only Day in October 2017.</p>	
<b>Religious Education Curriculum</b>	Plan collaboratively as a whole school – Regular planning meetings throughout term
	PLD with Maureen Phillips on delivery of Religious education Curriculum to support use of RE document as guide and include real world today context to ensure students connect with learning.
	Split RE curriculum to a two year cycle – 3 strands in each year –Including focus on liturgical year celebrations
	Ensure Year of Mercy focus is continued throughout year, identify which term strands will be covered. Integrate with connected curriculum where appropriate.
<b>Variance report 2016</b>	
<p>The focus on redesigning our delivery of the Religious Education Curriculum was closely linked to the further focus on redeveloping our school curriculum. The 4 staff meetings run by Maureen Philips and Alan Grant really allowed staff to plan student learning experiences that both connected to our Religious Education Curriculum and student's real life experiences. The RE curriculum was split in to Jesus/God/Holy Spirit in 2016 and will focus on Sacrament/Church and Communion of Saints on 2017. As well as this Lent/Easter/Prayer/Advent and Christmas will always be covered in each year. Myself and Other will be covered in every Odd year in connection with Sexuality Education. Though we maintained our focus on the Year of Mercy throughout 2016, at some points our children's learning needs did not marry with the Year of Mercy focus. The reason behind this is that our focus on Responsibility was not a broad enough concept to ensure genuine links.</p> <p>In 2017 we will focus on laudato si and use the broad concept of Connections to focus our Religious Education curriculum and our wider Integrated Curriculum.</p>	
<b>Catholic Character Practices</b>	Catholic Character Self-Review (CCR) Curriculum
	Developing understanding of the Marist Charism and plan celebration for Marcellin Champagnat feast day.
	Review The Catholic Education of School Aged Children
	DRS support and develop a liturgy group Young Catholic Leaders
<b>Variance report 2016</b>	
<p>The focus for our Catholic Self Review was on reviewing and revising the implementation of our Religious Education Curriculum. Please see actions above.</p> <p>The Marist Charism was not focused on in 2016 as a school wide PB4L was completed instead, developing school wide rules around the concepts of Respect, Resilience, and Responsibility. The focus on unpacking the Catholic Education of School Aged Children was also unable to be completed. Mary Ryan worked with a competent group of Year 8 students to lead liturgy and Mass. Maris Charism focus will be unpacked and then influence our school values on a scheduled Teacher Only Day in October 2017.</p>	

<b>Parish/School/High School links</b>	Sacramental Programme promoted within the school.
	Opportunity offered to complete Sacrament of baptism to non-preference students.
	Principal to speak at Masses
	Develop data base of our students home Parishes.
	Develop a closer school relationship with Religious in particular our new parish priest through Wednesday prayer roster.
	Through William Pike Award focus on service opportunities – such as cleaning catholic graves
	Work closely with St Thomas More Community to support closure.
	Parish to support school to attend/hold a mass at St Teresa's Church once a term. Specifically bus costs.
	Pastoral Care – invite parish community to take part in learning activities. Advertise school liturgies in the Parish newsletter.

### Variance report 2016

An unexpected bonus for our school community was the decision to keep St Thomas More church open. This has meant that our school still maintains a direct link with own church. Therefore the actions connected to this were no longer required.

We were delighted to have Fr Ron arrive in our parish and commit to visiting our school every Tuesday morning. The classes have enjoyed taking part in meditation and we hope to have a focus on the scriptures in 2017.

The relationship between Parish and school has been really strengthened in 206 through events like Stewardship Day, held at Cardinal McKeefry School, and the willingness to promote Catholic Schools through Catholic Schools Day. This enabled both Principals to address St Teresa's Church together on Saturday evening. One student took up the opportunity to become Catholic in 2016. Both schools and parish representatives have met to establish side by side mentoring and the 1-5 year old birthday celebration to support ongoing connection to our parish.

In 2017 we will continue to build relationships between Parish and School. We will also approach families through letters to prompt them to consider completing sacraments or becoming Catholic.

## Area Literacy Reading

Objective		Actions
<p><b>TARGET</b> Reading Boys: Year 2 students' progress in reading.</p> <p>Boys Year 3-8 students' progress in reading</p>	To Raise the achievement of the four students in year 2 with reading recovery.	Use assessment information to inform Teaching as Inquiry cycle and identify year 1- 3 students for targeted reading support.
		Teaching as inquiry cycle targeting seven year 3-8 students; five of which are boys. Focused intervention using Rainbow Reading to improve decoding and fluency.
	To raise the achievement of the five Year 3-8 boy students achievement in reading.	Implement Assessment gathering schedule to support National Standards Judgements. Use this data to provide reading recovery for students that are below the standard after 1 year at school.
		Provide students and caregivers with clear information about their learning needs and progress. Including parent information to support home reading.
		Ensure students to make accelerated progress towards the standard who are not on reading recovery receive targeted lessons each day.

### Variance report 2016

Of the 9 male students identified in the 2016 Annual Target:

- 3 of the 5 Year 3-8 boy students have made accelerated progress and are now achieving at the national standard.
- 2 of the 5 Year 3-8 boy students have not made accelerated progress and remain below the national standard. One student continues to be affected by health needs and absences from school as well as an identified processing impairment. The other student took part in Rainbow Reading. Unfortunately Rainbow Reading was not successful for this student and we believe he has an undiagnosed barrier to learning which we will seek help in supporting in 2017. We intend to refer him to the Resource Teacher of Literacy for further advice.
- All of the 4 the students identified in year 2 have received reading recovery. All students have completed reading recovery and all 4 have made accelerated progress and are now achieving at the national standard.
- All parents of students who took part in the above interventions were informed through letters to identify the students receiving intervention support, Parent Teacher Interviews and two written reports were used as ways to communicate progress.
- Our 2016 data shows four boy students of year 2 cohort (2017) have not reached the national standard expected by the end of year 1. These students were not identified in the 2016 targets as they had not completed their first year of school. In 2017 these students will all receive Reading Recovery, with two students having already begun. We will also continue to focus on the two students who did not make accelerated progress.
- Rainbow Reading was not proven to be a successful intervention for one student due to the autonomy and independence of this intervention. Another student at risk of not maintaining progress did complete this intervention successfully. The use of this intervention in future years will need to be closely monitored by the classroom teacher.

Our first target in 2017 will be to seek outside support for the 2 Yr 3-8 boys who have not made accelerated progress and providing reading recovery for the 4 students in the year 2 cohort. Our second target in 2017 will be focused on raising the number of students who are achieving above the standard in reading in the year 5-8 cohort.

To raise all students achievement in reading	We will Provide PLD and Support for staff in order that we:	Key focus on using data to identify target groups of students for support through Teaching as Inquiry and daily reading teaching. Develop use of DATA to Deliberate Acts of Teaching adapted from anecdotal information and reading data
	Build Capacity:	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery including regular staff meetings on identifying and supporting student needs.
	Ensure use of effective literacy practices to support students learning:	All staff to attend Alison Davis course focused on raising achievement in January holidays. Through PLD, Obs and feedback, self-review processes, regular staff meetings.
	Use data to inform teaching and target support to specific	Strengthen ELL provision within curriculum planning. Revisit PLD from Jan Baynes in 2014 Staff and BOT review Nat Standards results and set Annual Plan Targets for Reading each year in meeting between Dec - early Feb each year. Identify budget support for this area.

### Variance report 2016

Professional Development in the area of reading was not a key focus in 2016. Our school wide results of accelerating the achievement of 7 of the 9 students identified as targets has demonstrated that we have the capacity to continue to provide for the majority of our students. All staff attended the Alison Davies course and implemented some strategies from this professional development. Through the Professional Development we are undertaking in catering for gifted and talented children by providing Depth and Complexity in the learning curriculum and the use of the Progress and Consistency tool within the area of

reading, we will continue to review and refine our classroom practice. Two staff meetings per term will be focused on a variety of reading strategies, informed by the work of Alison Davies and Shenna Cameron; a particular requirement will be using modelling books that students can refer to and use to reflect on previous reading lessons.

## Area Literacy Writing

Objective	Actions	
<b>TARGET</b> Writing  Boy Students progress in Writing	To raise the achievement of 10 male students to at or above the standard.	Use assessment information to inform Teaching as Inquiry cycle and identify six boys targeted for writing support not receiving reading recovery in 2016.
	Four of these students will receive reading recovery in 2016.	Implement Assessment gathering schedule to support National Standards Judgements. Use this data to provide reading recovery for the four male students that are below the standard after 1 year at school. Reading recovery also works on writing skills.
	Six remaining students will be part of the school wide focus on writing through developing staff skills in teaching as inquiry.	Ensure students to make accelerated progress towards the standard who are not on reading recovery receive targeted lessons each day
		Provide students and caregivers with clear information about their learning needs and progress. Including parent information to support writing.
		Quality Learning Circles to be used by staff as a focus on research strategies to enhance boys progress in writing. Which will inform teaching as inquiry interventions. Ariki project.
		Literacy Leader to maintain yearly action plan for curriculum and PLD delivery. Focus particularly on evidence of research that has shown to support and develop boys writing.

### Variance report 2016

Of the 10 male students identified in the 2016 Annual Target:

- 1 of the 6 Year 3-8 boy students has made accelerated progress and is now achieving at the national standard.
- 5 of the 6 Year 3-8 boy students have made progress though remain below the national standard.
- 2 of the 5 students are identified as special needs. One student continues to be affected by health needs and absences from school as well as an identified processing impairment. The other student we believe he has an undiagnosed barrier to learning which we will seek help from outside agencies in 2017.
- 3 of 5 Year 3-8 boy students whom remain below the national standard are identified as English as an additional language learners.
- 2 of the 4 students identified to receive reading recovery have made accelerated progress (1 through the reading recovery programme), and are now achieving at the national standard. 2 students have just completed Reading Recovery and have made progress though remain below the national standard. Although this is a reading intervention, it does have a positive impact on writing achievement and writing instruction is an aspect of this intervention.
- We also had a further 4 female students between Yr 3-7 who were identified as below the national standard in 2015 and were not included in the above annual plan identified target for mathematics.. All 4 students were included in specific classroom interventions run by teachers. All 4 students made accelerated progress and are now achieving at the national standard
- All parents of students who took part in the above interventions were informed through letters to identify the students receiving intervention support, Parent Teacher Interviews and two written reports were used as ways to communicate progress.

Our 2016 data shows fifteen boys between Yr 1 – 8 have not reached the national standard expected by the end of their respective years. Of these students:

- Seven were identified in the 2016 targets and are discussed above.
- Five students were not identified in the 2016 targets as they had not completed their first year of school. Two of these students completed Reading Recovery between Term 2-4, two are currently undertaking reading recovery and two have been identified to begin reading recovery in 2017.
- Two students transferred into our school in 2016.
- One has not made progress and is now achieving below the standard.

Our Target in 2017 will remain to raise the achievement of our 14 male students. We introduced a teaching as inquiry focus in 2016 focused on writing and this will continue in 2017. As well as this we will:

- Have four literacy Professional learning meetings a term focused on improving our teaching of writing. In particular these will focus on the teaching strategies of Modelled/Shared/Independent and writers notebook, use of draft writing books and writing groups led by our Principal (Literacy Leader). We will use support material from Alison Davies and Sally Muir.
- We will closely monitor the amount of time allocated to writing each day and consider a timetable change.
- We will undergo a Writing Self Review using the Literacy Self Review tool from the Accelerated Learning in Literacy project that our principal led at her previous school. This will identify further goals to improve our teaching of writing. In 2018 we expect to be involved in a Community of Learning focused on this area of development.

To Raise All Students Achievement in writing	We will Provide PLD and Support for staff in order that we:	Key focus on using data to identify target groups of students for support through Teaching as Inquiry. Develop use of DATA to Deliberate Acts of Teaching adapted from anecdotal information and writing samples.
	Build Capacity:	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery including regular staff meetings on identifying and supporting student needs including above.
		All staff to attend Alison Davis course focused on raising achievement by highlighting links between reading and writing in January holidays.
	Ensure use of effective literacy practices to support students learning:	Through PLD, Obs and feedback, self-review processes, regular staff meetings.
	Use data to inform teaching and target support to specific	Strengthen ELL provision within curriculum planning. Revisit PLD from Jan Baynes in 2014 related to writing. Staff and BOT review Nat Standards results and set Annual Plan Targets for Writing each year in meeting between Dec - early Feb each year. Identify budget support for this area.

### Variance report 2016

School wide professional development was focused on all teachers being involved in a guided inquiry led by the Principal/Literacy Leader into their target writing students. The curriculum area of writing was chosen as it is the area where we have identified the least equitable outcomes for our students, in particular boys. Four Quality Learning Circles focused on published journal articles that explored successful writing interventions within the classroom. The decision to focus only on one curriculum area was to ensure that there is clarity in understanding the process of Teaching as Inquiry and the way correct implementation can provide equitable outcomes for students. The Educational Practices Series 18 Teacher Professional Learning and Development highlights the importance of ensuring there are multiple opportunities to learn and apply information and opportunities to process new learning with others. It was with these recommendations in mind that the decision to build teacher capacity in Teaching as Inquiry through one curriculum area was made. Regular reviews of, and reporting on, the success of the interventions continue throughout the year. Each term the 'success' of interventions and resources used were reviewed. In 2017 the leadership team will continue to support staff to follow the Inquiry process. The team will continue to complete regular observations and feedback in relation to each teacher's inquiry. We believe the addition of 6 Professional Learning meetings per term, informed by the work of Alison Davies, Gail Loan/Sally Muir and the previous work our Principal has undertaken in leading Accelerated Literacy Learning Pilots, will be the best way to continue to build teacher capacity in 2017. The proven strategy of writers' notebook will also be introduced at the year 3-8 level.

## Area Mathematics and Statistics

Objective	Actions	
<b>TARGET</b>		Use assessment information to inform Teaching as Inquiry cycle and identify students targeted for mathematics support.
Year 2-5- All Students	To raise the achievement of seven Year 2-5 students below the standard to be at or above the standard.	Use teacher aide to work with the 4 year two-three students to implement SPRING in to maths programme with groups within classroom 3 x a week for 30mins each session over and above their regular mathematics instruction.
		All seven students will be assessed using the GLOSS test by the Mathematics Leader. The students will then be grouped in stage groups. The Mathematics Curriculum Leader will then work with our Teacher Aide to implement the Spring in to Maths programme 3x a week for 30 minutes targeted at these students identified need.
		Provide students and caregivers with clear information about their learning needs and progress. Including parent information to support mathematics at home.
		Ensure students to make accelerated progress towards the standard all receive targeted lessons each day. Including student who are using SPRING programme.
		Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery. Focus particularly on evidence of research that has shown to support and develop gaps identified in our target students through above assessment.

### Variance report 2016

Of the seven students identified in the 2016 Annual Target:

- 4 of the 7 students have made accelerated progress and are now achieving at the national standard. This progress has been directly linked to the SPRING into Maths intervention they took part in.
- 3 of the 7 students have not made progress and remain below the national standard. One student continues to be affected by health needs and absences from school as well as an identified processing impairment. The other student has an undiagnosed barrier to learning which we will seek help in supporting in 2017. The third student has recently completed the reading recovery intervention which took place during classroom mathematics instruction. Two of these students took part in SPRING into maths and certainly made some progress.
- All parents of students who took part in the above interventions were informed through letters to identify the students receiving intervention support, Parent Teacher Interviews and two written reports were used as ways to communicate progress.

Our 2016 data shows 7 students between Yr 1 – 8 have not reached the national standard expected by the end of their respective years. Of these students, 3 were identified in the 2016 targets and are discussed above. One student was not identified in the 2016 targets as they had not completed their first year of school. Two female students have not maintained an appropriate rate of progress and are now below the level expected for their age. One student has transferred into our school.

Our target in 2017 will be to raise the achievement of these 7 students. The 5 students between Yr 2-4 will take part in SPRING into maths. The other two students will use e-ako maths with support from the teacher.

To Raise All Students Achievement in Mathematics and Statistics.	We will Provide PLD and Support for staff in order that we:	Key focus on using data to identify target groups of students for support through Teaching as Inquiry. Develop use of DATA to Deliberate Acts of Teaching adapted from anecdotal information and writing samples.
	Build Capacity:	Mathematics leader to maintain yearly action plan for curriculum and PLD delivery including regular staff meeting. Survey current practices and align with BES – Effective Pedagogy in Mathematics/Pangarau
	Ensure use of effective mathematics practices to support students learning:	Through PLD, Obs and feedback, self-review processes, regular staff meetings.
	Use data to inform teaching and target support to specific	Strengthen ELL provision within curriculum planning by unpacking resource Words to make the Numbers fly with staff
		Align current practices and align with BES – Effective Pedagogy in Mathematics/Pangarau
		Staff and BOT review Nat Standards results and set Annual Plan Targets for Writing each year in meeting between Dec - early Feb each year. Identify budget support for this area.

### Variance report 2016

School wide professional development was focused on the introduction of three assessment tools and the specific intervention SPRING into Maths. This was led by the Mathematics Leader Jayne Taylor. We began the process of reviewing our mathematics curriculum in line with the Effective Pedagogy in Mathematics/Pangarau.

Area	Objective	Actions
		Definition of what Integrated Curriculum learning looks like at Cardinal McKeefry School.

School Curriculum	Integrated curriculum	Begin Community Consultation on Integrated Cardinal McKeefry Curriculum
		Monitoring of Curriculum Coverage and implementation.
		Introduce ways to include Student voice in Integrated Curriculum Planning
		SportStart – continue implementation and training for new staff. Parent Evening. Implement playground games aspect of SportStart

### Variance report 2016

In 2015 a new system for monitoring curriculum coverage was set up to accurately reflect the reality of the classroom and the responsiveness of the curriculum at Cardinal McKeefry; this system is set up using the philosophy of back mapping. This has allowed us to identify gaps in curriculum coverage and is forefront in our minds when planning whole school curriculum units. It is displayed in the staffroom and discussed often when reviewing our current and future learning foci. The Curriculum back mapping happens at least once a term in order to ensure it is current.

During 2016 we have been designing our curriculum planning and implementation– a 4 year cycle – where all learning areas and strands are covered within that 4 year cycle. The ultimate aim of curriculum design and review is to clarify and address priorities for student learning. Schools needs to know who their learners are – their interests, aspirations and learning needs. This is what should drive the direction of school curriculum change. This will take time to complete well.

Our aim is to have an Overarching Concept for each year that is decided by reflecting on previous year's foci, curriculum balance, as well as current needs of the school community and up and coming local and global events. It is then broken into termly Broad Understandings that allow for aspects of the overarching concept to be further explored and identify specific understandings, skills and values that will need to be explored. The Broad Understandings are matched to Key Learning Areas. Principles are identified here that fit and support the Broad understanding.

LEADERSHIP	Developing our staff as leaders	Implement the Ariki Project – form of quality learning circles (QLC) to support Inquiry in to own teaching practice. Evidence of good teacher practice used as part of Appraisal process.
		Unit allocation to facilitate leadership opportunities linked to annual plan. 2016 Mathematics and Curriculum Development & Assessment.
		DP Catholic development days DRS termly PLD and conference Open to Learn coaching course (Principal) First Time Principals Programme.
		Study opportunities through TCI and other education providers. Mathematics Masters Study 2016 by Mathematics Leader. Special Education Masters Study completed in 2016 by DP, SENCO

### Variance report 2016

After consultation with staff in 2015, it was decided that the historical syndicate organisation no longer worked as an effective model for a school of our size. Instead we have moved to a whole school planning model that is catered for through set staff meetings each term. This has enabled coherence of approach throughout the school. Within this model there are opportunities for cohorts to also deliver ability and age level specific cross grouping.

The Board of Trustees believes that staff development is a priority and as such provides an ample budget for ongoing professional development and release. This allows our school leadership to attend professional development such as DRS, DP and Principal meetings. The Board of Trustees supported the application of the Mathematics Leader to complete a Mathematics Masters paper through the Ministry of Education funded programme.

LEADERSHIP	Develop our student leaders.	Develop schoolwide leadership expectations and design a CMcK Year 8 leaders certificate
		Launch William Pike Challenge Award and Online Journal
		Develop school house groups connected to our Catholic Character.

### Variance report 2016

Principal and Yr 7/8 teacher developed and implemented the William Pike Challenge award in 2016. The WPC Hub was a successful place for students to document their journey. Events that were taken part in were the Weetbix Tryathlon, Orienteering, Mountain biking, Tramping, Service projects, Snorkelling and a walk to Pencarrow Heads. It was decided to focus only on the William Pike Challenge Award and to implement the CMcK leadership award and House groups in 2017

	:	Implement Assessment gathering schedule to support National Standards Judgements
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Assessment and National Standards	Develop Assessment Procedures	Assessment calendar for 6 week, 20 week, 40, 60, 80, 100, 120 week and year 4-8
		Assessment targets shared with students to allow self-monitoring of progress
		Develop a Student Learning profile in conjunction with SMS that tracks student progress over time – Including Anniversary Assessments and OTJ.
		PLD in the use of our new SMS, e-Tap for assessment, monitoring, moderating and reporting.
Trial PACT from year 5 up for judgements on cusp students in mathematics.		

## Variance report 2016

The new Data Collection Calendar was implemented at the beginning of 2016. Normed Data is collected at three points during the year for Years 4-8, with the practice of moderating students writing e-asTTle results beginning in 2015. Year 1-3 data is collected for each student after 6, 20, 40, 60, 80, 100 and 120 weeks of schooling. Students in their first three years of schooling require close monitoring to ensure that expected progress is made and to identify those who require accelerated progress.

All staff underwent Professional Development in the Progress, Achievement and Consistency Tool. All staff used the tool to reflect on Mathematics Overall Teacher Judgements for identified Below, At and Above students plus 6 other students. Staff found using the new tool to be a thorough process and, although somewhat time consuming, it was also very informative. Staff have chosen to use the tool in the area of reading and writing while writing reports. At this stage the tool will not be used for all students but as a moderation tool for staff. All student data is being entered in to the new eTap system and we will continue to focus on developing student profiles within eTap

In 2015 we reviewed the current Assembly Student Management System and moved to the eTap system in 2016. This system is more responsive and supportive of analysis of data for teachers and the leadership team. eTap allows the leadership team to quickly see whole school trends in achievement as well as analysing the achievement of each ethnicity/ gender/ year group. Class teachers can also quickly compare students' data and progress using the class description function located in the eTap learner hub. The ability to quickly identify this data through the eTap filtering system will mean we can notice achievement trends before the traditional end of year points.

## Area PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP

Objective	Actions
Strengthen connections.	Parent info evening Publicity of events – invites from students Incentives Learning sharing evenings
	Create connections with early childhood centres Continue visits established in 2015 with ChildSpace and Bowen

### Variance report 2016

Parent Info evenings and events were held on the following areas: Feb 25 – Community Consultation and picnic – consultation not well attended – aim to better publicise for 2017, KoS information evening – Wednesday 18th May Term 2 Sharing of Arts afternoon 21 June – Well attended  
 Meetings were held with Bowen ECE to promote closer ties. We are sharing resources allowing Bowen to use spare classroom for interviews and appraisal meetings.  
 Meeting with Kindicare from Karori visited us to see our NE classroom. The Term 3 focus was for Kate and Tania to build greater relationships with ECE and this was achieved through visits by Kate to each ECE. In 2016 both Wilton Childspace and Bowen ECE approached us to host a day in a NE classroom for children. We offered a transition programme for these ECE where they visited our NE class on a regular basis. In 2017 we will continue to strengthen these relationships.

	Consultation Health and PE work with Sports Wellington. Completed through Google Forms and/or as home learning with students.
	Develop processes to introduce new families to our community – connecting parents

### Variance report 2016

Health and PE consultation was completed through a google form. It showed that our families are very happy with the level of health and physical education instruction that their children receive at Cardinal McKeefry School. A need highlighted by the feedback was to educate our families about what is and isn't covered within Pubertal Changes units.

Work closely with our PTA	PTA – support events Coordinate with parish and school Working Bee Playground development
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### Variance report 2016

During 2016 the PTA worked well to provide events for our community. We have raised concerns that the amount of members is dwindling and we are going to use class coordinators in 2017 to support communication and action part of the PTA.

## Area Management, Organisation And Compliance

Objective: To address organisation and compliance issues in a manageable way.	Actions
<b>Policy and Procedures</b>	Health and Safety practices reviewed in light of new regulations and procedures are current, known and practiced
	Keep compliance checklists up to date
	Develop and implement Lockdown procedures – Phone System.
	EQ –Evacuation and procedures incl. food and water provisions.
	Ensure Hazard’s recorded are brought to attention of administration/Health and Safety Checks

### Variance report 2016

Health and safety policies were reviewed in light of Vulnerable Children’s Act and recommendations were implemented. Safe at School Survey was completed by students to identify any underlying playground relationship issues. The survey highlighted the great procedures that we have which enable students to feel safe at school. A new Phone system was implemented which allowed the school to develop lockdown procedures. The principal met with WREMO during July school holidays and developed a new emergency plan procedure. This was put into action and then reviewed after the earthquake in November. Health and Safety has been added to all staff meeting agendas and this ensures nothing is missed through a lack of communication.

BOT development	Revise Policies and procedures- develop programme of self-review.
	Induction procedures for new BOT members.
	Induction through Elaine Hines training for prospective members.

### Variance report 2016

Elaine Hines visited the BOT on the 24th May and spoke to current and prospective BoT members who then stood at the election. A programme of self-review and BOT work plan was finalised by the end of 2016; this will ensure that all policies are reviewed regularly. All employment, health and safety and Protected disclosure policies were reviewed and adapted to meet the new Vulnerable Children’s Act. Governance policies were developed and reviewed over the course of the year. The final governance policy will be reviewed in February 2017.

Staff Appraisal	Implement appraisal process developed in 2015
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### Variance report 2016

After consultation with the staff it became apparent that there was a need to have clear systems and appraisal actions that link directly with Professional Teaching Criteria. All staff have engaged enthusiastically in the new system including taking part in self review of the new system. It has recently been highlighted that we will redevelop the focus questions on our walk through observations so they can further support teachers’ ongoing professional learning as well as the teaching as inquiry process. The new Appraisal system includes agreed job descriptions, self and appraiser assessment against practicing teacher criteria with evidence provided. A portfolio of evidence kept by teacher linked to PTC and supported by Professional learning communities/Quality Learning Circles. Professional development opportunities provided by Leadership team focused on Teaching as Inquiry process. Regular classroom Observations and discussions by leadership team. Professional teaching criteria links are identified within staff meetings.

Behaviour Management	Define behaviour management procedures and expectations.
	Monitoring of classroom and playground behaviour

### Variance report 2016

As part of our self-review process we have implemented playground monitoring of behaviour to identify trends and ensure students feel supported and listened to when reporting to teachers. This data is then imputed into the SMS system. Within this system specific disciplinary actions are identified. The playground monitoring system was implemented to identify repeated actions. Towards the end of Term 2 we installed a Friendship Bench. The friendship bench is a means by which a child can seek support without the need to rationalise their feelings or to seek out a particular member of staff or special friend. Because the bench is in the day-to-day environment of the school it can be used at any time and for any reason — from seemingly trivial matters to more serious concerns — and encourages children to ask for help when they are troubled. In Term 3 the safe at school survey was completed by years 3-8 to identify any unreported bullying events and the results were shared with the Board. The RTLB Team supported the Yr 7/8 teacher with Peer Mediator Training for our year 7 students. We wanted to provide our Year 7-8 akonga with some skills in order to help with minor playground incidents - specifically exclusion of others, facilitation of friendly play and the use of the friendship bench. The Peer

Mediator programme was launched in Term 4. At the beginning of Term 2 we started reviewing our students' expected behaviour guidelines with our children and teachers. The former guidelines encompass 12 statements and these were revised to a more manageable three statements that guide our students in all settings. CMcK akonga are Respectful, Resilient and Responsible. We invited interested community members to share their viewpoints on our former and proposed statements guidelines. These rules were launched along with a green card reward system linked to a bag tag reward counter. Children receive recognition every time they receive 20 green cards. All green cards are put in a single container and when it is full, the children receive a reward.

National Standards	Reporting to parents in plain language twice yearly, anniversary reporting for students year 1-3
	Review report templates and information with the community.
	Whole school data reported to the BOT twice yearly in alignment with reporting to parents' cycle.

**Variance report 2016**

All report templates were updated in 2016 with anniversary and mid anniversary reports being introduced. The change was highlighted in a letter to the community and included the offer to see the new report template before it was sent out. Previously, all students received a one page update in the middle of the year with the full report being given in December. These have now been reversed in order. The Board of Trustees have received regular data reports directly related to the targets they set for 2016.

Enrolment	Growing our school roll – Advertised open days – proactive in Independent herald
	Develop New Entrant transition – DP to develop relationships with ECE centres.

**Variance report 2016**

We are currently going through a period of time when Otari Parish and both the Catholic schools within the parish have a decline in Catholic population. This has impacted our roll numbers and resulted in the loss of a full time teaching position and two fixed term units for 2017. The principal will take a more active teaching roll in 2017 to ensure that the school can continue to function as a four classroom school. The balance of advertising is hard to strike as our non-preference school roll is currently full until 2019 and we cannot take all students who wish to attend our school. During 2016 we had enquires from 10 families that we were unable to take due to this condition. Our current New Entrant intended enrolments for 2017 is seven as opposed to two in 2016.

The Deputy Principal has worked hard this year to build positive relationships with the feeder ECE providers in the local community. She developed a transition to school programme which included visits to school for the prospective New Entrant children and visits to ECE centres for those children starting in Room 4. Documents were also developed for the school included the New Entrant Information booklet, school visit invitations, the transition to school letter and the ABC of CMcK as part of the enrolment pack.

During term three the Deputy Principal was released for three days to visit eight ECEs in the area. In Term Three Wilton Childspace started visiting on a weekly basis to help with transition to school programmes and Bowen Childcare share their library visit with R4 each Wednesday afternoon. The feedback we have had from both Bowen Childcare and Wilton Childspace has been very positive and both groups have expressed interest in continuing with regular visits to Room 4 in 2017

## Area PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL

Objective To address organisation and compliance issues in a manageable way.	Actions
10 yr. Prop. Plan General Repairs	Seating outside classrooms
	Investigate cooling options for Term 1 and 4 in classrooms.
Major works	Investigate Phone System.
	10 yr. Prop Plan Drain Replacement
	10 yr. Prop Plan Light well Roof replacement

### Variance report 2016

The new phone system was installed at the beginning of term 2. This has improved communication and safety throughout the school. It has also meant that more than one person can use the phone system at once. The improved message options has helped to streamline the absences procedure for families. Both the drains and light well was replaced as part of the 10 year property plan. Unfortunately there are ongoing issues with the heater replacement in 2015 (which has resulted in leaks) and the light well in 2016 which is also leaking in several places We will continue to work with our property manager to ensure these leaks are fixed.

We did not have a working bee in 2016 so the seating was not removed and continues to be an identified hazard. In 2017 the Board of Trustees hope to set two working bees. As the grants officer has only recently taken over this role, we have not completed the cooling/safety of classrooms with blinds. These are necessary for both the working environment and the safety of student during a lockdown.

5 Y Enviro Plan Ground Maintenance	Ongoing Playground repair and maintenance – Apply for grant
	Working Bee Term 2 and 4 <ul style="list-style-type: none"> <li>• Paint playground</li> <li>• Remove seating outside classrooms.</li> </ul>
	Fix fence around court and field.
	Review grounds contractor
	Develop a Garden Plan
	Revise status of playground markings and maintain as necessary

### Variance report 2016

We did not have a working bee in 2016 so the seating was not removed and continues to be an identified hazard. In 2017 the Board of Trustees hope to set two working bees. As the grants officer has only recently taken over this role, we have not completed the repair of the senior playground (although a quote has been sourced). The fence around the court was completed but the volunteers have not been able to complete the fence around the field. The review of the grounds contractor and the development of a garden plan were also not completed in 2016 and will move through to 2017.

10 Y Furniture Plan	Teacher chairs purchased.
	Table legs purchased to attach to table tops
	Organise Room 6 to be a PLD space for providers

### Variance report 2016

Teacher's chairs and table legs were purchased at the beginning of term 1. Room 6 was used as a space for PLD providers.

5 Y ICT Plan	Establish 5 Y ICT Plan
	Purchase device for lowered classroom ratios.

### Variance report 2016

Chrome and iPad minis were purchased and now all classrooms have at least 1:2 device ratio. The 5Y ICT plan is underway.



Cardinal McKeefry School Wilton

2016-2020 Strategic Plan

2016 Annual Plan

## Catholic Character

Goal: To instil in our students a sense of their own spirituality and self-worth; to provide guidance in the development of personal values; to encourage a developing understanding of implications and responsibilities in the role they could play as committed Christians in the Church and greater community of Aotearoa New Zealand.

Strategic Objectives	2017	2018	2019	2020	2021
<b>Professional Development</b>	Marist Charism PD TOD October Attend Cluster meetings	Th 101 for staff who have not completed it.	PLD informed from full Catholic Character Review and school curriculum review	Attend Cluster meetings	Attend Cluster Meetings
	Parent information evening RE curriculum.	Review link between RE curriculum and home.	Develop RE weekly focus at home Integrate the Church year focus	Embed RE weekly focus at home- Parent Information Evening	Review RE weekly focus at home- Parent Information Evening
	Integrate the Church year focus Develop assessment processes for Student Learning passport to reflect RE	Integrate the Church year focus Revisit prayer focus from 2016 – include families through sharing of prayer in school newsletter.	Curriculum focus informed from Catholic Character Review and school curriculum review	Integrate the Church year focus Embed RE curriculum focus	Integrate the Church year focus Embed RE curriculum focus
	DRS to maintain yearly action plan for curriculum and PLD delivery	Review RE curriculum to a two year cycle Consult families– report to BOT and staff	Implement recommendations from RE curriculum review.	Continue to implement and develop recommendations from RE Curriculum review.	Review RE curriculum
<b>Catholic Character Practices</b>	Catholic Character Self-Review - pastoral care	Full Catholic Character external review. (CCR)	Catholic Character Self-Review (CCR) Community	Catholic Character Self-Review (CCR) Curriculum	Catholic Character Review- Pastoral Care
	School Values Review: Incorporate Marist Charism/ Gospel Values. Community Values Consultation.	Strengthen link to our school history – develop School Jubilee planning committee for 2021.	Finalise events for School Jubilee 40 yrs.	Send invitations events for School Jubilee 40 yrs. Review Community Values	Participate in School Jubilee Celebrations Community Values Consultation.
	Implement Values aspect of The Catholic Education of School Aged Children	Implement RE curriculum recommendations of The Catholic Education of School Aged Children	Review progress against recommendations of The Catholic Education of School Aged Children		
	Students to support DRS in planning liturgies. Support younger students to participate in the mass and liturgical opportunities.	Class masses/liturgies  Termly masses at St Thomas More Church	Students involved in preparing and leading class masses/liturgies. Termly masses at St Thomas More Church	Students involved in preparing and leading class masses/liturgies. Termly masses at St Thomas More Church	Students involved in preparing and leading class masses/liturgies. Termly masses at St Thomas More Church
<b>We will work to strengthen:</b>	Sacramental Programme promoted within the school.	Sacramental Programme promoted within the school.	Sacramental Programme promoted within the school.	Sacramental Programme promoted within the school.	Sacramental Programme promoted within the school

<b>Parish/School/High School links</b>	Opportunity offered to complete Sacrament of baptism to non-preference students.	Opportunity offered to complete Sacrament of baptism to non-preference students.	Opportunity offered to complete Sacrament of baptism to non-preference students.	Opportunity offered to complete Sacrament of baptism to non-preference students.	Opportunity offered to complete Sacrament of baptism to non-preference students.
	Parish/School mass once a year on a Sunday.	Develop weekly class liturgy/mass	Continue weekly class liturgy/mass	Review weekly class liturgy/mass	Implement changes as a result of review Parish/School mass twice a year on a Sunday.
	Update and maintain data base of our students home Parishes.	Update and maintain data base of our students home Parishes.	Update and maintain data base of our students home Parishes.	Update and maintain data base of our students home Parishes.	Update and maintain data base of our students home Parishes.
	Class visits from parish priest – meditation.  Adopt a parish member – Easter cards for the parish	Run school based opportunities to become alter service or readers for parish. Extend service to year 5/6 students WPC focus on service opportunities for year 7/8	Extend service focus to year 1/4	Create opportunities for Parish and school to work on service projects together	Ensure Parish and High Schools are involved in Jubilee celebrations
	Work with Otari Parish to develop collaborative practices with Liturgies,  Term plan	Maintain with Otari Parish the collaborative practices with Liturgies,  Term plan	Review the collaborative practices with Liturgies  Term plan	Implement the review of collaborative practices with Liturgies Term plan	Maintain with Otari Parish the collaborative practices with Liturgies, Term plan
	Parish/School mass once a year on a Sunday.	Develop weekly class liturgy/mass	Continue weekly class liturgy/mass	Review weekly class liturgy/mass	
	Grandparents day connected to St Jochaim and Anne's Day ( Jesus Grandparents) Take part in Lent and Advent Parish activities.	Grandparents day connected to St Jochaim and Anne's Day ( Jesus Grandparents) Take part in Lent and Advent Parish activities.	Grandparents day connected to St Jochaim and Anne's Day ( Jesus Grandparents) Take part in Lent and Advent Parish activities	Grandparents day connected to St Jochaim and Anne's Day ( Jesus Grandparents) Take part in Lent and Advent Parish activities	Grandparents day connected to St Jochaim and Anne's Day ( Jesus Grandparents) Take part in Lent and Advent Parish activities
	Strengthen connections with St Patrick's and St Mary's Colleges through involvement in Wellington Catholic Community of Learning.	Strengthen connections with St Patrick's and St Mary's Colleges through involvement in Wellington Catholic Community of Learning. Explore opportunities to support Catholic Schools in the Pacific or contrasting schools in NZ.	Strengthen connections with St Patrick's and St Mary's Colleges through involvement in Wellington Catholic Community of Learning. Develop opportunities to support Catholic Schools in the Pacific or contrasting schools in NZ.	Strengthen connections with St Patrick's and St Mary's Colleges through involvement in Wellington Catholic Community of Learning. Review opportunities to support Catholic Schools in the Pacific or contrasting schools in NZ.	Strengthen connections with St Patrick's and St Mary's Colleges through involvement in Wellington Catholic Community of Learning. Develop opportunities to support Catholic Schools in the Pacific or contrasting schools in NZ.

## Curriculum, Teaching and Learning

**GOAL 2:** Our students will take an active role in their learning and strive to do their best. School programmes will reflect the spirit and breadth of the NZ curriculum. We will continue to develop our teaching and student performance in the core curriculum areas. Progress and achievement in Literacy and Numeracy will be reported on in relation to requirements of National Standards and expectations of the NZ Curriculum.

**GOAL 3:** Our students will take an active role in their learning and strive to do their best. Progress and achievement in Literacy and Numeracy will be reported on in relation to requirements of National Standards and expectations of the NZ Curriculum. Explicit and reflective teaching practice through the Teaching as Inquiry model enable teachers to evaluate their teaching and students' learning; in this way students are supported to achieve to the best of their ability. Accurate assessment, evaluation, planning and record keeping ensures the aforementioned.

Strategic Objectives	2017	2018	2019	2020	2021
<b>LITERACY</b>  To Raise Students Achievement in literacy	Use assessment information to inform Teaching as Inquiry cycle, ensure clear link between Annual Plan Targets	Review progress and adjust programmes to include new reading practice.	Embed new reading assessment. Implement new writing assessment	Review assessment and embed new writing practice	Implement review findings
	Embed Literacy assessment practices	Review use of assessment to gather information in reading – RR, e-AsTTle, PAT	Implement new practice from reading curriculum review. Review use of assessment to gather information in writing, e-AsTTle, writing samples, PACT	Embed new practice from reading curriculum review. Implement new practice from writing curriculum review.	Review teaching of reading practice. Embed new practice from reading curriculum review.
	Support students to articulate their learning needs and development. Link to Parent/Child/Teacher conference.	Ensure link between students learning needs and home learning activities. Link to Parent/Child/Teacher conference.	Teacher – Student_ Parent set learning goals and plan for ways to support at home. Link to Parent/Child/Teacher conference.	Teacher-Student-Parent planning for specific needs.  Link to Parent/Child/Teacher conference.	Review Teacher-Student-Parent conferences
We will Provide PLD and Support for staff in order that we:  -Build Capacity:	Ensure link is made between Teachings as Inquiry classroom focus and school wide targets with Depth and Complexity focus.	Maintain link between Teaching as Inquiry and classroom focus and school wide targets.	Review the effect of Teaching as Inquiry is having on school wide targets.	Implement new practice for Teaching as Inquiry linked to Annual Plan	Embed new practice for Teaching as Inquiry linked to Annual Plan
	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery of Depth and Complexity	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery	Literacy Leader to maintain yearly action plan for curriculum and PLD delivery
Ensure use of effective literacy practices to support students learning:	Review and monitor the non-negotiables of literacy teaching.	Provide opportunities for staff to observe best practice both within the school and outside the school.	PLD focus on Reading if data identifies this as an area of need required from Annual Plan.	PLD focus as identified from 2019 Variance Report.	PLD focus as identified from 2020 Variance Report.
	Monitor ELL provision within literacy planning. Revisit PLD from Jan Baynes in 2014	Revise ELL provision within literacy planning.	Implement new practice from ELL review.	Embed new practice from ELL review.	
Use data to inform teaching and target support to specific	Staff and BOT review National Standards results and set Annual Plan Targets for Reading and Writing each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Reading and Writing each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Reading and Writing each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Reading and Writing each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Reading and Writing each year.

<p>MATHEMATICS To Raise Students Achievement in mathematics.</p>	<p>Review progress and adjust programmes accordingly. Use assessment information to inform Teaching as Inquiry cycle.</p>	<p>Use assessment information to inform Teaching as Inquiry cycle, ensure clear link between Annual Plan Target. Evidence of good teacher practice used as part of Appraisal process</p>	<p>Review progress and adjust programmes accordingly.</p>	<p>Implement any changes made to best practice as identified in the review process.</p>	<p>Embed any changes made to best practice as identified in the review process.</p>
	<p>Review use of assessment to gather information in mathematics: PAT, JAM, GLOSS, IKAN, Maths Mate, Heads Up Connected to PLD in Mathematics. Evidence of good teacher practice used as part of Appraisal process</p>	<p>Implement new practice from mathematics Review and PLD in mathematics.  Look at best practice and any other current thinking including new MoE initiatives and see identify we may need to change in our teaching and learning programmes that will support our ākonga. Access mathematics development support through the Wellington Catholic Community of Learning.</p>	<p>Trial and/or implement new practice from mathematics review.  Look at best practice and any other current thinking including new MoE initiatives and see identify we may need to change in our teaching and learning programmes that will support our ākonga. Access mathematics development support through the Wellington Catholic Community of Learning.</p>	<p>Embed new practice.  Look at best practice and any other current thinking including new MoE initiatives and see identify we may need to change in our teaching and learning programmes that will support our ākonga. Access mathematics development support through the Wellington Catholic Community of Learning.</p>	<p>Review progress and adjust programmes accordingly.  Look at best practice and any other current thinking including new MoE initiatives and see identify we may need to change in our teaching and learning programmes that will support our ākonga. Access mathematics development support through the Wellington Catholic Community of Learning.</p>
	<p>Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery</p>	<p>Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery</p>	<p>Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery</p>	<p>Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery</p>	<p>Mathematics Leader to maintain yearly action plan for curriculum and PLD delivery</p>
	<p>Attend Mathematics Cluster meetings and share good practice at staff meetings.</p>	<p>Attend Mathematics Cluster meetings and share good practice at staff meetings.</p>	<p>Attend Mathematics Cluster meetings and share good practice at staff meetings.</p>	<p>Attend Mathematics Cluster meetings and share good practice at staff meetings.</p>	<p>Attend Mathematics Cluster meetings and share good practice at staff meetings.</p>
<p>We will Provide PLD and Support for staff in order that we:  -Build Capacity:</p>	<p>Using data from survey to inform. Plan school wide PLD on Mathematics curriculum focused on implementation, support and extension. PRT to attend Numeracy course specific to teaching Y7-8 as part of her PLD schedule. Principal and Y7-8 teacher to attend cluster wide PLD regarding those ākonga working at Level 4 and beyond. Where possible use new knowledge from Depth and Complexity PLD within our mathematical learning programmes.</p>	<p>Start school wide PLD on Mathematics curriculum focused on implementation, support and extension. Principal and Y7-8 teacher to attend cluster wide PLD regarding those ākonga working at Level 4 and beyond.  Continue to embed the Depth and Complexity practices into mathematical learning programmes.</p>	<p>Continue Mathematics curriculum focused on implementation, support and extension.  Trial any new initiatives put forward by MoE.</p>	<p>Embed school wide Mathematics curriculum focused on implementation, support and extension. Review new initiatives put forward by MoE and adapt these according to the needs of the ākonga.</p>	<p>Review school wide Mathematics curriculum focused on implementation, support and extension.</p>

Ensure use of effective mathematic practices to support students learning	Maintain the SPRING into maths programme for Year 2-6 students.	Review effectiveness of SPRING in to maths programme for Year 2-6 students.	Maintain the SPRING into maths programme for Year 2-6 students. Embed new practice from the review of the effectiveness of SPRING.	Review trends in achievement in both strand and number programmes. Review effectiveness of SPRING in to Maths. Investigate what other initiatives could we consider using.	Implement any new practices identified as weaknesses in review from 2020.	
	Use ESOL online to support mathematics activities and PLD on words to make the numbers fly.	Review ESOL online to support mathematics activities and PLD on words to make the numbers fly.	Embed ESOL online practices to support mathematics activities and PLD on words to make the numbers fly.	Continue to use ESOL online support material for those ākonga for whom English is a second or other language.	Continue to use ESOL online support material for those ākonga for whom English is a second or other language.	
	Investigate extension programmes for those ākonga identified as Gifted and Talented. Use of VLN classroom considered.	Trial extension programmes for those ākonga identified as Gifted and Talented. Use of VLN classroom considered.	Implement extension programmes for those ākonga identified as Gifted and Talented. Use of VLN classroom considered.	Review extension programmes for those ākonga identified as Gifted and Talented.	Embed extension programmes for those ākonga identified as Gifted and Talented.	
Use Data to inform teaching and to target support to specific needs	Staff and BOT review National Standards results and set Annual Plan Targets for Mathematics each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Mathematics each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Mathematics each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Mathematics each year.	Staff and BOT review National Standards results and set Annual Plan Targets for Mathematics each year.	
	Investigate Mathswell Competition and participation in Otago Maths Competition.	Provide extension programmes for G & T students.	Review success of this practice.	Implement new practice from review.	Embed new practice.	
	Review SENCO procedures. School run PLD on identifying and supporting ESOL learners.	Embed revised SENCO procedures.	Embed revised SENCO procedures.	Following review of targets make any necessary changes to the SENCO procedures	Embed revised SENCO procedures.	
LEADERSHIP Developing our staff as leaders	Implement quality learning circles (QLC) to support Inquiry in to own teaching practice. Evidence of good teacher practice used as part of Appraisal process.	Maintain quality learning circles (QLC) to support Inquiry in to own teaching practice. Evidence of good teacher practice used as part of Appraisal process.	Maintain quality learning circles (QLC) to support Inquiry in to own teaching practice. Evidence of good teacher practice used as part of Appraisal process.	Review quality learning circles (QLC) to support Inquiry in to own teaching practice.	Implement review findings quality learning circles (QLC) to support Inquiry in to own teaching practice.	
	School Based PD provided by the <i>National Gifted and Talented Centre for Education</i> in the Framework for Depth and Complexity Year 1	School Based PD provided by the <i>National Gifted and Talented Centre for Education</i> in the Year 2	Consolidate Framework for Depth and Complexity throughout all learning areas. Insure continuity across school and provide training for new staff members.	Review Framework for Depth and Complexity throughout all learning areas Insure continuity across school and provide training for new staff members.	Implement review findings  Insure continuity across school and provide training for new staff members.	
	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway	DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway
	Study opportunities through TCI and other education providers.	Study opportunities through TCI and other education providers	Study opportunities through TCI and other education providers.	Study opportunities through TCI and other education providers.	Study opportunities through TCI and other education providers.	

	Special Education Masters Study 2017. Educational Leadership Masters 2017	Special Education Masters Study 2017. Educational Leadership Masters 2017.			
Develop our student Leaders	Develop school wide leadership expectations and design a CMcK Year 8 leaders certificate. Launch Year 8 leadership certificate. Year 8 train Year 7 leaders in Term in a variety of roles	Review leadership programme with 2017 parents/students. Implement recommendations	Embed leadership programme recommendations Organise leadership conference linked to careers development for Year 7/8's Inclusion of career ideas/options discussed regularly	Provide opportunity for students to co-construct school events and academic focus.	Review Year 8 leadership certificate.
	Review success of this WPC and confirm participation in 2018. Camp Yr 7 and 8 increased to 4 days 3 night.	William Pike Challenge Award and Online Journal	Encourage opportunities for students to continue WPC service and outdoor adventures Camp Yr 7 and 8 increased to 5 days 4 nights. Investigate a new camp venue such as OPC	William Pike Challenge Award and Online Journal Identify and promote events within community and media.	Encourage opportunities for students to continue WPC service and outdoor adventures Camp Yr 7 and 8 5 days 4 nights
	Develop school house groups connected to our Catholic Character.	Launch school house groups' aim for 1 house challenge per term. All Yr 8 students are House leaders	Link school house groups to a service project in our community. Embed House challenges	Review school house groups with students, teachers and whanau.	Implement new practice from review.
School Curriculum  Integrated curriculum leader to maintain yearly action plan for curriculum and PLD.	Continue Consultation on Integrated Cardinal McKeefry Curriculum.	Report findings of consultation and recommendations going forward.	Implement new practice from review.	Review the success of the Integrated Cardinal McKeefry Curriculum, after first four year cycle. Community Consultation on Integrated Cardinal McKeefry Curriculum, next 4 year cycle	Implement recommendations from Community Consultation on Integrated Cardinal McKeefry Curriculum. For year 1 of next 4 year cycle.
	Embed Monitoring of Curriculum Coverage and implementation.	Monitoring of curriculum coverage is both retrospective and informs future teaching and learning foci	Review the 4 year Integrated Curriculum Coverage – check links between learning foci	Implement new practice from review.	Consolidate new practice from review.
	Develop process to assess each AO over students' time at school. Use of assessment target for Integrated curriculum each term. Assessment pieces placed in student profiles. Plan for assessment at the beginning of unit planning	Review use of Integrated Curriculum assessment to gather information on students achievement levels school wide and identify next learning steps.  Incorporate integrated curriculum assessment into etap	Adjust integrated curriculum foci informed by students learning needs identified in review of achievement levels and next learning steps  Embed integrated curriculum assessment into etap	Adjust integrated curriculum foci informed by students learning needs identified in review of achievement levels.  Review integrated curriculum assessment into etap	Review use of Integrated Curriculum assessment to gather information on students achievement levels school wide and identify next learning steps.  Implement Incorporate integrated curriculum assessment into etap recommendations.
	Introduce ways to include Student voice in Integrated Curriculum Planning	. Embed process of collecting student voice in Integrated Curriculum Planning procedure	Review process of collecting student voice in Integrated Curriculum Planning procedure	Implement review findings and adjust practice accordingly	Embed process of collecting student voice informed by 2019 review.
	Professional development on integration of curriculum	Vertical Planning is consistent across school.	Review Vertical Planning for consistency and ensure that this still fits the needs of the school	Implement review recommendations	Embed review recommendations

	including, including whole school planning				
	Introduce Framework for Depth and Complexity PLD	Implement Framework for Depth and Complexity PLD	Refine Framework for Depth and Complexity PLD	Review Framework for Depth and Complexity to ensure it is allowing for the rigour and breadth of learning provided in the NZC	Implement review findings and adjust practice accordingly
	SportStart – continue implementation and training for new staff.	Embed physical literacy through SportStart.  Review need for PMP if SportStart is used correctly.	Gauge interested in a SportStart cluster for a SportStart Zone competition. Review Sport Start curriculum and implementation in conjunction with Sport Wellington.	Adjust Sport Start curriculum in conjunction with sport Wellington	Embed revised Sport Start curriculum.
Assessment  We will use effective assessment practices to inform teaching and learning.	Review use of assessment to gather information in mathematics: JAM, GLOSS, IKAN Maths Mate, Heads Up	Review use of assessment to gather information in reading – RR, e-AsTTle, PAT  Implement new practice from mathematics review.	Review use of assessment to gather information in writing, e-AsTTle, writing samples, PACT Implement new practice from Reading Review.	Embed new practice from Reading Review.  Implement new practice from Writing Review	Review use of assessment to gather information in reading.  Embed new practice from Writing Review
	Assessment information shared with students to allow self-monitoring of progress	Assessment information shared with students and family to allow self-monitoring of progress.	Review assessment information shared with students and family to allow self-monitoring of progress.	Adjust assessment information shared with students and family to allow self-monitoring of progress.	Embed assessment information shared with students and family to allow self-monitoring of progress.
	Develop a Student Learning profile in conjunction with SMS that tracks student progress over time – Including Anniversary Assessments and OTJ.	Implement a Student Learning profile in conjunction with SMS that tracks student progress over time.	Review Student Learning profile in conjunction with SMS that tracks student progress over time, ensure curriculum coverage is evident.	Adjust Student Learning profile in conjunction with SMS that tracks student progress over time, ensure curriculum coverage is evident.  Develop self-assessment opportunities to be included in Student Learning Profile	Embed Student Learning profile in conjunction with SMS that tracks student progress over time, ensure curriculum coverage is evident.  Embed self-assessment opportunities to be included in Student Learning Profile
	Create school reports within eTap to ensure consistency when reporting to parents.	Embed school wide use and access of electronic data. Use eTap to report to parents.	Review school wide use and access of electronic data. Embed use eTap to report to parents.	Adjust use of school wide use and access of electronic data. Review use of eTap to report to parents.	Embed changes to practice of school wide use and access of electronic data. Adjust use of eTap to report to parents.
	Use PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class to ensure both the breadth	Use PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class to ensure both the breadth	Use PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class to ensure both the breadth	Review Use of PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class.	Adjust Use of PACT to confirm judgements as informed by the review.

	of the Mathematics and Statistics and English curriculum are considered when making National Standards judgements and all students are being held against the same standard of achievement by all teachers.	of the Mathematics and Statistics and English curriculum are considered when making National Standards judgements and all students are being held against the same standard of achievement by all teachers.	of the Mathematics and Statistics and English curriculum are considered when making National Standards judgements and all students are being held against the same standard of achievement by all teachers.		
	Continue Moderation process in OTJ twice a year.	Continue Moderation process in OTJ twice a year	Continue Moderation process in OTJ twice a year	Continue Moderation process in OTJ twice a year	Continue Moderation process in OTJ twice a year
	Implement Teaching as Inquiry Target Groups in writing and mathematics, ensure links to assessments are evident	Embed Teaching as Inquiry Target Groups in writing and mathematics, ensure links to assessments are evident. Implement Teaching as Inquiry Target Groups in reading	Ensure link between Teaching as Inquiry to school-wide targets and specific assessments.	Review success of link between Teaching as Inquiry and assessments we gather.	Implement new practice from review.
ICT Equipment: we will provide up to date and appropriate equipment for students and teachers	Embed the daily use of devices within the classroom across the school.	Review ICT purchasing plan: Analysis of mix of devices available in each classroom. Do in conjunction with 5 Yr ICT plan and new digital technologies curriculum.	Update any equipment as identified in the 2018 review.	Server upgrade and Cloud Based Computing for future.	
	Ongoing maintenance of network. Invite tenders for next year's contract to ensure best value for money	Ongoing maintenance of network. Invite tenders for next year's contract to ensure best value for money	Ongoing maintenance of network. Invite tenders for next year's contract to ensure best value for money	Ongoing maintenance of network. Invite tenders for next year's contract to ensure best value for money	Ongoing maintenance of network. Invite tenders for next year's contract to ensure best value for money
Provide opportunities for students to develop Digital Citizenship	Strengthen Google Apps For Education in Year 4-8 and within Staff as well as BOT.	Strengthen GAFE across school and community	Strengthen GAFE across school and community	Strengthen GAFE across school and community	Strengthen GAFE across school and community
	Use real world context to support skill development (blogs, wiki, skype) Investigate use of School blog/Twitter/FaceBook Live/Seesaw on School Website to share learning collaborate in their learning	Review use of real world context to support skill development (blogs, wiki, skype) Present or implement use of Social Media to share students learning.	Embed use of real world context to support skill development (blogs, wiki, skype) Identify next steps for use of Social Media to share students learning.	Embed use of real world context to support skill development (blogs, wiki, skype)	Review use of real world context to support skill development (blogs, wiki, skype)
Build staff capacity	Staff PLD to develop skill in using technology to support their teaching and ongoing learning of themselves and their students	Support staff to develop capacity so that each student/class has access to an online learning environment.	Support staff to develop capacity so that each student/class has access to an online learning environment.	Support staff to develop capacity so that each student/class has access to an online learning environment.	Review online learning environment and make recommendations for the future.
	PLD on use of Hectors World and The OWLS programme from Net Safe to support Digital Citizenship. Use of VLN with Depth and Complexity Framework PLD.	Develop protocol around use of Hectors World and The OWLS programme. Continued use of VLN with Depth and Complexity Framework PLD.	Embed use of Hectors World and The OWLS programme Embed use of VLN with Depth and Complexity Framework PLD.	Embed use of Hectors World and The OWLS programme Embed use of VLN with Depth and Complexity Framework PLD.	Embed use of Hectors World and The OWLS programme Embed use of VLN with Depth and Complexity Framework PLD.

	Google Site online PCT/PLC journal	Google Site online PCT/PLC journal	Google Site online PCT/PLC journal	Google Site online PCT/PLC journal	Google Site online PCT/PLC journal
e-learning planning framework	Opening evening to showcase the ways students use technology. Building capacity of whanau in terms of digital literacy.	Opening evening to showcase the ways students use technology. Building capacity of whanau in terms of digital literacy.	Opening evening to showcase the ways students use technology. Offer community opportunity to upskill Investigate feasibility of BYOD across the school	Use the skills of our ākonga to teach staff and whanau digital literacy skills as part of the William Pike Challenge - community service Make a decision regarding BYOD	Use the skills of our ākonga to teach staff and whanau digital literacy skills as part of the William Pike Challenge - community service Implement decision regarding BYOD in 2021
	Use ICT to share our student's learning journey within school community and beyond.	Use ICT to share our student's learning journey within school community and beyond.	Use ICT to share our student's learning journey within school community and beyond.	Use ICT to share our student's learning journey within school community and beyond.	Use ICT to share our student's learning journey within school community and beyond.
Support diverse learners through ICT to master Mathematics and Literacy skills	Develop use of StudyLadder to support target students. Encourage use of Digi-store for online learning activities.	Termly e-learning sharing meetings. Embed use of Digi-store, Study Ladder, e-ako maths for online learning activities.	Review e-learning sharing meetings. Review use of Digi-store, Study Ladder, e-ako maths for online learning activities.	Implement any changes to e-learning sharing meetings as identified in the 2019 review. Implement review of Digi-store, Study Ladder, e-ako maths for online learning activities.	Embed the changes to e-learning sharing meetings as identified in the 2019 review. Embed new practices for Digi-store, Study Ladder, e-ako maths for online learning activities.
	Share resources through POND, VLN and Google Sites with each other as part of the ongoing PLD - specifically around the Depth and Complexity Framework.	Share resources through POND, VLN and Google Sites with each other as part of the ongoing PLD - specifically around the Depth and Complexity Framework.	Share resources through POND, VLN and Google Sites with each other as part of the ongoing PLD - specifically around the Depth and Complexity Framework.	Share resources through POND, VLN and Google Sites with each other as part of the ongoing PLD - specifically around the Depth and Complexity Framework.	Share resources through POND, VLN and Google Sites with each other as part of the ongoing PLD - specifically around the Depth and Complexity Framework.

## Goal 4: PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP

Our sense of community and collaboration is strong. We believe our students learn effectively when their parents are supported in their role as first educators and students are encouraged to be active participants and contributors to the wider community.

Strategic Objectives	2017	2018	2019	2020	2021
We will work to strengthen:	Parent info evening Publicity of events – invites from students Incentives Learning sharing evenings	Parent info evening Publicity of events – invites from students Incentives Learning sharing evenings	Review Parent sharing meetings and identify areas for improvement.	Implement review recommendations and introduce new practices.	Embed review recommendations and new practices.
	Parent School communication using Google Forms for parent response sheets and event permission.	Maintain parent school communication using Google Forms for parent response sheets and event permission.  Use etap Parent Portal for updating students key information	Review parent school communication using Google Forms for parent response sheets and event permission.  Review use of etap Parent Portal for updating students key information	Implement review recommendation parent school communication using Google Forms for parent response sheets and event permission.  Implement review recommendation use of etap Parent Portal for updating students key information	Embed review recommendation parent school communication using Google Forms for parent response sheets and event permission.  Embed review recommendation use of etap Parent Portal for updating students key information
	Maintain website with regular Updates.				

		Investigate adding wrap around system to website for online payments.	Review and update website design template – use web designer to have bespoke site.	Implement review recommendation and update website design template – use web designer to have bespoke site.	Embed review recommendation and update website design template – use web designer to have bespoke site.
	Publicity Investigate the use of Facebook for sharing school events through Facebook Live. Link Twitter page to website Maintain website with regular Updates.	Publicity Implement or maintain use of Facebook for sharing school events through Facebook Live. Link Twitter page to Facebook and give Twitter page to a class to share their learning on a weekly roster Maintain website with regular Updates.	Publicity Maintain use of Facebook for sharing school events through Facebook Live. Link Twitter page to Instagram Maintain website with regular Updates.	Publicity Review use of Facebook for sharing school events through Facebook Live. Review use of Twitter page by school and students Maintain website with regular Updates. Review tools depending on developments in Social Media	Implement review recommendation for use of Facebook for sharing school events through Facebook Live. Review use of Twitter page by school and students Maintain website with regular Updates. Moderate tools depending on developments in Social Media
	Investigate a transition to school network with the NE teachers and ECC within Northland/Wilton/Kelburn.  Invite ECE to school events. Visit ECE with former students before students start school	Review school procedures for transition to school.  Maintain ECE invites to school events Maintain ECE with former students before students start school	Implement review recommendations and introduce new practices.  Review ECE invites to school events Review ECE with former students before students start school	Embed review recommendations and new practices.  Implement review recommendation regarding ECE invites to school events Implement review recommendation for ECE visits with former students before students start school	Review school procedures for transition to school, include key stakeholders of ECC. Parents and teachers.  Embed review recommendation regarding ECE invites to school events Embed review recommendation for ECE visits with former students before students start school
Celebrate and work with the diverse cultures present within our school.	Maori CMcK Kawa, prayers, develop whakatau protocol and introduce kapa haka to school Term 3  Develop Ka Hikitia strategy with Whanau group. Visit Holy Cross Powhiri.	Termly Whakatau to welcome new community members. Year 8 leaders to speak on behalf of community. Kapa haka practice for whole school.  Marae visit/Noho Marae  Work with Whanau group to provide opportunities for Te kanga and Te Reo for students and families.	Parent evening to present Kapa haka, Pasifika and cultural performances from all sections of our community. Link to Otari Parish Cultural Mass.  Develop Cardinal McKeefry Powhiri procedure.  Work with Whanau group to provide opportunities for Te kanga and Te Reo for students and families.	Participate in Kaori Kapa Haka festival  Approach Otari Parish to see whether we can take part in the cultural Mass.  Marae visit/ Noho Marae  Implement Cardinal McKeefry Powhiri procedure.  Review with Whanau group the Ka hikitia strategy to ensure it provides opportunities for Te kanga and Te Reo for students and families. For Maori to succeed as Maori	Parent evening to present Kapa haka, Pasifika and cultural performances from all sections of our community. Link to Otari Parish Cultural Mass  Maintain Cardinal McKeefry Powhiri procedure.  Implement with Whanau group the Ka hikitia strategy to ensure it provides opportunities for Te kanga and Te Reo for students and families. For Maori to succeed as Maori

	Establish Kaumatua connection within Archdiocese of Wellington	Maintain Kaumatua connection within Archdiocese of Wellington	Review Kaumatua connection within Archdiocese of Wellington	Establish or maintain Kaumatua connection within Archdiocese of Wellington based on review recommendations.	Maintain Kaumatua connection within Archdiocese of Wellington based.
	Develop Pasifika education plan with whanau group. Start Poly Club Activities.	Implement plan Pasifika practice for whole school. Work with fono group to provide opportunities for Pasifika students to experience fa'a <b>Samoa, Tongan, Fijian etc</b>	Parent evening to present Kapa haka, Pasifika and cultural performances from all sections of our community. Link to Otari Parish Cultural Mass.  Work with fono group to provide opportunities for Pasifika students to experience fa'a <b>Samoa, Tongan, Fijian etc</b>	Participate in Kaori Kapa Haka festival include Pasifika item  Approach Otari Parish to see whether we can take part in the cultural Mass.  Review with with fono group the Pasifika education strategy to provide opportunities for Pasifika students to experience fa'a <b>Samoa, Tongan, Fijian etc</b>	Parent evening to present Kapa haka, Pasifika and cultural performances from all sections of our community. Link to Otari Parish Cultural Mass  Implement with fono group the Pasifika education strategy to provide opportunities for Pasifika students to experience fa'a <b>Samoa, Tongan, Fijian etc</b>
	Greeting area in the foyer that celebrates our school cultures and diversity	Build cultural celebrations calendar with artefacts to support diversity	Set up Jubilee Committee and plan. Maintain cultural celebrations calendar with artefacts to support	Begin Jubilee advertisement  Review cultural celebrations calendar with artefacts to support	Take registrations confirm programme for Jubilee.  Implement cultural celebrations calendar with artefacts to support
Provide support for Parents as first educators	Follow up e-learning consultation with show and tell evenings.	Consultation e-learning curriculum informed by new digital technologies curriculum	Work with community to Implement and support ideas/address needs	Consultation e-learning curriculum review progress of new digital technologies curriculum	Work with community to Implement and support ideas/address needs
	Work with community to Implement and support ideas/address needs from Consultation Health and PE work	Consultation Health and PE	Work with community to Implement and support ideas/address needs	Consultation Health and PE	Work with community to Implement and support ideas/address needs
	Develop processes to introduce new families to our community. Connecting parents – Class coordinators	New families morning teas School Picnic  Support Class coordinators	New families morning teas School Picnic  Review class coordinators	Review new families morning teas School Picnic  Implement review recommendations for class coordinators	Review new families morning teas School Picnic  Implement review recommendations for class coordinators
Reach out and work with our community	Hold grandparents/ parents events connected with catholic celebrations	Celebrate Shrove Tuesday as a community  Ensure mass times are at the beginning of the day when possible.	Refer to Catholic Character Section of Strategic Plan		
	Carols at Sprott House  Community Carols	Carols at Sprott House  Reach out to other rest homes.	Carols at Sprott House  Possible other Rest home connections or ECC	Carols at Sprott House  Possible other Rest home connections or ECC	Carols at Sprott House  Possible other Rest home connections or ECC

Work closely with our PTA	PTA – support events Coordinate with parish and school Working Bee focus identified by BoT. Playground development	Consult with PTA on social and fundraising events. Promote PTA membership Working Bee focus identified by BoT. Playground development	Consult with PTA on social and fundraising events. Promote PTA membership Working Bee focus identified by BoT.	Consult with PTA on social and fundraising events. Promote PTA membership Working Bee focus identified by BoT.	Consult with PTA on social and fundraising events. Promote PTA membership Working Bee focus identified by BoT.
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## Goal 5: MANAGEMENT, ORGANISATION AND COMPLIANCE

We believe in strong policy development and procedural details to provide clear guidelines for management issues including appraisal and self-review. We aim to comply fully with all regulatory and legislative requirements as they relate with the school's operations and Board of Trustees activities.

Strategic Objectives	2017	2018	2019	2020	2021
We will work to strengthen:  Address organisational and compliance issues in a manageable way  -Emergency Drills - Code of Practice - Fire Regulations -Property Hazard Inspections -Teacher Registration -Police Vetting Health and Safety	Maintain Health and Safety Practices.	Health and Safety practices reviewed regulations and procedures are current, known and practiced	Maintain Health and Safety Practices.	Health and Safety practices reviewed regulations and procedures are current, known and practiced	Health and Safety practices reviewed regulations and procedures are current, known and practiced
	Keep compliance checklists up to date – action as necessary.	Keep compliance checklists up to date – action as necessary.	Keep compliance checklists up to date – action as necessary.	Keep compliance checklists up to date – action as necessary.	Keep compliance checklists up to date – action as necessary.
	Maintain Lockdown procedures EQ –Evacuation and procedures	Review Lockdown procedures EQ –Evacuation and procedures	Maintain Lockdown procedures EQ –Evacuation and procedures	Review Lockdown procedures EQ –Evacuation and procedures	Maintain Lockdown procedures EQ –Evacuation and procedures
	Develop cloud based hazards reporting that alerts admin staff to issues when recorded.	Maintain cloud based hazards reporting that alerts admin staff to issues when recorded.	Maintain cloud based hazards reporting that alerts admin staff to issues when recorded.	Review cloud based hazards reporting that alerts admin staff to issues when recorded.	Maintain cloud based hazards reporting that alerts admin staff to issues when recorded.
Staff Appraisal	Strengthen appraisal process and links between professional reflection with QLC Redevelop Walkthrough sheet and schedule due to Increased principal teaching contact hours	Strengthen appraisal process and links between professional reflection with QLC Implement Walkthrough sheet and schedule due to Increased principal teaching contact hours	Review appraisal process and links between professional reflection with QLC	Implement review recommendations for appraisal process and links between professional reflection with QLC	Embed review recommendations for appraisal process and links between professional reflection with QLC
	Agreed job descriptions Self and Appraiser assessment against Practicing teacher	Agreed job descriptions	Agreed job descriptions Self and Appraiser assessment against PCT	Agreed job descriptions Self and Appraiser assessment against PCT	Agreed job descriptions Self and Appraiser assessment against PCT

	Criteria.(PCT)	Self/ Appraiser assessment against new Education Council PCT			
	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.
National Standards	Use student groups in eTap to track over time progress for annual plan targets in 2018.	Use student groups in eTap to track over time progress for annual plan targets in previous years and current year	Use student groups in eTap to track over time progress for annual plan targets in previous years and current year.	Use student groups in eTap to track over time progress for annual plan targets in previous years and current year	Review the use of student groups in eTap to track over time progress for annual plan targets.
	Use MOE template for reporting.	Review in line with MoE policy	Review in line with MoE policy	Review in line with MoE policy	Review in line with MoE policy
	Reporting to the Board will occur twice a year and to the community as indicated on the annual plan	Reporting to the Board will occur twice a year and to the community as indicated on the annual plan	Reporting to the Board will occur twice a year and to the community as indicated on the annual plan	Reporting to the Board will occur twice a year and to the community as indicated on the annual plan	Reporting to the Board will occur twice a year and to the community as indicated on the annual plan
Community of Learning	Identify BoT member for the Wellington Catholic CoL foundation Stewardship group. Principal part of the Management group for Wellington Catholic CoL	Work with Stewardship group. Lead Principal and Lead teachers to support Cardinal McKeefry to implement CoL action plan to meet achievement challenge.	Work with Stewardship group. Lead Principal and Lead teachers to support Cardinal McKeefry to implement CoL action plan to meet achievement challenge.	Work with Stewardship group to review Achievement challenge and CoL . Lead Principal and Lead teachers to support Cardinal McKeefry to implement CoL action plan to meet achievement challenge.	Implement review recommendations
Behaviour Management	Strengthen behaviour management procedures and expectations.	Behaviour management procedures and expectations maintained	Review behaviour management procedures and expectations	Implement behaviour management procedures and expectations	Embed behaviour management procedures and expectations
	Monitoring of classroom and playground behaviour to identify areas for focus for teaching of behaviour	Monitoring of classroom and playground behaviour to identify areas for focus for teaching of behaviour	Monitoring of classroom and playground behaviour to identify areas for focus for teaching of behaviour	Monitoring of classroom and playground behaviour to identify areas for focus for teaching of behaviour	Monitoring of classroom and playground behaviour to identify areas for focus for teaching of behaviour
	Embed Peer Mediators	Review Peer Mediators	Implement review recommendations for peer mediators	Embed new practice for peer mediators.	Review Peer Mediators
	Introduce Play pals Yr five and six students Sport start	Embed Play pals	Review Play pals	Implement Play pals Yr five and six students Sport start	Embed new practice Play pals Yr five and six students Sport start
	Student attendance is monitored. Unexplained or unjustified absences are followed up and responded to	Student attendance is monitored. Unexplained or unjustified absences are followed up and responded to	Student attendance is monitored. Unexplained or unjustified absences are followed up and responded to	Student attendance is monitored. Unexplained or unjustified absences are followed up and responded to	Student attendance is monitored. Unexplained or unjustified absences are followed up and responded to

BOT development	Develop a database of BOT training Analyse for clear connection between mission statements - values - strategic plan and annual plan board policy and governance. Update mission statement.  Consult with community to update values/mission statement/charter	Maintain a database of BOT training. Identify key needs for BoT training.  Review clear connection between mission statements - values - strategic plan and annual plan board policy and governance.  Present updated Values/Mission/Charter to community	Maintain a database of BOT training. Identify key needs for BoT training.  Maintain clear connection between mission statements - values - strategic plan and annual plan board policy and governance.  Implement updated Values/Mission/Charter to community	Maintain a database of BOT training. Identify key needs for BoT training.  Maintain clear connection between mission statements - values - strategic plan and annual plan board policy and governance	Maintain a database of BOT training. Identify key needs for BoT training.  Maintain clear connection between mission statements - values - strategic plan and annual plan board policy and governance
	Revise policies/procedures as per programme of self-review and annual work plan	Revise policies/procedures as per programme of self-review and annual work plan	Revise policies/procedures as per programme of self-review and annual work plan	Revise policies/procedures as per programme of self-review and annual work plan	Revise policies/procedures as per programme of self-review and annual work plan
Enrolment	Growing our school roll – Advertised open day in July– proactive in Independent Herald Invite ECE to school events. Visit ECE with former students before students start school	Review success of Open days School Promotions Group Leaflet drops Local paper advertising. Maintain ECE invites to school events	Open days School Promotions Group Leaflet Drops Local paper advertising Maintain ECE invites to school events	School Promotions Group Leaflet Drops Local paper advertising  Maintain ECE invites to school events	School Promotions Group Leaflet Drops Local paper advertising  Maintain ECE invites to school events

## GOAL 6: PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL

We aim to maintain and develop property and physical environment that is safe and contributes towards a conducive teaching and learning environment. We strive for efficient property and financial management prudently keeping the needs of our students foremost in mind.

	2017	2017	2018	2019	2020
10 yr. Property Plan	Seating outside classrooms	Working Bee Term 2 and 4	Working Bee Term 2 and 4	Working Bee Term 2 and 4	Working Bee Term 2 and 4
General Repairs	Investigate cooling options for Term 1 in and 4 classrooms	Implement cooling options – access grants.	Identify classroom needs during 10 yr. property plan review.		
Major works	10 yr. Prop Plan Interior Classroom Painting – Men in White Rooms 1, 2, 3	Review 10 yr. Property plan  Interior Classroom Painting – Men in White Rooms 4	10 yr. Prop Plan Interior Repainting - Admin Classroom 5 and 6	Review 10 yr. Property plan  Blocks A,B, C Hall exterior painting	Review 10 yr. Property plan  No painting scheduled
	Slip Remedial work - Emergent review	Block A Replace wooden windows Priority 2 property plan	Priority 2 property plan Block B - Replace Floor Coverings	Priority 3 property plan Block A - Modernise Teacher Resource Storage	Priority 4 Block A Create flexible learning spaces.
5 Y Enviro Plan Ground Maintenance	Ongoing Playground repair and maintenance – Apply for grant	Ongoing Playground repair and maintenance  Investigate natural playground on bank behind school.	Ongoing Playground repair and maintenance Apply for grant for safety matting  Seek consultation from community on natural playground on bank beyond school	Ongoing Playground repair and maintenance  Present consultation feedback to the community. Plan next steps	Ongoing Playground repair and maintenance

	Working Bee Term 2 and 4 Paint playground Remove seating outside classrooms. Fix fence around court and field.	Working Bee Term 2 and 4	Working Bee Term 2 and 4	Working Bee Term 2 and 4	Working Bee Term 2 and 4
	Review grounds contractor	Reseed or spray field to improve grass growth	Maintain grass	Maintain grass	Maintain grass
	Develop a Garden Plan with students	Consult on Garden plan approach WCC for funding support Investigate becoming an enviro school	Maintain Garden	Maintain garden	Maintain garden
	Revise status of playground markings and maintain as necessary	Revise status of playground markings and maintain as necessary	Revise status of playground markings and maintain as necessary	Revise status of playground markings and maintain as necessary	Revise status of playground markings and maintain as necessary
10 Y Furniture Plan	Review furniture stock and develop 10 yr. furniture plan.	Review 10 yr. furniture plan	Review 10 yr. furniture plan	Review 10 yr. furniture plan	Review furniture stock and develop 10 yr. furniture plan.
	Remove unused furniture and organise storage.	Maintain adequate storage and presentation of classrooms.	Remove unused furniture and organise storage.	Maintain adequate storage and presentation of classrooms.	Remove unused furniture and organise storage.
	Maintain Room 6 to be a PLD space for providers. Explore use of Hall and room 3 as break out hubs.	Finalise use of Hall and room 3 as break out hubs.	Maintain use of Hall and Room 3 as break out spaces	Maintain use of Hall and Room 3 as break out spaces	Maintain Room 6 to be a PLD space for providers. Explore use of Hall and room 6 as break out hubs.
5 Y ICT Plan	Ensure all Smartboards are working correctly.	Review infrastructure and identify areas of focus in line with new digital technologies curriculum release.	Implement review recommendations.	Survey community for BYO or School provided – devices.	Present survey recommendations and redo 5 Yr ICT plan.



Cardinal McKeefry School Wilton  
2016 Annual Plan

Area	Objective: To strengthen and develop	Actions	Who is Responsible	Update	BOT Meet (Report progress)
Catholic Character	<b>Professional Development</b>	Marist Charism PD TOD October Attend Cluster meetings	Staff DRS, Principal		Regular updates in Principal's Reports to BOT.  Monitored by DRS Curriculum plan
	<b>Religious Education Curriculum</b>	Parent information evening RE curriculum.	DRS, Principal		
		Integrate the Church year focus of Laudato Si'	All led by DRS		
		DRS to maintain yearly action plan for curriculum and PLD delivery			
		Develop assessment processes for Student Learning passport to reflect RE			
	<b>Catholic Character Practices</b>	Catholic Character Self-Review - Pastoral Care	DRS, Principal		
		School Values Review: Incorporate Marist Charism/ Gospel Values. Community Values Consultation.	ALL		
		Implement Values aspect of The Catholic Education of School Aged Children	All staff -DRS to lead.		
		Students to support DRS in planning liturgies. Support younger students to participate in the mass and liturgical opportunities.			
	<b>Parish/School/High School links</b>	Sacramental Programme promoted within the school. Opportunity offered to complete Sacrament of baptism to non-preference students.	Principal, Sacramental Team		
		Parish/School mass once a year on a Sunday.	Principal		
		Update and maintain data base of our student's home Parishes.	Priest, Principal		
		Class visits from parish priest – meditation. Adopt a parish member – Easter cards for the parish			
		Grandparents day connected to St Jochaim and Anne's Day (Jesus Grandparents)	Principal/ Parish Council		
		Strengthen connections with St Patrick's and St Mary's Colleges through participation in Wellington Catholic Community of Learning			

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
<p><b>TARGET</b> Reading Boys: Year 2 students' progress in reading.</p> <p>All students: To raise the number of Yr 5-8 students reading above the standard.</p>	<p>To Raise the achievement of the four students in year 2 with reading recovery.</p>	<p>Use assessment information to inform Teaching as Inquiry cycle and identify year 1- 3 students for targeted reading support through National Standards Judgements.</p> <p>Ensure students discontinued from Reading Recovery continue to maintain gains and are identified through the Reading Recovery register through eTap and SENCO procedures.</p> <p>Provide students and caregivers with clear information about their learning needs and progress. Including parent information to support home reading.</p> <p>Use a framework for depth and complexity to develop the higher order reading comprehension skills that are required to achieve above the reading standard.</p> <p>Ensure resources are purchased that allow students to practice reading comprehension skills that are required to achieve above the reading standard.</p>	<p>DP, Principal, Yr. 1 and 2 teachers.</p> <p>All Staff led by lit leader</p>		<p>Regular updates in Principal's Reports to BOT.</p> <p>Monitored by Literacy Leader Curriculum plan</p>
<p>To raise all students achievement in reading</p>	<p>We will Provide PLD and Support for staff in order that we:</p> <p>Build Capacity:</p>	<p>Through two staff meetings per term we will focus on a variety of reading strategies, informed by the work of Alison Davies and Shenna Cameron, a particular requirement will be using modelling books that students can refer to and use to reflect on previous reading lessons.</p> <p>Review and monitor the non-negotiables of literacy teaching.</p>	<p>Principal</p> <p>Lit Leader</p> <p>All staff</p>		

		Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity			
	Ensure use of effective literacy practices to support students learning:	Use a framework for depth and complexity to develop the higher order reading comprehension skills that are required to achieve above the reading standard	Principal Lit leader		
		Through PLD, Obs and feedback, self-review processes, regular staff meetings.			
	Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for Reading each year in meeting between Dec - early Feb. Identify budget support for this area. Strategic plan also developed in consultation.	All staff and BoT led by Leadership Team.		
		All teachers will use of the literacy progressions to monitor target students writing progress through a matrix. This matrix will be shared in child speak with students and they will be made aware of their current focus. Staff meeting focus.			

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
<b>TARGET</b> Writing  Boy Students progress in Writing	To raise the achievement of 14 male students to at or above the standard.  Four of these students will receive reading recovery in 2017.  Ten remaining students will be part of the school wide focus on writing through developing staff skills in teaching as inquiry.	Support students to articulate their learning needs and development. Link to Parent/Child/Teacher conference  Target students will receive daily writing lessons within class. Use assessment information to inform Teaching as Inquiry cycle which will inform teaching focus.  Staff will attend four staff meetings focused on the teaching of writing each term. In particular these will focus on the teaching strategies of Modelled/Shared/Independent and writers notebook, use of draft writing books and writing groups led by our Principal (Literacy Leader).  Review the time given to writing and develop protected writing sessions for all students each day.  Develop the use of models of text that are shared and unpacked with students.  Use a framework for depth and complexity to develop the higher order writing skills that are required to achieve at/ above the writing standard.	DP, Principal, Yr. 1 and 2 teachers.  DP, Principal, Reading Recovery teacher.  All Staff  ALL teachers, Principal, DP		Regular updates in Principal's Reports to BOT.  Monitored by Literacy Leader Curriculum plan
To Raise All Students Achievement in writing	We will Provide PLD and Support for staff in order that we:  Build Capacity:	Staff will attend four staff meetings focused on the teaching of writing each term. In particular these will focus on the teaching strategies of Modelled/Shared/Independent and writers notebook, use of draft writing books and writing groups led by our Principal (Literacy Leader).The content of these meetings will be sourced from Alison Davies and Gail Lone/Sally Muir resources already held in the school.  Use a framework for depth and complexity to develop the higher order writing skills that are required to achieve at/ above the writing standard.  Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity	Principal to led  Lit leader		
	Ensure use of effective literacy practices to support students learning:	Through PLD, Obs and feedback, self-review processes, regular staff meetings.  Review and monitor the non-negotiables of literacy teaching.  Take an active part of developing Wellington Catholic Community of Learning and by setting achievement challenges that encompass both	Principal  Lit leader		

		mathematics and literacy. One of the achievement challenges will be around the teaching of writing across the curriculum.			
	Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for Reading each year in meeting between Dec - early Feb each year. Identify budget support for this area. Strategic plan also developed in consultation.	All staff, Leadership team, BoT		
		All teachers will use of the literacy progressions to monitor target students writing progress through a matrix. This matrix will be shared in child speak with students and they will be made aware of their current focus. Staff meeting focus.			

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
<p><b>TARGET</b></p> <p>Mathematics and Statistics</p> <p>Our target in 2017 will be to raise the achievement of these 7 students. The other two students will use e-ako maths with support from the teacher</p>	<p>To raise the achievement of the 5 students between Yr 2-4 by delivering the SPRING in to maths.</p> <p>To raise the achievement of the 2 students between Yr5-8 by using the e-ako mathematics programme</p>	<p>Support students to articulate their learning needs and development. Link to Parent/Child/Teacher conference</p> <p>Students at risk will be identified in each classroom and take part in lessons daily. Target students will be included in these daily mathematics lessons within class. Use assessment information to inform Teaching as Inquiry cycle which will inform teaching focus.</p> <p>Students identified between year 5-8 to be provided guided access to E-Ako maths and target group instruction.</p> <p>Use teacher aide to work with the 5 year two-four students to implement SPRING into maths programme with group withdrawal 4 x a week for 30mins each session over and above their regular mathematics instruction. All five students will be assessed using the JAM/GLOSS test by the Mathematics Leader. The students will then be grouped in stage groups. The Mathematics Curriculum Leader will then work with our Teacher Aide to implement the Spring into Maths programme 4 x a week for 30 minutes targeted at these students identified need beginning Term 2.</p>	<p>DP, Principal, Yr. 1 and 2 teachers.</p> <p>DP, Principal, Teacher Aide. Mathematics Leader</p>		<p>Regular updates in Principal's Reports to BOT.</p> <p>Monitored by Mathematics Leaders Curriculum plan</p>
<p>To Raise All Students Achievement in Mathematics and Statistics.</p>	<p>We will Provide PLD and Support for staff in order that we:</p> <p>Build Capacity:</p>	<p>Staff meeting on the use of Spring into Maths run by Teacher Aide</p> <p>Staff meeting on the use of E-ako maths and Study Ladder / Digi store to support mathematics development. Including words to make the numbers fly.</p> <p>2 staff meetings per term focused on Mathematics Target groups</p> <p>Use a framework for depth and complexity to develop the higher order mathematics skills that are required to achieve at/ above the mathematics standard.</p> <p>Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity</p>	<p>Principal and Mathematics Leader to led</p> <p>Mathematics Leader</p>		
	<p>Ensure use of effective mathematics</p>	<p>Align current practices and align with BES – Effective Pedagogy in Mathematics/Pangarau</p>	<p>Principal to Led</p>		

	practices to support students learning:	Review use of assessment to gather information in mathematics: PAT, JAM, GLOSS, IKAN, Maths Mate, Heads Up Connected to PLD in Mathematics. Evidence of good teacher practice used as part of Appraisal process	Mathematics Leader		
	Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for Reading each year in meeting between Dec - early Feb each year. Identify budget support for this area. Strategic plan also developed in consultation.	All staff, leadership team, BoT		

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
School Curriculum	Integrated curriculum	Embed monitoring of Curriculum Coverage and implementation focused on ensuring the richness of the NZ curriculum is enhanced through overarching concept of Connections.	Curriculum and Assessment Leader, Leadership Team		
		Special Education			
	Sport Start	Professional development 2017-2018 Framework for Depth and Complexity comprising of Two teacher only days in 2017 and online learning environment.			
		All staff meetings to include opportunity to discuss Students identified as At Risk and moderate needs to ensure curriculum delivery for these students is supported by all staff.			
		Dedicated protected Sport Start sessions for each class			
		Develop gymnastic Sport Start using PMP equipment due to unavailability of parent involvement.			
	LEADERSHIP	Developing our staff as leaders			
School Based PD provided by the <i>National Gifted and Talented Centre for Education</i> in the Framework for Depth and Complexity Year 1			Leadership Team		
DP Catholic development days DRS termly PD and conference Principal conferences Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway					
Implement quality learning circles (QLC) to support Inquiry into own teaching practice. Evidence of good teacher practice used as part of Appraisal process.					
Develop our student leaders.		Develop Student Leadership Certificate for Year 7/8	Leadership Team Year 7/8 teacher		
	Develop school house groups connected to our Catholic Character.	All staff			
	Develop school wide leadership expectations and design a CMcK Year 8 leaders certificate. Launch Year 8 leadership certificate. Year 8 train Year 7 leaders in Term in a variety of roles				
	Review success of this WPC and confirm participation in 2018. Camp Yr 7 and 8 increased to 4 days 3 night.				

Assessment and National Standards	: Implement Assessment Procedures	Embed Assessment gathering schedule to support National Standards Judgements through assessment calendar for 6 week, 20 week, 40, 60, 80, 100, 120 week and year 4-8	Leadership team	
		Develop process to assess each AO over students' time at school. Plan for assessment at the beginning of unit planning	All staff Leadership team	
		Use of assessment target for Integrated curriculum each term. Assessment targets shared with students to allow self-monitoring of progress. Assessment pieces placed in student profiles.	All teachers	
		Ensure students assessment data is stored with Student Learning profile and eTap		
		Use of e-Tap for assessment, monitoring, moderating and reporting on identified groups – Discontinued Spring into Maths, Reading Recovery, ESOL funded, SENCO at risk and Moderate needs. .		
		Use PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class to ensure both the breadth of the Mathematics and Statistics and English curriculum are considered when making National Standards judgements and all students are being held against the same standard of achievement by all teachers.		
		Implement Teaching as Inquiry Target Groups in writing and mathematics, ensure links to assessments are evident		

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
<b>PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP</b>	Strengthen connections.	Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK	Principal		Regular updates in Principal's Reports to BOT.  Monitored by Principal
		Parent School communication using Google Forms for parent response sheets and event permission.	DP		
		Maintain website with regular Updates.			
		Maintain connections with early childhood centres Continue ECC visits established to CMcK in 2016			
	Celebrate and work with the diverse cultures present within our school.	New families acknowledged with a picture of the whole family and names so that the community is able to identify and welcome them.	Principal		
		Maori CMcK Kawa, prayers, develop whakatau protocol and kapa haka Develop Ka hikitia Strategy with Whanau group. Visit Holy Cross Powhiri.	Whanau Groups		
		Greeting area in the foyer that celebrates our school cultures and diversity	Leadership team		
		Develop Pasifika education plan with whanau group. Start Poly Club Activities.			
	Provide support for parents as first educators	Strengthen processes to introduce new families to our community – connecting parents	All staff Curriculum leader.		
		Parent meetings to share PD focuses for Teaching staff			
		Work with community to Implement and support ideas/address needs from Consultation Health and PE work	Principal DP		
	Reach out and work with our community	Hold grandparents/ parents events connected with Catholic celebrations	DRS		
Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK		All staff			
Carols at Sprott House Community Carols					

	Work closely with our PTA	Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK	PTA Teacher rep. Principal		
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Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)
<b>MANAGEMENT, ORGANISATION AND COMPLIANCE</b> To address organisation and compliance issues in a manageable way.	<b>Policy and Procedures</b>	Maintain Health and Safety Practices.	BoT and Principal  All staff		Regular updates in Principal's Reports to BOT.  Monitored by Principal
		Keep compliance checklists up to date Administration			
		Practice Lockdown procedures			
		Maintain EQ –Evacuation and procedures incl. food and water provisions.			
		Continue to ensure Hazards recorded are brought to attention of administration/Health and Safety Checks. Develop cloud based system.			
	BOT development	Implement 2017 to 2019 BOT programme of self-review and annual work plan. Revise policies/procedures as per programme.	BoT		
		Analyse for clear connection between mission statements - values - strategic plan and annual plan board policy and governance. Update mission statement.			
		Consult with community to update values/mission statement/charter			
		Induction procedures for new BOT roles and members			
		BOT to complete relevant Archdiocese of Wellington training Develop a database of BOT training			
		BoT to complete relevant NZSTA training			
	Staff Appraisal	Implement appraisal processes, strengthen online evidence gathering through use of GDrive and VLN.. Redevelop Walkthrough sheet and schedule due to Increased principal teaching contact hours.	Principal		
		Agreed job descriptions Self and Appraiser assessment against Practicing teacher Criteria.(PCT)			
Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.					
Behaviour Management	Complete Positive Behaviour for Learning Matrix to define behaviour expectations relation to our school rules of Respect Resilience and Responsibility	Leadership team			

		Embed Peer Mediators Introduce Play pals Yr five and six students connected to Sport start				
		Rewarding of classroom and playground behaviour through green card system and playground monitoring book. Set up classroom behaviour monitoring <i>using same sheet</i> to ensure data is gathered for SENCO referrals to RTLB.				
	National Standards		Use student groups in eTap to track over time progress for annual plan targets in 2018.	Leadership team		
			Review report templates and information with the community.			
			Reporting to the Board will occur twice a year and to the community as indicated on the annual plan			
	Community of Learning	Identify BoT member for the Wellington Catholic CoL foundation Stewardship group. Principal part of the Management group for Wellington Catholic CoL	Principal/Board chair or Board member.			
	Enrolment		Growing our school roll – Maintain our Website as we are receiving many enquires through this.	Leadership team		
			Develop New Entrant transition – DP to develop relationships with ECE centres.	Deputy Principal		

Area	Objective	Actions	Who is Responsible	Update	BOT Meet (Report progress)	
<b>PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL</b> To address organisation and compliance issues in a manageable way.	10 yr. Prop. Plan General Repairs	Seating outside classrooms	BoT and Principal		Regular updates in Principal's Reports to BOT.  Monitored by Principal	
		Investigate cooling options for Term 1 and 4 in classrooms.				
		Interior Classroom Painting – Men in White Rooms 1, 2, 3				
		Remediation of Landslide from flood incident in November 2016				
	5 Y Enviro Plan Ground Maintenance	<i>Ongoing Playground repair and maintenance – Apply for grant</i>				BoT, Principal and Community
		Working Bee Term 2 and 4	<ul style="list-style-type: none"> <li>• Paint playground</li> <li>• Remove seating outside classrooms.</li> <li>• Fix fence around field.</li> </ul>			
		Review grounds contractor				
		Develop a Garden Plan				
		Revise status of playground markings and maintain as necessary				
	10 Y Furniture Plan	Review furniture stock and develop 10 yr. furniture plan.	Principal			
		Remove unused furniture and organise storage.				
		Maintain Room 6 to be a PLD space for providers. Explore use of Hall and room 3 as break out hubs.				
	5 Y ICT Plan	Ensure all Smartboards are working correctly.	Principal			