

**St Francis de Sales School**  
**Island Bay, Wellington**  
***Te Kura Katorika o Hato Werahiko te Hēra,***  
***Taputeranga, Te Whanganui-a-Tara***

**CHARTER**  
**STRATEGIC PLAN 2019-2022**  
**ANNUAL PLAN 2019**



The measure of love is love without measure  
*Kāore he mutunga o te aroha*

## ABOUT US

One of the factors that underlies a successful school is the existence of a plan that clearly describes the unique set of outcomes (or results) that our school is seeking to achieve and the actions that will be undertaken to achieve the outcomes. The Education Act 1989 describes such a plan as a “school charter.” The Act requires the Board of Trustees of each school to prepare a school charter that meets prescribed legislative requirements, and to update the charter annually.

The charter is the key guiding document for the board.

This is the St Francis de Sales School (Island Bay, Wellington) School Charter for 2019 - 2022. It contains:

1. an introduction that describes our school
2. a strategic plan that specifies the vision and mission for our school and our desired outcomes and strategic actions for the period 2019 - 2022
3. an annual plan that describes the specific actions that will be undertaken during 2019.

LOVE OF GOD LEARNERS ARE	LOVE OF LEARNING LEARNERS ARE	LOVE OF LIFE LEARNERS ARE
<ul style="list-style-type: none"> <li>• A prayerful person</li> <li>• Guided by a sense of the sacred</li> <li>• Guided by the Fruits of the Holy Spirit – i.e. Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-24)</li> <li>• An active participant in the Parish community</li> <li>• Knowledgeable about the Bible (particularly the Gospels) and the teachings of Catholic Church</li> <li>• Aware and respectful of the religious beliefs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced to the best of their abilities in all of The New Zealand Curriculum learning areas</li> <li>• Keen and able to inquire, be curious, analyse/reason, reflect and discuss</li> <li>• Keen and able to create, develop, innovate and influence</li> <li>• Aware of the different strategies that help them to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated and confident – i.e. keen to do the best they can, try new challenges and take risks, without fear of how well they might do</li> <li>• Keen and able to self-manage their studies, and their lives (including their personal health, safety and well-being)</li> <li>• Resilient – that is, able to bounce back from adversity (physical, mental and social)</li> <li>• Respectful of themselves, others and the environment</li> <li>• Understand New Zealand as a bi-cultural nation and the role of the Treaty of Waitangi and of Māori as our tangata whenua of Aotearoa/New Zealand</li> <li>• Embrace that we are uniquely multi-cultural</li> </ul>

## WHO WE ARE

St Francis de Sales School is an integrated Catholic school for year 1 to 8 students, located in Island Bay, Wellington, New Zealand.

The Board of Trustees comprises of five elected parent representatives, four Appointees of the Proprietor (i.e. the Archbishop of Wellington), the school principal, and one staff representative.

St Francis de Sales School is part of the Wellington Catholic Schools Kahui Ako.

Our Parent School Link (PSL) group of parents fund-raise for school projects, provide pastoral support for families in need, and create opportunities for social interaction.

## SPECIAL CHARACTER

The first St Francis de Sales school in Island Bay was opened by the nuns of the Society of the Sacred Heart on 26 April 1905 in Avon Street. The school had one classroom and about nine pupils. Since then the school has grown to approximately 300 students and is now located next to St Francis de Sales Church on Mersey Street.

The Proprietor of the school is the Catholic Archbishop of the Archdiocese of Wellington. The Board of Trustees is obliged and committed to maintain both the Catholic Special Character and the buildings and property of St Francis de Sales School.

As a Catholic School, we:

- ✚ Support and live by the Charism of Compassion.
- ✚ Live and teach the values of Jesus Christ as recorded in the Gospels and in the practices, worship and doctrine of the Catholic Church.
- ✚ Acknowledge parents as the first educators of their children and support them in this role
- ✚ Teach a Religious Education programme to assist the students to develop their faith, and knowledge of God and the Catholic faith.
- ✚ Provide an environment in which each member of the school community is able to live and express their faith.

Our school has adopted the Fruits of the Holy Spirit – i.e. Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-24) – as the values and virtues that guide the way we all work and learn together.

## OUR APPROACH TO TEACHING AND LEARNING

During the period 2019 – 2020 St Francis de Sales will endeavour to provide a stimulating, future focused educational environment where our learners can grow physically, mentally, emotionally, socially and spiritually. We want equity and excellence for all of our learners so that they can be active, connected and community minded citizens of Aotearoa.

We put our learners at the centre. Our learners will take ownership of their learning by having a clear understanding of and participating fully in their learning journey.

We will be supporting this by teaching our learners to discover the mind-set for achieving success and supporting them to be reflective learners by knowing how they learn best.

## ST FRANCIS DE SALES

Our school patron, St Francis de Sales, was a nobleman, a scholar, a lawyer, a French Bishop, a religious founder, who lived from 1567 to 1622<sup>1</sup>. He is the patron saint of journalists and writers.

### ST FRANCIS DE SALES TAUGHT us:

***“The measure of love is love without measure”***

***“Kāore he mutunga o te aroha”***

(which is our School's motto or whakataukī)

## STRATEGIC PLAN FOR ST FRANCIS DE SALES SCHOOL 2019 ABOUT ST FRANCIS DE SALES SCHOOL, ISLAND BAY

<b>VISION</b>	<b>MISSION</b>	<b>VALUES</b>	<b>MOTTO</b>
<p>The vision/whāinga matua (pae tawhiti) for St Francis de Sales School is: <i>Each student developing, to the best of his or her abilities,</i> <b><i>a Love of God, Love of Learning and Love of Life.</i></b></p> <p><i>Kia pūāwai i roto i te ākongā te aroha ki te atua, te aroha ki te ako, me te aroha ki tona ao.</i></p> <p>Our vision reminds us of the uniqueness of every student, and that their development is an on-going process.</p>	<p>The mission/whāinga (pae tata) of the entire community of St Francis de Sales School – i.e. students, parents/ caregivers, staff and the Board of Trustees is:</p> <p><b><i>To contribute our individual talents, skills and resources to help achieve the Vision for the School.</i></b></p> <p><i>Mā tō rourou, mā taku rourou, ka ora te kura.</i></p>	<p><i>All those at St Francis de Sales School support the charism of compassion and live by the fruits of the Holy Spirit.</i></p> <p><i>These are: Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self Control (Gal 5: 22-24)</i></p>	<p><b><i>The measure of love is to love without measure</i></b></p>

## ST FRANCIS DE SALES GRADUATE PROFILE

*The Board of Trustees of St Francis de Sales School, through the school's Catholic Special Character intends that every student will have achieved, at an age appropriate level, the following attributes when they leave our school...*

OUR STUDENTS WILL	ATTRIBUTES	CHARACTERISTICS AND ASPIRATIONS
<p><b>Know Christ and His gospel teachings, and live by a set of personal values</b></p>	<p><b>Have an awareness of the place of God in their lives and of their own spirituality</b></p>	<ul style="list-style-type: none"> <li>• A knowledge of God, Jesus Christ and the Holy Spirit</li> <li>• A knowledge of the teachings of the Gospels</li> <li>• Knows and lives by the teachings of the Catholic Church</li> <li>• A set of personal values based on those they have learned from their family , school and community</li> <li>• A sense of personal spirituality</li> </ul>
<p><b>Embrace learning and are prepared to be lifelong learners</b></p>	<p><b>Be confident learners</b></p>	<ul style="list-style-type: none"> <li>• Understands the processes of learning and uses them</li> <li>• Understands concepts</li> <li>• Is curious and investigates those curiosities independently</li> <li>• Knows and is willing to expand on a personal set of study skills and habits</li> </ul>
<p><b>Have a personal awareness of the need to maintain physical health</b></p>	<p><b>Be aware of how to maintain good health and physical fitness</b></p>	<ul style="list-style-type: none"> <li>• Understands that good health is related to physical fitness and maintains physical activity</li> <li>• Has an awareness of the needs of their body and actively works to meet those needs by eating healthily, having enough rest, seeking help when unwell</li> <li>• Understands risk and is able to keep safe</li> </ul>
<p><b>Know and accept self, embraces inner strengths and successfully meet challenges</b></p>	<p><b>A knowledge and understanding of social and emotional wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Confidently knows and accepts self</li> <li>• Believes in self and is able to achieve</li> <li>• Is able to recognise personal talents and gifts and use these</li> <li>• Successfully faces challenges and solve problems</li> </ul>
<p><b>Be ready to meet the future in a changing world</b></p>	<p><b>Have a sense of their place in the community and how they can contribute to their community</b></p>	<ul style="list-style-type: none"> <li>• Understand and acknowledge that their family is their first community</li> <li>• Participate positively and generously in group and community activities</li> <li>• Accepts and participates with people from all cultures</li> <li>• Show awareness of the need to care for and protect the environment</li> <li>• Volunteer for communities participation and activities</li> <li>• Act as a responsible citizen</li> </ul>

## WHAT 2019 - 2022 LOOKS LIKE AT ST FRANCIS DE SALES SCHOOL

These are the areas that we have identified as top priority:

- ✂ That our team, our learners and our whanau community will uphold the special character of our school
- ✂ That our team and our learners will be open to new learning
- ✂ That our team will work together to build our learning community of cohesive collaboration
- ✂ That our curriculum delivery will be culturally responsive whilst celebrating cultural diversity as well as the principles of partnership as outlined in the Treaty of Waitangi
- ✂ We want our learners to be curious so that they explore, ask questions and solve problems, and can demonstrate great commitment and persistence in focusing on goals in their learning
- ✂ That our team will communicate with whanau build their understanding of current teaching practices at St Francis de Sales School

### ■ FOR OUR TEAM

- ✂ Our team will continue to grow in their faith development.
- ✂ Our children in our school will always be at the centre of our decision making.
- ✂ What impact is our (my) teaching having on our (my) learner's outcomes and what difference or shifts are being made.
- ✂ Developing and strengthening quality relationships with all our students, whanau, our colleagues and our wider school community - this is vital and key to improving educational outcomes for all our students.
- ✂ Have high expectations of all our students, as well as high expectations for ourselves as teaching professionals.
- ✂ We educate the whole child.

### ■ FOR OUR STUDENTS

- ✂ Our learners will continue to grow in their faith development.
- ✂ Our learners will achieve to the best of their ability in all areas of learning.
- ✂ Our learners will develop their capability to become connected lifelong learners.
- ✂ Our learners will participate and contribute to our school.
- ✂ Our learners will be collaborative, responsible, resilient and active participants in our school.
- ✂ Our learners will develop their metacognitive ability.

### ■ FOR OUR WHANAU

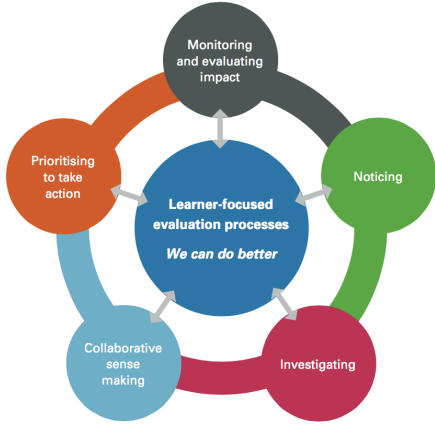
- ✂ Our whanau will nurture and support their child's learning and faith journey.
- ✂ Our whanau will support their child to be involved in the Parish of Wellington South.
- ✂ Our whanau will feel that they belong at St Francis de Sales School.
- ✂ Our whanau will work collaboratively with staff to ensure their child/ren are engaged in school.

### ■ FOR OUR BOARD OF TRUSTEES

- ✂ Our BOT will support and guide the direction of our school and while maintaining our special character.
- ✂ Our BOT will effectively consult our whanau community to ensure that a measured approach is taken to support the direction of our school.
- ✂ Our BOT will meet their Ministry of Education requirements.

# PEOPLE AT SFDS

## Staff

STRATEGIC CHALLENGE	GOAL	STRATEGIC ACTIONS	WHO?	OUTCOME
1.0 BUILDING CAPABILITY	<ul style="list-style-type: none"> <li>For our team to investigate into and scrutinise their practice to best meet the needs of their learners through embedding teaching as inquiry and our SFDS cycles of inquiry.</li> </ul> 	<ul style="list-style-type: none"> <li>Follow the cycle of self-review inquiry as a team; so that we are consistently reflecting on what we are doing and why we are doing it and how we can make shifts in our practice to improve learner outcomes and accelerate achievement for equity and excellence in all learning areas.</li> <li>PLD</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	
1.1 ENGAGEMENT	<ul style="list-style-type: none"> <li>Workplace well-being</li> <li>Participation in school PLD</li> </ul>	<ul style="list-style-type: none"> <li>Staff workshops</li> <li>Attend PLD as outlined in Annual Plan</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	
FUTURE FOCUSED DIRECTIONS				

# CULTURE AND OUR COMMUNITY AT SFDS

Te Tiriti o Waitangi  
Cultural Diversity  
Wellbeing for success@SFDS

All aspects of culture and community

- How we are
- Who we are
- What do we do to give back to our community

STRATEGIC CHALLENGES	GOAL	STRATEGIC ACTIONS	WHO?	OUTCOME
2.0 WHANAU ENGAGEMENT AND LEARNING PARTNERSHIPS	<ul style="list-style-type: none"> <li>▪ Our team will gain an understanding of the skills and knowledge our Māori learners need to succeed and be proud in knowing who they are as Māori.</li> <li>▪ To continue to support the Te Korowai Atawhai within our school community.</li> </ul>	<p>Consolidate and embed</p> <ul style="list-style-type: none"> <li>▪ SFDS Te Reo Progressions</li> <li>▪ SFDS Learning Progressions Framework</li> <li>▪ Te Aho Arataki Marau (links to NZC)</li> </ul> <p>Meet regularly(termly), communicate relevant information and work alongside Te Korowai Atawhai.</p> <p>Plan more opportunities for whole school learning and sharing specifically developing our tuakana teina relationships.</p>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> <li>▪ Leadership Team</li> <li>▪ Staff</li> </ul>	
2.1 BUILDING OUR PARISH COMMUNITY	<ul style="list-style-type: none"> <li>▪ Our team will continue to support our Parish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support our whanau to engage with parish activities and provide our students with opportunities to share their gifts and talents through social service in our community by being involved in Parish events, such as Mission Fairs and social justice projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ DRS</li> <li>▪ Leadership Team</li> <li>▪ Staff</li> <li>▪ BOT</li> <li>▪ Whanau</li> <li>▪ Learners</li> </ul>	



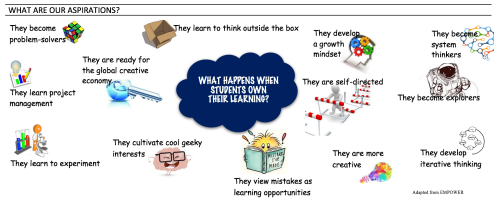
	<ul style="list-style-type: none"> <li>Our community will learn and live by the Fruits of the Holy Spirit.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting the Fruits of the Holy Spirit in the school newsletter. Our learners, whanau, staff and community will demonstrate these when communicating with each other.</li> <li>Staff and BOT to lead by example.</li> </ul>		
2.2 BUILDING OUR SCHOOL COMMUNITY	<ul style="list-style-type: none"> <li>Our team will continue to support relevant community groups.</li> <li>Strengthen the relationships between all learners and across teams.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing our learning experiences with our community.</li> <li>Communicate relevant information through the right pathways – face to face, emails, reminders, newsletter, text.</li> <li>Support school community groups to contribute to the corporate life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>BOT</li> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	
2.2 BUILDING CULTURAL DIVERSITY	<ul style="list-style-type: none"> <li>Holistic education</li> </ul>	<ul style="list-style-type: none"> <li>Educate the whole learner by using inclusive practices.</li> <li>Support our learners to celebrate their unique identity, language and culture by</li> <li>Kura celebrations and experiences of cultural diversity could include Maori language week, Matariki, Samoan language week, NZ Sign Language week, Chinese New Year.</li> <li>Take a school community approach to supporting learning and well-being by knowing our learners and knowing our community.</li> <li>Learn, model and demonstrate by teaching our values programme.</li> </ul>	<ul style="list-style-type: none"> <li>BOT</li> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Living our values</li> <li>▪ Inclusive education</li> <li>▪ Knowing all learners and building positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establishing a caring, supportive and respectful class and school climate</li> <li>▪ Plan learning where every learner can take part and be challenged</li> <li>▪ Maintain our pastoral care philosophy.</li> <li>▪ Value what each learner brings to the classroom and to our community by creating opportunities to come together and celebrate.</li> </ul>		
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FUTURE FOCUSED DIRECTIONS

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# LEARNER ENGAGEMENT & ACHIEVEMENT AT SFDS

STRATEGIC CHALLENGES	GOAL	STRATEGIC ACTIONS	WHO?	OUTCOME
3.0 CONNECTEDNESS & ENGAGEMENT	<ul style="list-style-type: none"> <li>To embed our SFDS thinking framework.</li> <li>To develop and embed our learner dispositions</li> <li>To develop and embed (Habits of Mind).</li> <li>To build learner agency across our school.</li> <li>To build a growth mind set culture.</li> <li>To develop and embed a Key Competency, growth mind set, Habits of Mind, learner dispositions and metacognition SFDS framework.</li> </ul>	<p>Teaching our learners to initiate and engage in investigations, interactions and play. Teach and support our learners to develop their sense of curiosity so that they explore, ask questions and solve problems, and can demonstrate great commitment and persistence in focusing on a goal in their learning.</p> <p>Consolidate our teaching teams understanding about inquiry learning at SFDS and use of the planning matrix across our school.</p> 	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	
3.1 21C LEARNING	<ul style="list-style-type: none"> <li>Embed NZ Digital Technology Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>PDL on the NZ Digital Technology Curriculum for all staff                             <ul style="list-style-type: none"> <li>Support curriculum implementation at SFDS.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Staff</li> </ul>	

<p>3.2 STUDENT SUCCESS IN LEARNING</p>	<ul style="list-style-type: none"> <li>▪ Play based learning (PBL) - Tangaroa Team</li>   <li>▪ Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research based practice</li> <li>▪ PLD based on research</li> <li>▪ Visiting other schools</li> <li>▪ PBL Cycle of Inquiry</li> <li>▪ Observations</li> <li>▪ Resources</li> <li>▪ Consistently review PBL</li> <li>▪ Develop a framework of how the Key Competencies specifically link into PBL in the Tangaroa Team.</li> <li>▪ Develop a framework of the teacher role and assessment in PBL</li> <li>▪ Increasing our teaching team knowledge in Religious Education strands to be taught by participating in entry and exit professional development meetings. Integrating Religious Education in an authentic and contextual way alongside our school inquiry model.</li> <li>▪ PLD on Bridging Document</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Leadership Team</li> <li>▪ Staff</li> </ul>	
<p>3.3 SUCCESS IN LEARNING</p>	<ul style="list-style-type: none"> <li>▪ Accelerating learning <i>Learners who are underachieving or at risk of underachievement unless accelerated will remain on a trajectory to continued underachievement.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ To bring our learners achievement back on track we will provide interventions that will accelerate their progress.</li> <li>▪ PLD – see Annual Plan.</li> <li>▪ Cycles of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Leadership Team</li> <li>▪ Staff</li> </ul>	
<p>FUTURE FOCUSED DIRECTIONS</p>				

# ENVIRONMENT AT SFDS

Buildings  
Outdoor Spaces

STRATEGIC CHALLENGES	GOAL	STRATEGIC ACTIONS	WHO?	OUTCOME
OUTDOOR SPACES	<ul style="list-style-type: none"> <li>▪ Redevelopment of 'no man's land'</li> <li>▪ Maintain turf</li> <li>▪ Upgrade Junior playground</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create lockable gates that span the length of the fence</li> <li>▪ Landscape the area</li> <li>▪ Create sensory garden</li> <li>▪ Replacement of turf surface</li> <li>▪ Plan, prepare, implement so that is it a safe, useable space</li> <li>▪ Consult and work alongside community groups eg: PSL, whanau, parish. This will allow us to make the playground more interesting and inviting for all our students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> <li>▪ Caretaker</li> <li>▪ Archdiocese</li> </ul>	
BUILDINGS & FACILITES	<ul style="list-style-type: none"> <li>▪ All facilities safe, clean, tidy and well maintained.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Caretaker inspects property each morning and informs principal of any issues.</li> <li>▪ Continue to maintain hazard register and follow process if unsafe.</li> <li>▪ Install security cameras.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> <li>▪ Caretaker</li> <li>▪ Archdiocese</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Redevelop back of junior classrooms.</li> <li>▪ Provide flexible learning environments.</li> <li>▪ Redevelopment of the junior toilets and administration area.</li> <li>▪ Maintenance of Harekeke and Pohutukawa.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build retaining wall.</li> <li>▪ Build decking.</li> <li>▪ Drainage.</li> <li>▪ Redevelopment of all junior and middle classroom environments to create more on an indoor outdoor flow of spaces to support learning. Plan to be advised.</li> <li>▪ Implement plan from Archdiocese.</li> <li>▪ Internal painting.</li> <li>▪ Internal replacement of wall linings.</li> <li>▪ Replacement plan</li> </ul>		
PLAN FOR DIGITAL TECHNOLOGY AND EQUIPMENT	<ul style="list-style-type: none"> <li>▪ Devices that work for our learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a school wide replacement plan</li> <li>▪ Develop a plan to implement new devices into classrooms</li> <li>▪ PLD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Leadership Team</li> <li>▪ Staff</li> </ul>	
FUTURE FOCUSED DIRECTIONS				

## GOVERNANCE AT SFDS

STRATEGIC CHALLENGES	GOAL	STRATEGIC ACTIONS	WHO?	OUTCOME
STRATEGIC AND ANNUAL PLANNING	<ul style="list-style-type: none"> <li>▪ BOT to engage in training through NZSTA and Archdiocese</li> <li>▪ Board members know their areas of responsibility. Plan for BOT to know their areas of responsibilities that relate to the principal's job.</li> <li>▪ Support the principal and staff to meet our strategic goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distribute dates, book training, attend training sessions</li> <li>▪ BOT members familiarise themselves with Handbook for BOT of NZ Catholic Integrated Schools.</li> <li>▪ Provide an environment which is safe, engage in strategic discussions about achievement and progress against goals set.</li> <li>▪ Provide resources to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> </ul>	
POLICY DEVELOPMENT & REVIEW	<ul style="list-style-type: none"> <li>▪ BOT will consult with the community, guide, design and support the development of our Strategic plan for 2019 and beyond.</li> <li>▪ BYOD for year 7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consult with our community. Work together with the principal and team to guide the direction of our school through the development of our new strategic plan.</li> <li>▪ Prepare proposal, consult within BOT.</li> <li>▪ BOT to consult with community. Plan to embed 1:1 devices in year 7 and 8 by 2021.</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> </ul>	

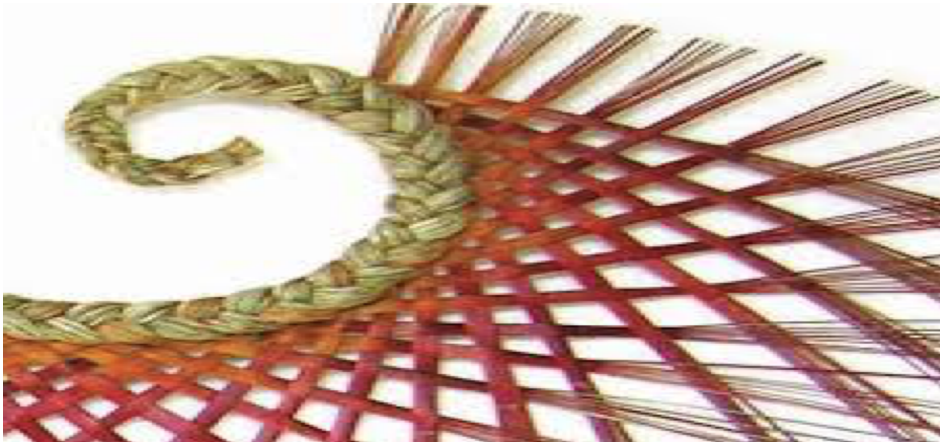
<p>SELF REVIEW AND BOARD EFFECTIVENESS</p>	<ul style="list-style-type: none"> <li>▪ SFDS policy</li>   <li>▪ Support and promote a positive community spirit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review policy documents according to the triannual cycle of review as set out in SchoolDocs.</li> <li>▪ Report to the Ministry and communicate to whanau community the required documents.</li>   <li>▪ The BOT will continue to build its positive relationship with the principal, parish and community by regular consultation, community consultation, having a presence at school celebrations, engage with staff to build positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOT</li> <li>▪ Principal</li> </ul>	
<p>FUTURE FOCUSED DIRECTIONS</p>				



# 2019



The measure of love is love without measure  
*Kāore he mutunga o te aroha*



*Whiria te tangata*  
*Weave the people together*

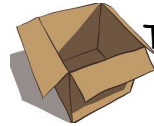
# EQUITY AND EXCELLENCE IN LEARNING

## OUR THEORY FOR IMPROVEMENT

We believe that the most powerful thing that we can do as educators is to empower our learners to become passionate, connected, lifelong learners ready to tackle the world. Weaving learner agency and dispositions with our SFDS values and the New Zealand Curriculum Key Competencies to support our students to be capable in diverse contexts, in our school, in our community, their home environment and with their peer groups. Our learners need to develop a growth mindset to successfully collaborate and use their metacognition, knowledge, skills, attitudes and values together as they interact with others as lifelong learners.

## WHAT ARE OUR ASPIRATIONS?

They become problem-solvers



They learn to think outside the box

They develop a growth mindset



They become system thinkers



They learn project management



They are ready for the global creative economy



**WHAT HAPPENS WHEN STUDENTS OWN THEIR LEARNING?**

They are self-directed



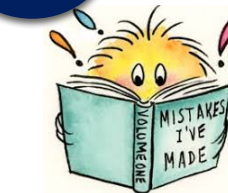
They become explorers



They learn to experiment



They cultivate cool geeky interests



They view mistakes as learning opportunities

They are more creative



They develop iterative thinking



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## WHAT ARE OUR TARGETS?

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### **That all of our learners will be:**

READY – be motivated to use particular knowledge, skills and values to achieve tasks

WILLING – recognise when information is relevant to use it

ABLE – knowing how to do so appropriately

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## HOW WE ARE GOING TO DO THIS?

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Develop an SFDS Key Competency and Growth Mindset framework.

Build teacher capability by engaging in professional learning and development in:

	Resources to explore/Internal PLD	External PLD
Learner Agency and Habits of Mind	<ul style="list-style-type: none"><li>▪ Learning and Leading with Habits of Mind – Art Costa</li><li>▪ Empower – John Spencer and AJ Juliani</li></ul>	<ul style="list-style-type: none"><li>▪ Building Learner Agency with Growth Mindset, Habits of Mind and Virtuous practice – James Anderson, Auckland</li><li>▪ Strategies to develop student agency – Sarah Whiting, CORE Education</li></ul>
Dispositions	<ul style="list-style-type: none"><li>▪ Dispositions Reframing Teaching and Learning – Arthur Costa and Bena Kallick</li></ul>	<ul style="list-style-type: none"><li>▪ Building Learner Agency with Growth Mindset, Habits of Mind and Virtuous practice – James Anderson, Auckland</li></ul>
Key Competencies	<ul style="list-style-type: none"><li>▪ Key Competencies for the future – Rosemary Hipkins, Rachel Bolstad, Sally Boyd, Sue McDowall</li></ul>	<ul style="list-style-type: none"><li>▪ The Competencies – Mark Treadwell</li><li>▪ Play Based Learning – Sarah Whiting, online</li></ul>
Growth Mindset	<ul style="list-style-type: none"><li>▪ The Agile Learner; where Growth Mindset, Habits of Mind and practice unit – James Anderson</li><li>▪ Julie Beattie – ALL Programme</li><li>▪ Mindset-changing the way you think to fulfil your potential. Dr. Carol Dweck</li></ul>	<ul style="list-style-type: none"><li>▪ Building Learner Agency with Growth Mindset, Habits of Mind and Virtuous practice – James Anderson, Auckland</li><li>▪ Neuroscience and a Growth Mindset; for children with anxiety – Nathan Wallis</li></ul>
Metacognition	<ul style="list-style-type: none"><li>▪ Learning in the Fast Lane – Suzy Pepper Rollins</li><li>▪ ALL Programme</li><li>▪ ALIM Programme</li><li>▪ Cycles of Inquiry</li></ul>	<ul style="list-style-type: none"><li>▪ Neuroscience and a Growth Mindset; for children with anxiety – Nathan Wallis</li></ul>

Tangaroa, Papatuanuku & Ranginui:

Teams will attend all PLD and implement strategies to improve learner outcomes. PLD will be reflected in our cycles of inquiry.

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# EQUITY AND ACCELERATION IN WRITING

## OUR THEORY FOR IMPROVEMENT IN WRITING

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End of **2018** year New Zealand Curriculum level data in writing showed a disproportionate gap in the achievement of our girls and boys. Girls achieving below their corresponding New Zealand Curriculum level in writing was 5.7% (7/123) compared to boys achieving below their corresponding New Zealand Curriculum in writing which was 21% (31/147). Our boy learners are also working below their New Zealand Curriculum level in reading. 22% (8/36) of Maori learners (7 boy learners & 1 girl learner) are achieving below their expected New Zealand Curriculum level.

Our theory for improvement is that our learners who are underachieving or at risk of underachievement unless accelerated will remain on a trajectory to continued underachievement. To bring our learners achievement back on track we need to provide targeted interventions to accelerate their progress.

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## WHAT ARE OUR ASPIRATIONS?

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### **2019**

In 2019 we will be targeting the acceleration of all boy learners in writing with a specific focus on equitable outcomes for our Maori boy learners. All classroom teachers will be participating in the Accelerated Literacy Learning (ALL) programme and undergoing an individual teaching as inquiry cycle where they will investigate targeted strategies for acceleration. Our teachers will conduct an intervention with the aim to accelerate learners who are below their New Zealand Curriculum level. We are planning to undergo two cycles of acceleration during the ALL programme. We are planning for the second cycle to have a focus on those students who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

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## WHAT ARE OUR TARGETS?

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To accelerate the progress of at least 27/147 boy learners across our school in writing to achieve at their expected New Zealand Curriculum level in writing.

Our target is all learners who are below their New Zealand Curriculum level as well as those learners who we believe could work above their New Zealand Curriculum level. There are more learners below their New Zealand Curriculum level in years 4, 6 & 8.

Our target is to have 90% (270/300) (*88% in 2018*) of all learners achieving at their expected New Zealand Curriculum level.

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HOW WILL WE DO THIS

TANGAROA

PAPATUANUKU

RANGINUI

**Play Based learning(PBL):** PBL will support the development of oral language and building vocabulary. Having contextual and authentic experiences will support learners to develop their ideas for writing.

**Progressive Achievement and Consistency Tool(PACT):** Embedding the use of PACT to analyse learners strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in writing.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Building Capability:** Teachers sharing their knowledge and expertise about the Yolanda Sorrel programme.

**Progressive Achievement and Consistency Tool(PACT):** Embedding the use of PACT to analyse learners strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in writing.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Investigating Strategies for Boy Learners:** Having contextual and authentic experiences will support learners to develop their ideas for writing.

- Use of digital devices
- Talk for writing: Oral language
- Visual thinking frameworks
- Collaborative writing tasks
- Game of Awesome
- Competitive timed writing

**Progressive Achievement and Consistency Tool(PACT):** Embedding the use of PACT to analyse learners strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in writing.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Strategies for learners:**

- Use of digital devices
- Talk for writing: Oral language
- Visual thinking frameworks
- Collaborative writing tasks
- Authentic contexts

Teachers will plan together and resource share.

***Self-review and Self-Assessment:***

- Using shared criteria
- Developing collaborative review tools
- Flipped learning

# EQUITY AND ACCELERATION IN READING

## OUR THEORY FOR IMPROVEMENT IN READING

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End of **2018** year New Zealand Curriculum level data in reading showed a disproportionate gap in the achievement of our girls and boys. Girls achieving below their corresponding New Zealand Curriculum level in writing was 1.6% (2/123) compared to boys achieving below their corresponding New Zealand Curriculum in writing which was 17% (25/147). Our boy learners are also working below their New Zealand Curriculum level in writing.

19% (7/36) of Maori boy learners are achieving below their expected New Zealand Curriculum level.

Our theory for improvement is that our learners who are underachieving or at risk of underachievement unless accelerated will remain on a trajectory to continued underachievement. To bring our learners achievement back on track we need to provide targeted interventions to accelerate their progress.

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## WHAT ARE OUR ASPIRATIONS?

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### **2019**

In 2019 we will be targeting the acceleration of all boy learners in reading with a specific focus on equitable outcomes for our Maori boy learners. All classroom teachers will be participating in the Accelerated Literacy Learning (ALL) programme and undergoing an individual teaching as inquiry cycle where they will investigate targeted strategies for acceleration. Our teachers will conduct an intervention with the aim to accelerate learners who are below their New Zealand Curriculum level. We are planning to undergo two cycles of acceleration during the ALL programme. We are planning for the second cycle to have a focus on those students who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

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## WHAT ARE OUR TARGETS?

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To accelerate the progress of at least 21/147 boys across our school in reading to achieve at their expected New Zealand Curriculum level.

Our target is all learners who are below their New Zealand Curriculum level as well as those learners who we believe could work above their New Zealand Curriculum level. There are more learners below their New Zealand Curriculum level in years 4, 6 & 8.

Our target is to have 93%(279/300) (*91% in 2018*) of all learners achieving at their expected New Zealand Curriculum level in reading by the end of 2019.

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HOW WILL WE DO THIS

TANGAROA

PAPATUANUKU

RANGINUI

**Progressive Achievement and Consistency**

**Tool(PACT):** Embedding the use of PACT to analyse learner’s strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Play Based learning(PBL):** PBL will support the development of oral language and building vocabulary. Having contextual and authentic experiences will support learners to develop their ideas for reading.

**Building Teacher Capability:**

Making connections across literacy programme. Providing rich literacy experiences. Implementing talk moves across team (oral language programme).

**Progressive Achievement and Consistency**

**Tool(PACT):** Embedding the use of PACT to analyse learner’s strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Strategies for Boys:**

- High interest readers
- Digital reading material
- Reciprocal reading
- Literacy circles
- Book club

**Audio Visual Achievement in Literacy Language and Learning(AVAILLL):**

Implement this programme across Papatuanuku team. This programme aims to increase learner’s abilities

**Progressive Achievement and Consistency**

**Tool(PACT):** Embedding the use of PACT to analyse learner’s strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

**Accelerated Literacy Learning (ALL):** Each teacher will run 2 cycles of ALL targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Audio Visual Achievement in Literacy Language and Learning(AVAILLL):**

Implement this programme across Ranginui team. This programme aims to increase learners abilities in comprehension, fluency, vocabulary, spelling and attitudes toward reading.

**Strategies for Boys:**

- High interest readers
- Digital reading material
- Reciprocal reading



in comprehension, fluency, vocabulary, spelling and attitudes toward reading.

- Literacy circles
- Book club
- Sophisticated picture books
- Integrated literacy programme – reading, writing, current events, inquiry, the arts

# EQUITY AND ACCELERATION IN MATHEMATICS

## OUR THEORY FOR IMPROVEMENT IN MATHEMATICS

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End of **2018** year New Zealand Curriculum level data in mathematics showed a similar level of underachievement of our boy and girl learners. Boy learners achieving below their corresponding New Zealand Curriculum level in mathematics was 12.2% (18/147) compared to girl learners achieving below their corresponding New Zealand Curriculum in mathematics which was 10.6% (13/123). There are three times the number of boy learners above their corresponding New Zealand Curriculum level than girl learners. This is 16.3% (24/147) of boy learners and 6.5% (8/123) of girl learners.

19.5% (7/36) of Maori learners are achieving below their expected New Zealand Curriculum level.

Our theory for improvement is that our learners who are underachieving or at risk of underachievement unless accelerated will remain on a trajectory to continued underachievement. To bring our learners achievement back on track we need to provide targeted interventions to accelerate their progress.

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## WHAT ARE OUR ASPIRATIONS?

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### **2019**

In 2019 we will be targeting the acceleration of all learners in mathematics with a specific focus on equitable outcomes for our Maori boy learners. All classroom teachers will be participating in the Accelerated Learning in Mathematics (ALiM) programme and undergoing an individual teaching as inquiry cycle where they will investigate targeted strategies for acceleration. Our teachers will conduct an intervention with the aim to accelerate learners who are below their New Zealand Curriculum level. We are planning to undergo two cycles of acceleration during the ALiM programme. We are planning for the second cycle to have a focus on those students who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

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## WHAT ARE OUR TARGETS?

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To accelerate the progress of at least 16/147 boy learners across our school in mathematics to achieve at their expected New Zealand Curriculum level. Our target is all learners who are below their New Zealand Curriculum level as well as those learners who we believe could work above their New Zealand Curriculum level. There are more learners below their New Zealand Curriculum level in years 4, 6 & 8. Our target is to have 92% (276/300) (90% in 2018) of all learners achieving at their expected New Zealand Curriculum level in mathematics.

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HOW WILL WE DO THIS

TANGAROA

PAPATUANUKU

RANGINUI

**Accelerated Learning in Mathematics (ALiM):**

Embedding the use of ALiM to analyse learner's strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

Accelerated Learning in Mathematics (ALiM): Each teacher will run 2 cycles of ALiM targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Play Based learning(PBL):** PBL will support the development of oral language and building maths vocabulary. Having contextual and authentic experiences will support learners to develop their ideas for mathematics.

**Building Teacher Capability:**

- Front Loading
- Rich tasks
- Mixed ability groupings
- Talk moves

**Accelerated Learning in Mathematics (ALiM):**

Embedding the use of ALiM to analyse learner's strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

Accelerated Learning in Mathematics (ALiM): Each teacher will run 2 cycles of ALiM targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Building Teacher Capability:**

- Flipped Learning
- Front Loading
- Talk moves
- Rich Tasks
- Mixed ability groupings
- Developing maths vocabulary

**Accelerated Learning in Mathematics (ALiM):**

Embedding the use of ALiM to analyse learner's strengths and next steps as well as informing teaching and learning programmes. Teacher will use aspects to ensure that they teach a variety of text types and skills in reading.

Accelerated Learning in Mathematics (ALiM): Each teacher will run 2 cycles of ALiM targeted interventions (15 weeks each). The first cycle will include 6-8 learners who are underachieving or at risk of underachievement unless accelerated through a targeted intervention. The second cycle will include 6-8 learners who are working within the top end of their New Zealand Curriculum level who could be accelerated to be working above their New Zealand Curriculum level.

Each teacher will work through our inquiry cycles to investigate strategies for successful acceleration. This will be recorded on a shared team g-doc which will be shared back to whole staff at the end of each cycle.

**Building Teacher Capability:**

- Flipped Learning
- Front Loading
- Talk moves
- Rich Tasks
- Mixed ability groupings
- Developing maths vocabulary

