

ST JOHN'S SCHOOL

Te Kura o Hato Hoani
MAIRANGI BAY, AUCKLAND



School Plan
2020



ST JOHN'S SCHOOL

— Te Kura o Hato Hoani —

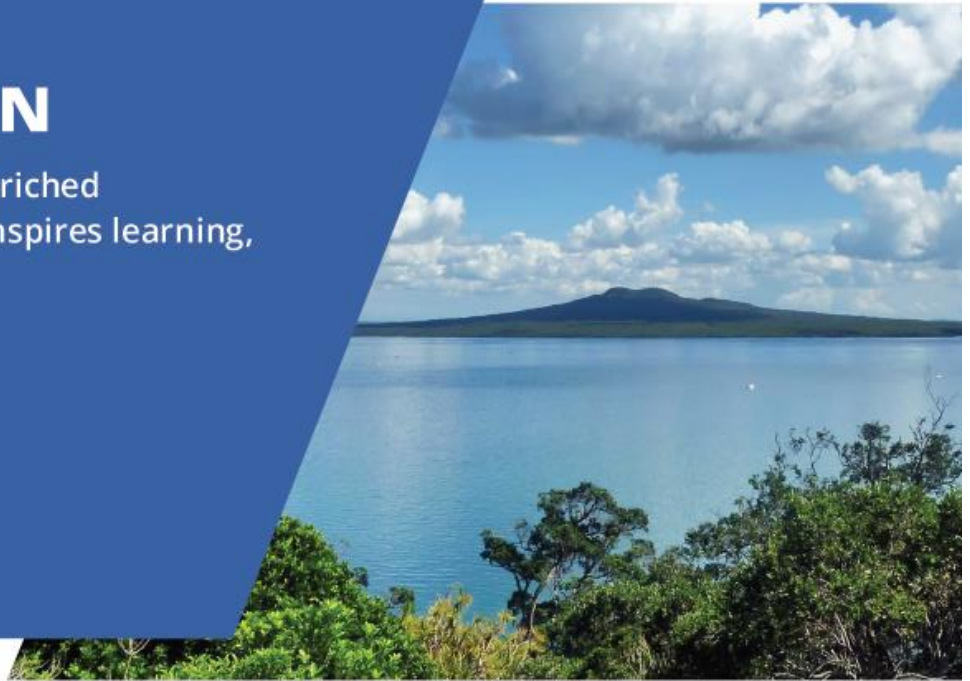
MAIRANGI BAY, AUCKLAND

TĀTOU KAUPAPA OUR MISSION

We will provide a faith enriched Catholic education that inspires learning, excellence and aroha.

TĀTOU MOEMOEAE OUR VISION

Together in Christ,
we excel, we celebrate.



He Taonga ō te Wairua OUR CHARISM

St John's School was founded in 1961 by the Sister's of St Joseph of Nazareth and follows the charism of St Mary of the Cross which is reflected in our school values. We follow in the footsteps of Jesus, John the Baptist, Mary Mackillop and Julian Tenison Woods.

"Never see a need without doing something about it."

The school is faithful to its motto in preparing the way for students to take their places as responsible, well-rounded young Catholics in today's church and society.

Tikanga ā Ahurea CULTURAL RESPONSIVENESS

Tikanga and Te Reo is acknowledged and celebrated through the special Catholic character, RE programme, learning and community of St John's School.

Te Ao Māori is woven into the curriculum and opportunities are taken to use Te Reo during instruction and Mass.

Our Māori community and whanau are consulted and included in student achievement, curriculum and areas of governance.

Tātou Mahi - OUR GOALS

Whakapono FAITH

To nurture and celebrate our Catholic Character and Faith.

Hauora WELLBEING

To develop in our children the skills, attitudes and values to live as contributing members of an inclusive community.

Ako LEARNING

To provide a child centred education that maximises each child's learning potential.

Taiao ENVIRONMENT

To provide a well-resourced, future focused learning environment.

TĀTOU WHANONGO PONO OUR VALUES



TĀTOU MAHI - OUR GOALS



Whakapono **FAITH**

To nurture and celebrate our Catholic Character and Faith.

Our Special Catholic and Josephite Character will inform all our planning, teaching and decision making.

St John's School will be a place where every person who enters onto the premises will encounter Christ through their experience. At St John's School, the way we interact and the relationships we form with each other and our community will show the face of Christ.

St John's students will understand that faith is a belief in God that is lived every day.

Our Josephite values will be evident in our words, deeds and actions.

Catholic traditions and rituals are a way of gathering together to nurture and celebrate our faith.



AKO **LEARNING**

To provide a child centred education that maximises each child's learning potential.

St John's students will be supported in holistic development by a school curriculum which is underpinned by our school Josephite values and the principles of the New Zealand Curriculum and supports the development of the Key Competencies.

St John's students will participate in diverse curriculum opportunities to develop and extend their knowledge and understanding of Religious Education and all Learning Areas of the New Zealand Curriculum.

St John's students will benefit from a high level of professional practice, innovative and creative teaching.

St John's students will strive in an environment where learning and knowing how to learn is fostered.

St John's School
87A Penzance Road, Mairangi Bay
Auckland 0630
www.stjohnsmairangibay.school.nz



Hauora **WELLBEING**

To develop in our children the skills, attitudes and values to live as contributing members of an inclusive community

St John's students will be happy, confident learners who display a growth mindset; willing to take risks, learn from their mistakes and celebrate their successes and the successes of others. They will develop the resilience to be able to cope with change, loss and disappointment.

St John's students will understand the importance of caring for themselves and caring for others; able to communicate their needs, ask for and accept help, develop empathy and try and help others.

St John's students will have an understanding of the bicultural heritage of Aotearoa New Zealand; recognising, valuing and celebrating Māori as tangata whenua.

St John's students will understand that Aotearoa New Zealand is a multicultural society; developing an understanding and empathy of all cultures, accepting, valuing and celebrating diversity.

St John's students will have a sense of belonging to a community to which they can contribute locally and globally. They will develop an awareness of the impact their actions, and the actions of others, have on society and the environment. They will develop an understanding that their actions can make a positive difference.



TAIAO **ENVIRONMENT**

To provide a well-resourced, future focussed learning environment

St John's students will have access to high quality and well-managed learning resources.

St John's students will be supported by school resources that meet their learning and developmental needs.

St John's students will enjoy a safe and attractive environment that reflects our Special Catholic and Josephite Character.

The St John's School community will have a sense of belonging, ownership and respect for our school.

St John's School will consider the environmental impact of its decisions.

Strategic Plan 2020-2023



To nurture and celebrate our Catholic Character and Faith

Our Special Catholic and Josephite Character will inform all our planning, teaching and decision making.

St John's School will be a place where every person who enters onto the premises will encounter Christ through their experience.

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St John's students will understand that faith is a belief in God that is lived every day.

Our Josephite values will be evident in our words, deeds and actions.

Catholic traditions and rituals are a way of gathering together to nurture and celebrate our faith.

| Tēnei tau – 2020 | Nga tau kei te heke mai - Future years |
|--|--|
| Policies will reflect our Special Catholic character | Our Special Catholic Character will be evident in all aspects of our school |
| The school environment will reflect our Special Catholic Character | |
| School Gospel values will be promoted and embedded | School Gospel values teaching will focus on living the values |
| One Catholic Character dimension will be reviewed | One Catholic Character dimension will be reviewed annually |
| | Recommendations from the previous Catholic Character review will be implemented |
| Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods | Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods |
| Staff, students and whanau will be given opportunities to encounter Christ | Staff, students and whanau will be given opportunities to encounter Christ |
| The relationship between the parish and the school will be nurtured and enhanced | The relationship between the parish and the school will be nurtured and enhanced |
| The relationship between St John's School and other Catholic Schools will be nurtured and enhanced | The relationship between St John's School and other Catholic Schools will be nurtured and enhanced |
| The Liturgical Year will be a key focus of the Religious Education Programme | The Liturgical Year will be a key focus of the Religious Education Programme |
| Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge | Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge |
| Catholic traditions and rituals will be celebrated together as a community | Catholic traditions and rituals will be highlighted to assist staff and students to grow in the knowledge of Catholic faith |
| | Catholic traditions and rituals will be celebrated together as a community |

Strategic Plan 2020-2023



To develop in our children the skills, attitudes and values to live as contributing members of an inclusive community

St John's students will be happy, confident learners who display a growth mindset; willing to take risks, learn from their mistakes and celebrate their successes and the successes of others. They will develop the resilience to be able to cope with change, loss and disappointment.

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St John's students will have a sense of belonging to a community to which they can contribute locally and globally. They will develop an awareness of the impact their actions, and the actions of others, have on society and the environment. They will develop an understanding that their actions can make a positive difference.

| Tēnei tau – 2020 | Nga tau kei te heke mai - Future years |
|--|---|
| Growth mindset will be taught, encouraged and modelled | Students will develop and display a growth mindset |
| Students will be instructed and encouraged in practices of caring for self and others | Students will understand the importance and display the skills of caring for themselves and others |
| Our bi-cultural heritage will be acknowledged and celebrated | Our bi-cultural heritage will be acknowledged and celebrated |
| Our multicultural community and society will be acknowledged and celebrated | Our multicultural community and society will be acknowledged and celebrated |
| Staff, students and whanau will be given opportunities to contribute to the local community through social outreach | Staff, students and whanau will be given opportunities to contribute to the local community through social outreach |
| Students will develop their sense of belonging to the school through shared practices and experiences and the development of communities within the school community | |
| St John’s School will grow leaders | St John’s School will grow leaders |
| New Entrant students and whanau will be supported in effective and positive transition processes into school | |
| Students will be supported in effective and positive transition processes from Year 6 to Year 7 | |

Strategic Plan 2020-2023



To provide a child centred education that maximises each child's learning potential

St John's students will be supported in holistic development by a school curriculum which is underpinned by our school Josephite values and the principles of the New Zealand Curriculum and supports the development of the Key Competencies.

St John's students will participate in diverse curriculum opportunities to develop and extend their knowledge and understanding of Religious Education and all Learning Areas of the New Zealand Curriculum.

St John's students will benefit from a high level of professional practice, innovative and creative teaching.

St John's students will strive in an environment where learning and knowing how to learn is fostered.

| Tēnei tau – 2020 | Nga tau kei te heke mai - Future years |
|--|---|
| <p>Priority learners will be identified and supported through the school's additional needs programme</p> <p>Local curriculum will be developed</p> <p>Student voice will be utilised in the selection of inquiry foci and school wide themes</p> <p>All students will participate in instruction of Te Reo and Te Ao Māori</p> <p>Digital Technology Curriculum will be implemented</p> <p>Religious Education Programme will be implemented, aligned to the Religious Education Bridging Document</p> <p>A cycle of curriculum and school programme review will be established</p> <p>Reporting to parents procedures and processes will be reviewed</p> <p>Assessment and evaluation in Religious Education will be reviewed</p> <p>Sexuality education will be reviewed and a schoolwide programme implemented</p> <p>School Mathematics programme will be reviewed</p> <p>Play Based Learning will be reviewed</p> <p>ESOL Programme will be reviewed</p> <p>Staff will be given professional development opportunities which support the strategic direction of the school</p> <p>Staff will be encouraged and expected to share best practice and professional development knowledge</p> <p>Teaching staff will participate in collaborative inquiry groups</p> | <p>Writing programme will be reviewed.</p> <p>Teaching staff will participate in professional development in Writing</p> <p>Curriculum and school programmes will be reviewed</p> <p>Recommendations from the previous curriculum reviews will be implemented</p> |

Strategic Plan 2020-2023



To provide a well-resourced, future focussed learning environment

St John's students will have access to high quality and well-managed learning resources.

St John's students will be supported by school resources that meet their learning and developmental needs.

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The St John's School community will have a sense of belonging, ownership and respect for our school.

St John's School will consider the environmental impact of its decisions.

| Tēnei tau – 2020 | Nga tau kei te heke mai - Future years |
|--|---|
| <p>Access and utilisation of storage and work spaces in the school will be reviewed</p> <p>The cycle of new classroom furniture and furnishing purchasing will continue</p> <p>A programme of blinds and curtain installation will be implemented</p> <p>ICT Infrastructure will continue to be supported and developed</p> <p>School ICT systems will become Cloud based</p> <p>The cycle of digital device purchasing will continue</p> <p>BYOD will be supported across the Senior school</p> <p>The programme of renewing class interactive whiteboards will continue</p> <p>Teaching staff will hold responsibility for curriculum resources.</p> <p>A cycle of review and culling of resources will be established</p> <p>School identity and Special Character will be evident and prominent through signage and iconography</p> <p>Environmentally aware and sustainability practices will be investigated</p> <p>A natural planting programme will be developed and implemented</p> | <p>Administration area will be reviewed and updated</p> <p>The library and resource area will be optimally utilised</p> <p>Modern learning pedagogy will be supported through classroom furnishings</p> <p>A programme of blinds and curtain installation will be continued</p> <p>ICT Infrastructure will continue to be supported and developed</p> <p>Modern learning pedagogy will be supported with digital devices</p> <p>Resources will be reviewed and culled</p> |

Kahui Ako

In 2020, St John's School will continue to actively promote our collaboration in the North Shore Catholic Kahui Ako (Community of Learning- COL).

| North Shore Catholic Kahui Ako - Strategic Plan 2018 - 2020 | | | |
|--|---|---|---|
| Vision | A Catholic education that develops learners for life who can successfully navigate their own learning pathways . | | |
| Rationale behind the vision | Ongoing commitment to academic excellence through holistic development of core competencies, founded on Catholic faith. Emphasis on student agency, their self-determined definition of success and an adaptive, culturally responsive learning environment. | | |
| Strategic Goals | Clear learning pathways within and between schools | Sharing of expertise and effective teaching practice | Engagement through effective partnerships with the wider kahui ako community |
| Focus Stakeholder | STUDENT | TEACHERS | WHOLE COMMUNITY |
| Workstream | Raising achievement by providing a holistic learning pathway | Collaborative Inquiry and other collaborations | Hauora and whanaungatanga |
| Storyline about how we partner/ support our students | The learner is at the centre. (Student-directed learning) | Working collaboratively, with and through teachers. (Building capacity) | We're all in this together It takes a village to raise a child: teachers and parents and parishes to form genuine partnerships in support of students and their learning. |
| Initiative across all workstreams | Building a more shared faith community. Wellbeing initiative | | |
| Possible Initiatives / Framework | <ol style="list-style-type: none"> 1. Develop a common understanding of learner progression 2. Define shared learner profiles and aligned pathways (including a 'graduate' profile) 3. Define and agree stages to becoming a self-directed learner 4. Improved transitions between schools at Y6/7 and between year levels within schools. 5. Shared language of learning. | <ol style="list-style-type: none"> 1. Identification of domains of expertise within Kahui Ako 2. Build further expertise in leading learning for adults 3. Operating model to facilitate sharing of expertise 4. Sharing outside expertise with Kahui Ako funding. 5. Providing opportunities for focused shared PD. 6. Culturally responsive pedagogies. | <ol style="list-style-type: none"> 1. Parent education on supporting learning 2. Empowering teachers to build positive learning focused relationships 3. Communication expectations within community based on common values (gospel based /mana enhancing) 4. Build community with more student interaction between schools. 5. Educating parents – (like Kristin master classes). |

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| | 6. Across school moderation of learning levels | 7. Mtg between schools of teachers, SENCOs, BTs, SCTs, SLT. | 6. More combined schools social events 7. Opportunities for Kahui Ako Boards to meet. |
| Enablers | <ul style="list-style-type: none"> • Kahui Ako roles / funding • Defined capabilities across the curriculum doc • Kahui ako tools online • TKI • Focus groups from all parts of the community • SENCO roles to assist with transitions • School visits for transitions • Assay Connect for all kahui ako data sharing • Assessment tools available | <ul style="list-style-type: none"> • Kahui Ako roles / funding • Build on current relationships between teachers • Using in school capabilities that already exists. • Time for sharing and discussing • Cross-school working groups • PLC • Coaching models and PLD providers • Collaborative inquiry models | <ul style="list-style-type: none"> • Kahui Ako roles / funding • Faith-based underpinning of relationships between schools and the community • Code of expected conduct • Prayer cards to start meetings. • BOT as reps to build parent conduct. • Shared liturgies • Diocese / Parish connections |
| Success Measures | <ul style="list-style-type: none"> • Agreed written definitions • Agreed practices evident in practices | <ul style="list-style-type: none"> • Model defined and in practice • Evidence of sharing across schools that is leading to improved learning outcomes • Teachers have greater self-belief in their own capabilities | <ul style="list-style-type: none"> • Code being agreed and being used • Parent education opportunities provided |

Targets and Goals 2020

Kahui Ako Work Stream One- Students: Raising achievement by providing a holistic learning pathway.

To work with our Kahui Ako to develop 'across school' moderation of learning levels using a shared tool

St John's Goal 1- Writing and Maths

Teachers will develop an understanding of the Learning Progression Framework to enable them to assess and moderate Writing and Maths using common language across the Kahui Ako.

Kahui Ako Work Stream Two- Teachers: Collaborative Inquiry and other collaborations

St John's Goal 2 – Collaborative Inquiry

Teachers will all participate in the process and embed the practice of collaborative inquiry.

Kahui Ako Work Stream Three- Community: Hauora and whanaungatanga

St John's Goal 3 – Well being value

The school will embed the value of well being.

St John's Goal 4 – Special Character

Further develop a school wide understanding of the Gospel values and our Special Catholic Character and how this is shown through our Josephite Charism.

St John's Student achievement goal

Following analysis of the end of 2019 data for Reading, Writing and Mathematics it is the school's goal that **students achieving at the lower band of the curriculum expectation** (identified as the left hand blue category on the end of year data report) **will make accelerated progress.**

The rationale for this is that the students currently identified as achieving below the curriculum expectation have already been identified and have interventions put in place through the Students with Additional Needs register.

Professional Learning Priorities

In 2020 the professional learning priorities will be:

- Religious Education
- Teaching as Inquiry- Collaborative Inquiry
- E-Learning- 21st Century learning including digital technologies
- Te Reo Māori
- Kahui Ako workstreams
- Student voice and agency
- Culturally responsive relational pedagogy
- Mandarin (ALis programme)
- PB4L (Positive Behaviour for Learning)
- Professional Learning Groups
- Special Needs Programme for Learning Support Assistants
- Various individual Professional Development opportunities that support the annual plan goals.

Annual Plan 2020

Pono- Faith

To nurture and celebrate our Catholic Character and Faith

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| Policies will reflect our Special Catholic character | | |
| Actions | Responsibility | Timeframe |
| BOT will consider the Special Catholic Character as the policies are reviewed according to the review cycle | BOT | Ongoing |
| Policy content will show this consideration | | |
| Achievement | | |
| The school environment will reflect our Special Catholic Character | | |
| Actions | Responsibility | Timeframe |
| All classrooms and the staffroom will have a sacred area for prayer focus | Class teachers DRS | Start of year and ongoing |
| There will be a cross or crucifix in all administration and learning areas of the school | DRS | Term 1 |
| All classrooms, administration areas and workspaces will display the mission, vision and values of the school | Class teachers SLT | Start of year and ongoing |
| Images of Christ used will be varied and culturally responsive | Teachers DRS | Ongoing |
| Achievement | | |
| School Gospel values will be promoted and embedded | | |
| Actions | Responsibility | Timeframe |
| Values will be aligned to Gospel scriptures | DRS/DP | Term 1 |
| Value awards will be created which reflect the link to the Gospel | DP | Term 1 |
| Values will be acknowledged through certificates will be awarded by any staff member and presented at admin assemblies. | All staff | Ongoing |
| The five values will be taught explicitly throughout the year | Teachers | Ongoing |
| The five values will be aligned to the PB4L matrix and used in implementing the behaviour management programme of the school | PB4L lead team Teachers | Ongoing |
| Achievement | | |

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| One Catholic Character dimension will be reviewed | | |
| Actions | Responsibility | Timeframe |
| Dimension to be reviewed for 2020 is Christian Witness | DRS | Term 2 |
| Achievement | | |
| Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods | | |
| Actions | Responsibility | Timeframe |
| Two staff members will attend the Josephite Colloquium | DRS DP | TBC |
| School houses will be named to celebrate and link to the legacy of our school founders | SLT | Term 1 |
| Young MacKillop leaders will be selected from the Year Six students to support the DRS in liturgy and outreach | DRS Principal | End of Term 2 and Term 4 |
| Teachers will plan and teach lessons on Mary MacKillop, Julian Tenison Woods and the Sisters of St Joseph | Teachers | Term 1; Weeks 1-2 |
| The school will celebrate the Feast of St Mary of the Cross | | August 8 th |
| Achievement | | |
| Staff, students and whanau will be given opportunities to encounter Christ | | |
| Actions | Responsibility | Timeframe |
| All meetings will begin with prayer | Teachers | Ongoing |
| Whanau will be invited to house masses | Teachers | Ongoing |
| Teacher rotations during prayer time once a week | Teachers | Terms 2-3 |
| Class prayer kete will go home with the children, in turns. | Teachers | Ongoing |
| Year six students will use 'Faith Diaries' | Year 6 teachers | Ongoing |
| Students will participate in music workshops and a concert led by Andrew Chinn | DRS Teachers | November 4 th |
| Professional Development around encountering Christ through music will be led by Andrew Chinn | DRS Teachers | November 4 th |
| Young MacKillops will lead lunchtime Rosary during October | DRS | Term 4 |
| A staff retreat will be held | DRS Principal | Term 3 |
| Year Six students will participate in a retreat | DRS Principal | Term 4 |
| Achievement | | |
| The relationship between the parish and the school will be nurtured and enhanced | | |
| Actions | Responsibility | Timeframe |

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| Teachers will share Mass planning with the parish team | DRS Teachers | Ongoing |
| Houses will prepare and lead a parish mass twice a year | DRS Teachers | Ongoing as rostered |
| Year Six leaders will be rostered to attend parish masses if they are not house masses | DRS | Ongoing as rostered |
| One whole school mass will be prepared and led each term | DRS | Ongoing as rostered |
| Liturgies will be prepared and led in the church for; <ul style="list-style-type: none"> Ash Wednesday Lenten reconciliation Blessing of the Advent Wreaths Advent reconciliation | DRS | Ongoing as rostered |
| Father Raphael and Father Marchellino will be rostered to visit classes | DRS | Ongoing as rostered |
| The parish team will be invited to share in celebrations and events at the school | DRS | Ongoing |
| Parish sacramental programme will be supported through the school Religious Education Programme and by teachers | DRS Teachers | Ongoing as rostered |
| School and parish newsletters will be shared | Office secretary | Ongoing |
| Parish will be invited to the meetings for New Entrant parents | Principal | Ongoing |
| School and parish will discuss the logistics of having a school mass on a Sunday | Principal, DRS Parish team | Term 2 |
| The BOT will send a representative to the parish council meetings | BOT | Ongoing as rostered |
| The school will request copies of the Parish Council meeting minutes | | Ongoing |
| Achievement | | |
| The relationship between St John's School and other Catholic Schools will be nurtured and enhanced | | |
| Actions | Responsibility | Timeframe |
| Staff to attend the Diocesan Dedication Mass at the beginning of the year. | Teachers | February 18 th |
| St John's will continue to be a part of the North Shore Catholic Schools Kahui Ako | Principal ASL WSL | Ongoing |
| Teachers will attend the RE Cluster meetings | Teachers DRS | Ongoing as rostered |
| Sharing and visiting other Catholic schools will be encouraged | Teachers | CRT time Ongoing |
| The principal and deputy principal will participate in Catholic professional learning groups | Principal DP | Ongoing as rostered |
| Catholic Schools Day will be celebrated with another Catholic School | Teachers DRS | Ongoing as rostered |
| We will participate in the Catholic Schools Cross Country | Principal Sport Co-ordinator | |
| Achievement | | |
| The Liturgical Year will be a key focus of the Religious Education Programme | | |
| Actions | Responsibility | Timeframe |

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|--|-----------------|---|
| Holy Week and Easter focus will be taught | DRS Teachers | Term 1; Week 8-10 |
| Rosary focus will be taught | DRS Teachers | Term 4; Week 1-2 |
| Advent and Christmas focus will be taught | DRS Teachers | Term 4; Week 6 and Weeks 9-10 |
| Liturgical celebrations to take place throughout the year <ul style="list-style-type: none"> • Jesus picnic • Exodus Journey • Rangitoto Team Christmas Show • Easter Liturgy • Reconciliation in Lent and Advent • Blessing of the Advent Wreaths • First Holy Communion • Confirmation Baptism (may occur) | DRS Teachers | Ongoing |
| Achievement | | |
| Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge | | |
| Actions | Responsibility | Timeframe |
| Teaching staff will complete RE502 together | Teachers | 1 TOD 3x2hr teacher meetings 1 day online reading |
| DRS will facilitate or lead one teacher meeting on RE PD per term | DRS | Termly as rostered |
| Teachers will attend the four RE Cluster meetings | Teachers | Termly as rostered |
| Going Deeper will be used for prayer focus at admin meetings to support faith formation and Catholic Character professional development | DRS | Ongoing weekly |
| Two teachers will complete Living Life to the Full course on Catholic Spirituality | DRS | TBC |
| Achievement | | |
| Catholic traditions and rituals will be celebrated together as a community | | |
| Actions | Responsibility | Timeframe |
| Whole school liturgies will be celebrated for <ul style="list-style-type: none"> • Ash Wednesday liturgy • St Joseph Mass • St John the Baptist Mass • Feast of St Mary of the Cross Liturgy (2021) • Assumption of Mary Mass • All Saints Mass (2021) Graduation Mass | DRS | Ongoing as rostered |
| Achievement | | |

Hauora- Wellbeing

To develop in our children the skills, attitudes and values to live as contributing members of an inclusive community

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|---|---|-------------------|
| Growth mindset will be taught, encouraged and modelled | | |
| Actions | Responsibility | Timeframe |
| Teacher meeting PD will be organised | SLT | Term 2 |
| External PD will be organised | SLT | TBC |
| Teachers will model growth mindset | Teachers | Ongoing |
| Teachers will plan and teach explicit lessons on growth mindset | Teachers | Ongoing |
| Growth mindset visuals will be displayed in the classroom | Teachers | Ongoing |
| Achievement | | |
| Students will be instructed and encouraged in practices of caring for self and others | | |
| Actions | Responsibility | Timeframe |
| Teacher meeting PD | TIC Cool Schools | Term 1 |
| Cool School programme will be taught | Teachers | Term 1 |
| Peer mediators will be trained and rostered on duty for lunch times | TIC Cool Schools | Term 1 Ongoing |
| Keeping Ourselves Safe Programme will be taught | Principal Teachers Police Education Officer | Term 3 |
| Life Education will be taught | TIC Curriculum Teachers | Term 4 |
| PB4L Matrix will be introduced with accompanying specific lessons | PB4L Lead team Teachers | |
| School will investigate the Kiva programme | Principal DP | |
| Achievement | | |
| Our bi-cultural heritage will be acknowledged and celebrated | | |
| Actions | Responsibility | Timeframe |
| All Māori students will be priority learners | SLT Teachers | Ongoing |
| Senior Kapa Haka will be offered for Year 4-6 Students | TIC Kapa Haka | Ongoing |
| Official visitors will be welcomed by powhiri | SLT TIC Kapa Haka | Ongoing |
| Senior Kapa Haka will take a lead role in school powhiri | TIC Kapa Haka | Ongoing |
| Senior Kapa Haka will participate in the Kahui Ako Cultural Festival | TIC Kapa Haka | Term 2 |
| Senior Kapa Haka will participate in the Onepoto Cultural Festival | TIC Kapa Haka | Term 4 |
| Senior Kapa Haka uniforms will be purchased | TIC Kapa Haka | Term 2 |
| Junior Kapa Haka will be offered for Y1-3 students | TIC Kapa Haka | Ongoing |

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| Junior Kapa Haka will participate in the MBPS Matariki Festival | TIC Kapa Haka | Term 3 |
| Students will be instructed in marae protocol | TIC Kapa Haka Teachers | Ongoing |
| Students will experience and participate in the powhiri process | Teachers | Ongoing |
| Students will be given an opportunity to visit a marae | SLT TIC Kapa Haka | TBC |
| Achievement | | |
| Our multicultural community and society will be acknowledged and celebrated | | |
| Actions | Responsibility | Timeframe |
| All Pacifica students will be priority learners | SLT Teachers | Ongoing |
| Mandarin will be taught to Y4-6 through the use of external Mandarin teacher (MLA) | TIC ESOL and Mandarin | Ongoing as rostered |
| The outdoor classroom will be refurbished to reflect our multicultural community | SLT BOT | Term 2-3 |
| Achievement | | |
| Staff, students and whanau will be given opportunities for social outreach | | |
| Actions | Responsibility | Timeframe |
| A school Social Outreach overview will be formulated and followed including; <ul style="list-style-type: none"> • Caritas Lenten Appeal • Daffodil Day • Cans for Christmas • Gumboot Day • Child Cancer Foundation • Loud Shirt Day | DRS SLT | Ongoing as rostered |
| Groups will visit Hugh Green Rest Home | TIC Choir CRT Teacher | Ongoing |
| Houses will prepare a food bank donation for the parish St Vincent de Paul group as part of one of their house masses. The DRS will advise what is of high priority | DRS Teachers | Ongoing as rostered |
| Parish food bank request will be included in school newsletter | Office secretary | As requested |
| Grandparents Day will be held at school | SLT Teachers | 3 rd April |
| Students will organise and participate in the annual Mission Fair on the Friday before Mission Sunday | DRS | Term 4, Friday before Mission Sunday |
| The school will respond to calls for outreach from the Diocese | DRS | As requested |
| Achievement | | |
| Students will develop their sense of belonging to the school through shared practices and experiences and the development of communities within the school community | | |
| Actions | Responsibility | Timeframe |

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| Teachers will provide opportunities for students to participate in shared experiences at a class, year, team, house and school level | Teachers | Ongoing |
| The house system will be reviewed with the aim of strengthening sense of belonging | SLT | Term 1-2 |
| Houses will meet twice termly (during Mass time) | DRS Teachers | Ongoing as rostered |
| Teachers will prepare activities for the house meetings | Teachers | Ongoing |
| Houses banners will be made displaying the house colour and name | SLT | Term 1-2 |
| Students will learn about the legacy their house is named for | SLT Teachers | Ongoing |
| Staff will be allocated a house | SLT | On appointment and reviewed annually |
| Each teacher will be given an A3 house poster to display in their classroom | DP SLT | Term 1-2 |
| Achievement | | |
| St John's School will grow leaders | | |
| Actions | Responsibility | Timeframe |
| House Captains will be elected by the students at the end of 2019 Term 4, for Terms 1 and 2, and 2020 Term 2, for Terms 3 and 4 | TIC House System | End of Term 2 and 4 |
| Year Six leaders for Term 1 and 2 will be inducted at the Graduation Mass | Principal TIC House System | End of term 4 |
| Year Six leaders for Term 1 and 2 will be acknowledged and thanked at the final assembly in Term 2 | Principal TIC House System | End of Term 2 |
| Year Six leaders for Term 3 and 4 will be inducted at the final assembly in Term 2 | Principal TIC House System | End of Term 2 |
| Year Six leaders for Term 3 and 4 will be acknowledged and thanked at the Graduation Mass | Principal TIC House System | End of term 4 |
| Young MacKillops will be selected from Year Six at the end of 2019 Term 4, for Terms 1 and 2, and 2020 Term 2, for Terms 3 and 4 | DRS | End of Term 2 and 4 |
| Ambassadors will be selected from Year Six at the end of 2019 Term 4, for Terms 1 and 2, and 2020 Term 2, for Terms 3 and 4 | Principal | End of Term 2 and 4 |
| Year Six leaders will attend Annual Young Leaders Day | TIC Year 6 leaders | TBC |
| Achievement | | |
| New Entrant students and whanau will be supported in effective and positive transition processes into school | | |
| Actions | Responsibility | Timeframe |
| Year 1 teachers will be given opportunities to visit preschools | SLT Teachers | CRT Ongoing |
| Parents will identify which preschool was attended where applicable | Principal's PA | On enrolment |

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| Opportunities for transition meetings between school and preschools will be investigated | Principal DP Rangitoto Team Leader | Term 2 |
| Parents will be sent dates for New Entrant meetings and visits at least a month in advance | Principal's PA | Ongoing as rostered |
| Parents will attend a New Entrant Information meeting | Principal | Ongoing as rostered |
| A parent information booklet will be distributed to new parents | Principal | At scheduled meeting prior to starting |
| Parents will be introduced to key staff as part of the New Entrant meeting including; Principal, Deputy Principal, DRS, Rangitoto Team leader, SENCO, Parish representative and office staff. | Principal | At scheduled meeting prior to starting |
| New Entrant parents will be offered a tour around the school by the ambassadors | Principal | At scheduled meeting prior to starting |
| New Entrant students will be encouraged to attend two "Little John's" sessions led by Rangitoto Team Leader. | Rangitoto Learning Leader | Ongoing as rostered |
| Stationery lists will be distributed at the New Entrant Parent Meeting (for children not starting at the beginning of the school year) and will be available for purchase/collection when the students are attending Little John's. | Office secretary | As scheduled prior to starting |
| Achievement | | |
| Students will be supported in effective and positive transition processes from Year 6 to Year 7 | | |
| Actions | Responsibility | Timeframe |
| School will pass on any transition and enrolment information given to us by Year 7 schools to parents | Waitemata Learning Leader Year 6 teachers Office Secretary | Term 3-4 |
| Transition forms will be completed and submitted in a timely manner | Year 6 teachers | Term 4 |
| Year 6 teachers will meet with Year 7 representatives to pass on relevant information | Year 6 teachers DP | Term 4 |
| The SENCO will work with SENCOs from Year 7 schools to pass on information of students with additional needs | SENCO | Term 4 |
| Transition visits will be organised for students to visit Year 7 schools if required | Year 6 teachers DP | Term 4 |
| Opportunities will be made for representatives from Year 7 to meet and observe students with additional needs if required | Year 6 teachers | Term 4 |
| Year 7 student representatives from Carmel and Rosmini will speak to Year 6 children | Year 6 teachers | Term 4 |
| Year 6 students will have the opportunity to attend transition and orientation events at Year 7 schools | Principal Year 6 teachers | Term 3-4 |
| Achievement | | |

Ako- Learning

To provide a child centred education that maximises each child's learning potential

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| Priority learners will be identified and supported through the school's additional needs programme | | |
| Actions | Responsibility | Timeframe |
| Teachers will complete and update Additional Needs register on etap termly | Teachers | Termly Week 8 |
| Learning Support Assistants (LSA) will be employed and allocated based on student need | Principal SENCO | Ongoing beginning Week 2 Term 1 |
| Teachers will plan weekly for LSA | Teachers | Ongoing weekly |
| LSA will feedback to the teachers on student progress and achievement and any concerns | LSA | Ongoing weekly |
| SENCO will implement PD for LSA | SENCO | Ongoing |
| LSA will participate in professional learning meetings at least once a term to build on their knowledge and skills | SENCO LSA | Termly |
| Lead teacher responsible for ESOL will be employed 0.2 | Principal | Annually |
| ESOL identification forms will be completed as required | Teachers | As required |
| Students will receive targeted ESOL lessons | TIC ESOL ESOL LSA Teachers | Ongoing weekly |
| Class teachers and ESOL LSA will liaise on student needs | TIC ESOL ESOL LSA Teachers | Termly |
| SENCO undertake Reading Recovery training | SENCO | Ongoing as scheduled |
| The Reading Recovery programme will be undertaken | SENCO | Ongoing |
| Achievement | | |
| Local curriculum will be developed | | |
| Actions | Responsibility | Timeframe |
| Teacher meeting will be held to 'unpack' the Local Curriculum documents | TIC Curriculum | Termly |
| Principles of local curriculum development will be a factor when designing termly curriculum foci and learning experiences | TIC Curriculum Curriculum team Teachers | Termly |
| An annual theme will be selected | TIC Curriculum Curriculum team | Annually Term 4 |
| Achievement | | |
| Student voice will be utilised in the selection of inquiry foci and school wide themes | | |
| Actions | Responsibility | Timeframe |
| TIC Curriculum will seek student voice from students to be used when making decisions around curriculum foci and learning experiences | TIC Curriculum | Termly |
| Teachers will provide opportunities for students to give feedback during and after topic theme | Teachers | Summation of topics and units |

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| teaching | | |
| Achievement | | |
| All students will participate in instruction of Te Reo and Te Ao Māori | | |
| Actions | Responsibility | Timeframe |
| Students will receive instruction in te reo and tikanga Māori during CRT release | CRT Teacher | Ongoing CRT |
| Teachers will incorporate te ao Māori in their curriculum planning | Teachers | Ongoing |
| Te reo resources will be purchased | TIC Te Reo | Term 1-2 |
| A teacher meeting will be held to upskill teachers in te reo, tikanga and te ao Māori | SLT TIC Te Reo External provider | Term 2 |
| Teachers will incorporate explicit teaching of te reo Māori in their classrooms | Teachers | Ongoing |
| A progression continuum will be formulated to identify learner expectations at Year 1-6 | SLT TIC Te Reo | Term 2 |
| Achievement | | |
| Digital Technology Curriculum will be implemented | | |
| Actions | Responsibility | Timeframe |
| Professional Development for teachers will be provided by Cognition on implementing and utilising digital technologies in the classroom | DP | Term 1 |
| Resources will be purchased to support and enhance the use of digital technology teaching in the classroom | DP | Ongoing |
| Schoolwide overview of digital technology expectations will be formulated in line with curriculum guidelines | TIC Curriculum | Term 3 |
| A Digital technologies Tool kit will be developed | DP TIC Curriculum Teachers | Term 3 |
| Integrated planning will identify where digital technologies are utilised and developed | TIC Curriculum Teachers | Ongoing |
| Planning will be reviewed and 'digified' | Cognition facilitator Teachers | Ongoing |
| Achievement | | |
| Religious Education Programme will be implemented, aligned to the Religious Education Bridging Document | | |
| Actions | Responsibility | Timeframe |
| RE will be taught four times a week and given priority time | Teachers | Ongoing |
| The RE Bridging Document will be used for the planning and teaching of the RE programme | Teachers | Ongoing |
| Teachers will specifically plan for differentiation | Teachers | Ongoing |
| RE Advisors will provide PD at teacher meetings | DRS | As required |
| A teacher meeting on RE will be held each term | DRS | Termly |
| A bi-annual overview will be followed and reviewed at the end of the year | DRS Teachers | Ongoing |

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| Faith Alive will be used as a resource to support Achievement | Teachers | Ongoing |
| Assessment and evaluation in Religious Education will be reviewed | | |
| Actions | Responsibility | Timeframe |
| Current school practices for assessment will be reviewed | DRS | Term 3 |
| Current school practices for reporting will be reviewed | DRS DP | Term 3 |
| Collection of best practice will be gathered from RE advisors and other schools | DRS | Term 3 |
| An assessment and evaluation of Religious Education statement will be formulated | DRS | Term 3 |
| Seesaw will be used to capture learning in RE | Teachers | Term 1 onwards |
| Teachers will use pre-assessments to aid in planning | Teachers | Ongoing |
| Summative assessments of knowledge and affective domain will be completed at the end of each strand | Teachers | Ongoing |
| Achievement | | |
| Sexuality education will be reviewed and a schoolwide programme implemented | | |
| Actions | Responsibility | Timeframe |
| An overview will be formulated for Years 1-6 | DRS Trained teachers | Term 2 |
| A programme statement will be written | DRS Trained teachers | Term 2 |
| Resources will be collected and collated | DRS Trained teachers | Ongoing |
| Achievement | | |
| Reporting to parents procedures and processes will be reviewed | | |
| Actions | Responsibility | Timeframe |
| A termly newsletter will be sent home from each team conveying important team specific information and identifying the topics being taught in the term | Team Learning Leaders | Termly Week 1 |
| Guidelines for the use of Seesaw will be formulated | SLT | Term 1 |
| Cognition will provide PD on Seesaw | DP Cognition facilitator | Term 1 |
| Seesaw will be used to share RE learning with parents | Teachers | From Term 1; Week 5 |
| The use of Seesaw will be reviewed at the end of Term 1 | Teachers | End of Term 1 |
| Review written report formats and timing | DP | Term 1 |

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| | Teachers | |
| Information about assessment and reporting at St John's will be expanded in the New Entrant information booklet | DP | Term 1 |
| Achievement | | |
| School Mathematics programme will be reviewed | | |
| Actions | Responsibility | Timeframe |
| Prime will be implemented across all levels of the school. | Teachers | Term 1 ongoing |
| An external advisor will provide professional development and support around testing and placement | TIC Curriculum | Term 1 |
| Teacher and course and books will be purchased. | TIC Curriculum | Term 1 |
| Practice books will be added to the student stationery list | TIC Curriculum Office Secretary | Term 1 |
| The Mathematics programme will be revised to reflect review following initial implementation | TIC Curriculum | Term 2 |
| Mathematics assessment will be aligned to Prime and LPF. Jam, AsTTLe, GLOSS and IKAN can be used by the teacher if they want additional information | Teachers | Ongoing |
| Achievement | | |
| Play Based Learning will be reviewed | | |
| Actions | Responsibility | Timeframe |
| Play based learning will be reviewed | SLT Rangitoto Learning Leader Teachers | Term 3 |
| Resulting actions will be undertaken | Teachers | Term 4 |
| Year 2 and 3 will run a blended programme | Teachers | Ongoing |
| Digital technologies will be developed and supported through play based learning | Teachers | Ongoing |
| Achievement | | |
| ESOL Programme will be reviewed | | |
| Actions | Responsibility | Timeframe |
| ESOL programme will be reviewed | SENCO TIC ESOL | Term 3 |
| Resulting actions will be undertaken | TIC ESOL ESOL LSA | Term 4 |
| Achievement | | |
| Staff will be given professional development opportunities which support the strategic direction of the school | | |
| Actions | Responsibility | Timeframe |
| Professional development priorities will be identified | SLT | Term 1 |
| All teachers will take part in PD offered within meeting times | Teachers | Ongoing |
| Other PD which supports the strategic direction of | SLT | Ongoing |

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| the school will be promoted | | |
| Prior to attending individual PD, staff will complete a PD application stating the link to the PD priority and how the new knowledge will be distributed to other staff | Teachers | As required |
| The Principal and Deputy Principal will participate in external professional learning groups | Principal DP | Ongoing as scheduled |
| Achievement | | |
| Staff will be encouraged and expected to share best practice and professional development knowledge | | |
| Actions | Responsibility | Timeframe |
| Teachers will share best practice at teacher meetings and team meetings | Teachers | Ongoing |
| Teachers will be expected to share new knowledge following professional development | Teachers | As required |
| Teachers with curriculum or whole school responsibilities will lead teacher meetings when required | Teachers | As required |
| Teachers with curriculum or whole school responsibilities will present to the BOT in person or in writing when required | Teachers | As scheduled in BOT work plan |
| Achievement | | |
| Teaching staff will participate in collaborative inquiry groups | | |
| Actions | Responsibility | Timeframe |
| Kahui Ako Within School Leaders (WSL) will attend meetings with other WSL within the Kahui Ako | WSL DP | Ongoing and as required- dates set by lead Principal and Across School Leaders |
| All teachers will be part of a collaborative inquiry (CI) PLG within the school | Teachers | Ongoing |
| Collaborative Inquiry foci will be aligned to school strategic goal and Kahui Ako workstreams | WSL Teachers | Ongoing |
| CI groups will meet at least twice a term; once before or after school and once during assembly release time | Teachers | Ongoing |
| The Principal and Deputy Principal will actively supervise the school before school, once a term to allow all the CI PLG to meet. | Principal DP WSL Teachers | Ongoing- once a term from 8:00-8:50, dates TBC |
| Achievement | | |

Taiao- Environment

To provide a well-resourced, future focussed learning environment

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| Access and utilisation of storage and work spaces in the school will be reviewed | | |
| Actions | Responsibility | Timeframe |
| Storage spaces will be assessed and optimised to minimise space used | Principal DP | Term 1 |
| Staff work spaces will be assessed and optimised to provide space for all staff to work | Principal DP | Term 1 |
| Key audit will be undertaken to ensure staff have correct access | DP Caretaker | Term 2 |
| Achievement | | |
| The cycle of new classroom furniture and furnishing purchasing will continue | | |
| Actions | Responsibility | Timeframe |
| New furniture will be purchased for five classrooms to support modern learning environment and collaboration | Principal | Term 1 |
| Achievement | | |
| A programme of blinds and curtain installation will be implemented | | |
| Actions | Responsibility | Timeframe |
| Blinds and/or curtains will be purchased for three classrooms | Principal | Term 1 |
| Achievement | | |
| ICT Infrastructure will continue to be supported and developed | | |
| Actions | Responsibility | Timeframe |
| New Era will be contracted to provide on and off site support | BOT | Ongoing |
| An ICT budget will be formulated | DP | Term 1 |
| A CSA will be appointed | Principal | Term 1 |
| Achievement | | |
| School ICT systems will become Cloud based | | |
| Actions | Responsibility | Timeframe |
| School will enrol in Ultra Service agreement | BOT | Term 1 |
| Emails will be migrated to google | DP | Term 1 |
| Shared drives will be migrated to google | DP | Term 1 |
| School will undertake a cloud transformation project | DP | Term 1 |
| Achievement | | |
| The cycle of digital device purchasing will continue | | |
| Actions | Responsibility | Timeframe |
| Admin PC will be purchased | DP | Term 1 |
| Chromebooks will be purchased to replace completed leases. | DP | Term 1 |

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| Achievement | | |
| BYOD will be supported across the Senior school | | |
| Actions | Responsibility | Timeframe |
| Information letters will be sent out to inform parents about the option of BYOD in Years 4-6 | DP | Term 1 and 4 |
| BYOD agreements will be signed by students in Year 4-6 if wishing to BYOD | DP | Term 1 |
| Secure storage will be provided in classrooms | DP Teachers | Term 1 and as required |
| Achievement | | |
| The programme of renewing class interactive whiteboards will continue | | |
| Actions | Responsibility | Timeframe |
| TVs will be purchased for remaining classrooms as needed | DP | As required |
| Achievement | | |
| Teaching staff will hold responsibility for curriculum resources. | | |
| Actions | Responsibility | Timeframe |
| Teachers will be allocated budget responsibilities | Principal Teachers | Annually |
| Budgets will be monitored by TIC | Teachers | Ongoing |
| Teachers will seek approval for purchasing as required by the TIC budget | Teachers | Ongoing |
| Achievement | | |
| A cycle of review and culling of resources will be established | | |
| Actions | Responsibility | Timeframe |
| A teacher only day will be utilised for the purpose of familiarisation, culling, and effective storage of resources to support curriculum | Teachers LSA Resources | August 6 th |
| Achievement | | |
| School identity and Special Character will be evident and prominent through signage and iconography | | |
| Actions | Responsibility | Timeframe |
| Updated signage will be purchased for the front entrance way to reflect the updated charter | Principal | Term 2 |
| Information on the house namesakes will be communicated and displayed for 2020 | DP TIC House system | Term 1 ongoing |
| Banners will be made to represent the school houses | Principal DP TIC House system | Term 1 |
| Achievement | | |
| Environmentally aware and sustainability practices will be investigated | | |
| Actions | Responsibility | Timeframe |

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| Students will have the opportunity to participate in recycling initiatives | Teachers | Ongoing |
| School recycling procedures will be reviewed | TIC Sustainability Teachers Caretaker | Term 1 |
| School staff will consider the environment and sustainable options when making property decisions | Staff | Ongoing |
| LED lights will be used when replacements are required | Caretaker | As required |
| Managed printing will be employed to reduce paper wastage | DP | Term 2 |
| BOT will consider the environment and sustainable options when making property decisions | BOT | As required |
| A staff member will take leadership of sustainable practice | Principal | Term 1 |
| The TIC Sustainability will lead a group of students in the development and promotion of sustainability initiatives | TIC Sustainability | Ongoing |
| PD will be undertaken on zero waste | TIC Sustainability | TBC |
| Student session will be facilitated on zero waste | TIC Sustainability | TBC |
| Zero waste lunches will be trialled for one term | Teachers | Term 1; Week 5- Term 2; Week 5 |
| Achievement | | |
| A natural planting programme will be developed and implemented | | |
| Actions | Responsibility | Timeframe |
| Bank outside Rooms 4, 5 and 6 will be planted out | Principal Caretaker BOT | TBC |
| Bank above the end of the swimming pool will be further planted out | Principal Caretaker BOT | TBC |
| Achievement | | |