

SPC ANNUAL PLAN FOR 2024

Strategic Aim 1. Implement Tō Tātou Whakapono (the new Aotearoa-New Zealand Religious Education Curriculum published 2023) to further enhance our engagement with our school whānau, reinforcing our school values and learning and raising student achievement.

1.1 Teachers become familiar with Tō Tātou Whakapono content and resources, using these to effectively develop conceptual and perceptual knowledge of Catholic tradition, values, Catholic Social Teachings, in our students and encourage them to apply these understandings to their everyday life.

Actions for 2024	Responsibility	Date – Review	Progress Notes
A) Teachers become conversant with each aspect of the Relationship Based Teacher’s Profile (RBTP) and incorporate these practices in their teaching.	All Teachers		
B) Student voice is collected regularly to check that students know the purpose of their learning, what is to be learnt and their next steps.			
C) Student Voice for Religious E could be sampled in a variety of ways, for example <i>Affective Domain</i> at the end of a Strand / Inquiry unit, through journaling, through direct questioning. This will then direct us in making decisions around our RE Assessment. We will record using photos examples of student learning and student voice.			

1.2 Teachers incorporate relationship-based and positive behaviour for learning systems and processes into their teaching and learning programmes, to create positive, family-like learning environment where CLEAR values are a teaching focus and aligned with our Religious Education teaching, Inquiry learning and school culture.

A) Teachers			
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1.3 Regularly monitor and reflect on school reward and behaviour management systems and processes to ensure that learning and behaviour expectations are actively taught and modelled, with Jesus as our model of loving compassion and social action.

A) Use Assessment for Learning practices to identify target students, conduct regular monitoring meetings to plan interventions and to evaluate effectiveness of Teaching as Inquiry planning.			
B) Track assessment achievement / progress for our core curriculum areas of Writing, Reading and Mathematics at the end of each term and report these regularly to the Board.			
C) Use our Term Inquiries to create purposeful teaching and learning programmes, and to direct our assessments.			
D) Writing assessments will be <i>Describe a Moment in Time</i> for Year 1-5. Year 6, 7 and 8 will choose their preferred genre in future assessments			

1.4 Use Assessment for Learning systems and processes and to ascertain our success with our teaching and effectively

identify next learning steps and share these with our students, empowering and encouraging them to be self-managed learners.			
A) The Principal to consult with Kāhui Ako members to increase her capability to identify and analyse AREA data.			
B) Once significant trends are identified, responsive action plans are developed and implemented.			
C) Data tracked to evaluate the effectiveness of actions taken.			
1.5 Develop priority goals with our community that will improve our students learning and physical environment, making the most of our school's assets. Create plans that will achieve these goals.			
A) Continue to develop the annual Catholic Character internal evaluation cycle at the Board level and staff level.			
B) Base our internal evaluation of our Catholic Character on Inquiry into one aspect of a Dimension.			
C) Catholic Character internal evaluation becomes part of the Board three year work plan.			
D) Internal evaluation of Catholic Character is used for school improvement, in that any identified areas for development become part of the Strategic Plan.			

<i>Strategic Aim 2: Develop explicit teaching models for our core curricular of Religious Education, Literacy and Mathematics, developing scope and sequence lessons to facilitate optimum learning.</i>			
2.1 Develop effective systems to track and record student learning and achievement in Religious Education (develop a cyclical program that caters for our multi-level classrooms).			
Actions for 2024	Responsibility	Date – Review	Progress Notes
A)			
B)			
C)			
2.2 Implement a common approach to teaching literacy by using a Structured Literacy approach to learning, using a scope and sequence methodology so that all students are given multiple opportunities to gain all necessary understandings and skills. (Aligning with Kāhui Ako Goals and PLD)			
Actions for 2024	Responsibility	Date – Review	Progress Notes
A)			
B)			

C)			
2.3 Implement a common approach to teaching Mathematics that incorporating a balanced program including mathematical skills, knowledge, problem-solving, critical thinking from a culturally appropriate perspective for our learners. (Aligning with Kāhui Ako Goals and PLD).			
Actions for 2024	Responsibility	Date – Review	Progress Notes
A) Attend the Kāhui Ako Teacher Only Day on			
B) Teachers to attend Kāhui Ako Professional Learning Groups once a term to share knowledge and problem solve and extend their understanding of best practice.			
2.4 Develop and strengthen our relationships with our contributing early childhood centres, kindergartens and high schools, so that we are familiar with students’ foundation learning and that our teaching is purposeful and preparatory for secondary education success. (Aligning with Kāhui Ako Goals and PLD).			
Actions for 2024	Responsibility	Date – Review	Progress Notes
2.5 Incorporate the AREA (Attendance, Retention, Engagement, Achievement) and Step Data evaluation analysis to identify trends that can then be addressed through changes and improvements to our management systems and processes, to maximize learning engagement and opportunities. (Aligning with Kāhui Ako Goals and PLD / PB4L).			
Actions for 2024	Responsibility	Date – Review	Progress Notes
2.6 Develop our knowledge of the Common Practice Model for Literacy and Mathematics.			
Actions for 2024	Responsibility	Date – Review	Progress Notes
<i>Strategic Aim 3: Honour Te Tiriti by continuing to develop our bicultural competency and related teaching and learning practices, through meaningfully incorporating te Reo Māori and tikanga and refining our local curriculum content.</i>			
3.1 Continue to develop our local curriculum that focuses on the unique history, industry, geography, resources and taonga of Motueka, using the Inquiry learning method and linking it to our Catholic Special Character, paying special attention to the history of mana whenua and current issues affecting them. (Aligning with Kāhui Ako Goals and PLD)			
Actions for 2024	Responsibility	Date – Review	Progress Notes

A)			
B)			
3.2 Develop our relationships with mana whenua through increasing our contact with our Marae, honouring the whenua (land) and involve our school community where possible in the design of our local curriculum, linking it back to our Catholic values, traditions and innovative actions. (Aligning with Kāhui Ako Goals and PLD).			
A)			
B)			
3.3 Increase our use and understanding of te Reo Māori and tikanga in our classrooms, developing our cultural competency and enhancing our relationships with mana whenua and tangata whenua. (Aligning with Kāhui Ako PLD).			
Actions for 2024		Responsibility	Date – Review

Strategic Aim 4: Put into effect the Aotearoa-New Zealand Curriculum Refresh, aligning our practices accordingly.

4.1 Develop our knowledge in regard to: the Understand, Knows and Do's of the Aotearoa-New Zealand Curriculum. Adapt our current teaching and learning programs to incorporate these. (Aligning with Kāhui Ako Goals and PLD).

Actions for 2024		Responsibility	Date – Review
A)		Board	
B)		Board	
C)			
D)			

4.2 Begin to process the Common Practice Model in terms of Music, Arts, Science, Technology, Health and Physical Education. (Aligning with Kāhui Ako Goals and PLD).

Actions for 2024		Responsibility	Date – Review
A)			

Student Achievement Targets still being developed at the time this report was printed for Board Meeting – the following are from last year's annual plan and are strong indication of what will be the confirmed plan for 2024)

Student Achievement Target 2024 – Special Character

- Annual Target**
- Students to use Inquiry process to understand and internalise key aspects of Catholic Social teaching such as actions for the **common good**
 - Align our Catholic teaching and learning to taha Maori in respect of Te Tiriti o Waitangi and to strengthen our understanding and relationship with our Māori community (30% of the roll in 2023).
 - For students to continue to confidently communicate how their learning has strengthened their relationship with Jesus. Teachers to develop an understanding of the revised NZ Catholic Education Curriculum, through engaging in PLD with CSES opportunities this year.

- Historical Position**
- Teachers continue to develop their Religious Education Professional Development through participation in regular workshops run through CSES
 - Students are presented with a variety of opportunities to express and develop their faith through a combination of prayer, Inquiry learning based on Catholic theology (an action statement each term) and Religious Education instruction. Evidence of this learning will be gathered through student voice, teacher observations, completed activities and projects that students develop through the Inquiry process.

<i>Actions for 2024</i>	Progress Notes
<ul style="list-style-type: none"> • Action Statement for each term “un-packed” with students / this statement is related to actions for everyday life, world / community current events and how these relate or impact statement, how statement will inform prayer-life of students. • Teachers explore the use of student voice, as a staff to capture the on-going impact of learning of students as they deepen their relationship with Jesus, through the collection of statements of what students have understood, remembered and learnt. • Use information gathered through assessment practices to build a school-wide picture of the impact that the school's Catholic Character is having on our students, including the teaching of RE, in both the cognitive (curriculum) and affective (values / spirit / relationships) domains that will then be reported to the Board. • Record the outcomes from the actions our Term Inquiry statement inspires, including students understanding key vocabulary and concepts of statement. • Develop our understanding of the values of the New RE Curriculum and see how we can Link our CLEAR values to Māori tikanga – explore Māori values and seek to identify these and use them in our RE Inquiry, learning and teaching such as Tuakana / Teina relationships (older, younger siblings), Kaitiakitanga (guardianship of taonga, protection of our environment), wariua (spiritual well-being), tikanga (putting into place the correct method / practice / custom). 	

Student Achievement Target – Literacy – Writing

Annual Target
 To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of **12**

students (3 being Māori – all boys), and any newly identified students. To support our Māori students to achieve their full potential through using the Relationship Based Teacher Profile. To support our ESOL students with their English Language Learning. To retain / extend 4 students who was achieving above the expected curriculum level at the end of 2022. These figures are based on those students still enrolled at SPC at the beginning of 2023 – removing the data of those who left the school at the end of 2022.

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

Historical Position

Our December 2022 OTJs reported **79%** of students are at or above the expected curriculum level with **21%** not yet achieving the expected level.

25% of those below the expected curriculum level in Writing were Māori (3 out 12 students, were boys).

Actions for 2024	Progress Notes
<p>To collect writing samples and evidence across the whole-school and analyse them to inform explicit teaching and regularly monitor students' learning and rates of progress.</p> <ul style="list-style-type: none"> • To collect a whole-school writing sample that will be moderated and marked together in Term 1 – using the e-asTTle assessment tool and rubric to inform teaching and learning. • Analyse this data to inform the explicit teaching of writing processes and strategies and group students to be responsive to their learning needs. • Have Co-constructing Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress. <p>Implement Teaching as Inquiry to enhance our explicit teaching of writing and to engage learners.</p> <ul style="list-style-type: none"> • Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching. • Co-construct what excellent writers and readers do with our classes to explicitly teach writing processes and strategies around the deeper and surface-features. Share success criteria with students, using examples of what this writing looks like at the appropriate curriculum level • Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum. • Engage students by making and modeling opportunities for purposeful writing across the curriculum. • Encourage students to become self-regulated learners by articulating their learning. Include student voice in our data collection. • Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako • Create action plans from our Teaching as Inquiry planning for Writing that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative. <p>Continue to have regular professional learning and development to build our knowledge about effective literacy teaching</p> <ul style="list-style-type: none"> • Participate in PLD with the Motueka Kāhui Ako using the Relationship Based Teacher Profile as a way to engage and improve students with their writing. • Use the strategies of <i>Accelerating Literacy Learning</i> (ALL) with our target students (for example: front-loading, co-creating success criteria, using examples of Levelled writing, giving students choice in writing topics and seeking actively to engage target student writers so they feel like they can contribute and participate in the learning. • Continue to analyse writing samples regularly to build our teacher knowledge. • With the support of the Kāhui Ako, sustain the understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups. • Attend further Structured Literacy PLD as offered and needed 	

Student Achievement Target – Literacy – Reading

Annual Target

To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of 2 students (both boys who are enrolled Māori), and any newly identified students. To support our Māori students to achieve their full potential through using the Relationship Based Teacher Profile. To support our ESOL students with their English Language Learning. To retain / extend those who were achieving above the expected curriculum level at the end of 2023 (9 students) and fulfil their potential. These figures are based on those students still enrolled at SPC at the beginning of 2023 – removing the data of those who left the school at the end of 2022.

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

Historical Position Reading

Our December 2022 OTJs report **84%** of students are achieving at or above the expected curriculum level with **16%** of students not yet achieving the expected level. **22%** of those below the expected curriculum level in Reading were Māori (2 boys).

Actions for 2024

Progress Notes

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

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

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

- Inquire into our teaching using evidence and making goals to use assessment for learning practices and explicit teaching.
- Co-construct what excellent readers do with our classes to explicitly teach reading processes and comprehension strategies. Co-construct success criteria with students.
- Plan our Inquiry learning together each term, so students have effective opportunities for reading and writing and learning across the curriculum.
- Engage students in focused reading, providing time for conversations about text, and the excellent reading skills and strategies they are using. Give students examples for how they will meaningfully respond to text.
- Encourage students to become self-regulated learners by articulating their learning and next steps.
- Continue our ESOL support programme through seeking support from our MOE agencies and our Motueka Kāhui Ako.
- Create action plans from our Teaching as Inquiry planning for Reading that measures the impact of our intervention over a set period (for example 10 weeks) to assist us in being more evaluative.
- Offer Reading Recovery to Year 2 students (with MOE support) and through employing a trained Reading Recovery teacher.
- Offer Early Literacy Support to Year 1 and 2 students (with MOE support) and through employing a trained Reading Recovery teacher.

<p>Continue to have regular professional learning and development.</p> <ul style="list-style-type: none"> • Meet as a staff for Professional Learning Development each fortnight to explore key reading resources, embed our Teaching as Inquiry and our assessment for learning practices. • With the support of the Kāhui Ako, sustain our understanding of Relationship Based Learning with all staff and determine a model that is effective to our school culture and lift the achievement of target groups. • Participate in PLD around Structured Literacy –a systematic approach to teaching children phonics, blends, digraphs etc for literacy learning. • Trial an Early Literacy Support Group with the assistance of our Reading Recovery Teacher targeting 3-4 students with specific foci. • Attend Christine Braid Structured Literacy PLD for Y4-8 March 22nd – discussion of available resources – focus area on successful intervention with senior students, scope and sequence and a consistent approach to Literacy (teaching, assessments, interventions), actions to improve technical writing elements and best approach to students who need acceleration – a second day of PLD will be held in Term 2. 	
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<p><i>Student Achievement Target – Mathematics</i></p>	
<p>Annual Target To retain / improve the achievement of students so they are achieving at or above the expected curriculum level and to accelerate the learning and progress of 7 students (4 boys, 2 of whom are Māori, 3 girls) and any newly identified students. To support our Māori students to achieve their full potential through using the Relationship Based Teacher Profile. To retain / extend those who were achieving above the expected curriculum level at the end of 2021 (5 students still attending SPC) and fulfil their potential. These figures are based on those students still enrolled at SPC at the beginning of 2021 – removing the data of those who left the school at the end of 2021. This year we are aiming for 90% of our students to be achieving at the expected level in Mathematics.</p>	
<p>Historical Position Mathematics Our December 2022 OTJs report 80% of students are achieving at or above the expected curriculum level, with 15% of students not yet achieving the expected level. 18% of those below the expected curriculum level in Maths were Māori (2 students all boys).</p>	
<p>Actions for 2024</p>	<p>Progress Notes</p>
<p>To collect Math assessment data in Term 1 and analyse it to inform explicit teaching and monitor students' learning and rates of progress.</p> <ul style="list-style-type: none"> • To collect and use assessment data to group students for target teaching (easTTle Maths, I Kan, I Can profiles for younger students). • Have Co-construction Meetings each term to have conversations about focus-students' learning, next steps and their rates of progress. • Explore and use purposeful tasks and assessments regularly to collect information and evidence about students learning – snapshots, ARBS, Figure It Out, curriculum level assessments. • Make links across the three Maths strands so connections between them are clear for students. 	

Implement Teaching as Inquiry to enhance our explicit teaching of Maths processes and strategies.

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

Consolidate PLD in Maths

NOTES FROM THE PRINICIPAL INCLUDING PROPERY FOR FEBRUARY 2024