

Marist Catholic School Herne Bay Annual Plan 2018

Our Charism: As Marists, we think, judge, feel and act in the way of Mary

Our Mission: Quality learning opportunities, with Jesus Christ as our guide

Our Graduate profile: Our graduates will have a strong relationship with God and be confident, resilient, life-long learners who are proud of their own identity and strive for excellence.

Celebrate our special Catholic Character

1.1 Support our teachers and community (both Catholic and non Catholic) to share responsibility for our learners in their faith formation and expression of our charism and values by using our school as an evangelisation tool.

Provide quality teaching and learning opportunities

- 2.1** Ensure our students work to the best of their ability, including progress in National Standards (pending changes by the new govt).
- 2.2** Develop student agency (children directing their learning journey and sharing this with their family).
- 2.3** Leverage COL membership to strengthen student achievement

Nurture our positive environment

3.1 Enhance our school as an innovative learning environment

Marist Catholic School Herne Bay Annual Plan 2018



Celebrate our special Catholic character **STRATEGY**

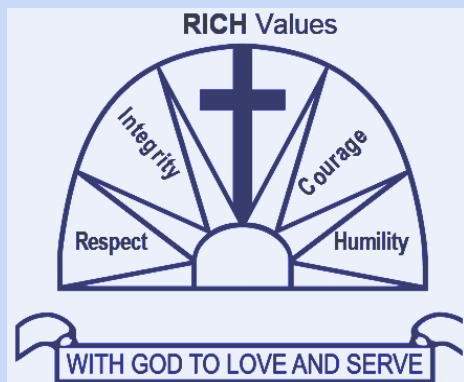
1.1 Support all our teachers and community to share responsibility for our learners in their faith formation and expression of our charism and values by using our school as an evangelisation tool.

Actions (what will we do)	Success Indicators (how will we know)	Who?/ When?/ How much?	Actions /Updates/Analysis of Variance
<p>1.1 Support all our teachers and community to share responsibility for our learners in their faith formation and expression of our charism and values by using our school as an evangelisation tool.</p> <ul style="list-style-type: none"> ● Use our school as an evangelisation tool – internal review for 2018 using the new internal/external review framework: Dimension 1 (Encounter with Christ), Focus area 2 (Evangelisation) ● Open each strand with a PD staff meeting, investigating CCC teachings and writing an overall statement pulling together the heart of the strand (using bridging doc and Michael Morwood book) for our students. ● Conclude strands with staff evaluation of lessons/learning and insights, using parent and student comments as part of this. ● Staff meetings – Sharing the new story – share a piece from ‘children praying a new story’ Michael Morwood = strand related concepts on developing a theological contemporary view for 	<ul style="list-style-type: none"> ● Positive Special Character Review - August 2018 ● Teachers will feel well prepared and confident when teaching the content of each strand (staff survey mid/end of year to see whether this is the case) ● Students will have the ability to articulate the strand big picture concepts (evident in the student comments at the end of the strand) ● More parents/families attending Mass on a Sunday (measure attendance at school parish Mass) ● RE concepts / Rich values being shared/talked about at home (measure through survey question end of Term 3) 	<ul style="list-style-type: none"> ● DRS and SLT lead Special Character Review ● DRS provide gospel reading each week ● Connect with Pat Breeze or another such priest to lead parent meeting 	

Respect, Integrity, Courage, Humility

teachers

- Sunday Mass Gospel sharing the week ahead at prayer time so children can take home understanding of what they will hear at Mass on Sunday
- Bi-annual School Parish Mass – encourage attendance through choir singing, sending home notice with form to fill in if cannot make it, host tea/coffee afterwards
- Once a term RE/Inquiry open afternoons – children share learning in RE with each other
- Parent meeting with a priest/RE advisor to lead discussions about Strands – faith formation for school age children concepts
- Alongside business as usual processes such as:
Attend Termly CDA cluster meetings as a staff;
Friday morning staff prayers – model different types of prayer that can be used in classrooms;
Identify where our Catholic Virtues and our school values connect in our inquiry planning and have these feature in our inquiry teaching;
Ensure class displays are relevant and up to date;
Newsletter open with reflection on Sunday Mass homily. Introduce each strand in the newsletter;
Invite parents to opening and closing term Masses as well as senior Mass and junior liturgy each term;
Invite parents to Friday assemblies where strand learning is shared with the school.



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Provide quality teaching and learning opportunities STRATEGY

- 2.1 Ensure our students work to the best of their ability, including progress in National Standards and against all learning areas of the New Zealand Curriculum
- 2.2 Develop student agency (children directing their learning journey and sharing this with their family)
- 2.3 Leverage COL membership to strengthen student achievement

Actions (what will we do)	Success Indicators (how will we know)	Who?/ When?/ How much?	Actions /Updates/Analysis of Variance
<p>2.1 Ensure our students work to the best of their ability, including progress in National Standards and against all learning areas of the New Zealand Curriculum</p> <ul style="list-style-type: none"> ● Progress and achievement monitored regularly for all students ● Target students identified from Target Student Doc and Nov 2017 data. First 5/6 weeks set up programmes, establish relationships, routines, re-test if necessary. Meet with parents to share / establish target status and strategies. Proceed with agreed strategies and communicate with families as agreed, keep Target Student Doc updated at team meetings throughout the year. Mid year data review – re-shape targets. ● Staff Appraisal Spiral of Inquiry connected to shifting the target students identified in class 	<ul style="list-style-type: none"> ● School wide data shows progress and achievement for all students. Twice yearly reporting to the board and to families ● Target students demonstrate progress - evidenced by regularly updated Target Students Doc and shared teacher practice at team level. Also evidenced by staff appraisal spiral of learning. 	<p>\$\$ for ILE PD Staff RTL</p> <p>Staff Staff WST, AST Principal Mid year and end of year</p>	

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<ul style="list-style-type: none"> ● Professional Development in the pedagogy behind implementing an effective programme in an innovative learning environment – RTLB connect. ● RE lessons in ILE taught in year level groups ● Provide a varied programme, ensuring a balance of activities that promote love of learning and excellence. 	<ul style="list-style-type: none"> ● Reporting to demonstrate that all curriculum areas are addressed through year using SOLO taxonomy. Evidenced by children sharing their learning via class pages on the upgraded website and sharing with school community through open afternoons 		
<p>2.2 Develop student agency (children directing their learning journey and sharing this with their family).</p> <ul style="list-style-type: none"> ● Develop student agency through classroom programme – furthering areas of identified need in students. Students evidence their learning when conferencing with teachers ● Implement SOLO Taxonomy as a school-wide thinking framework. Students self-assess and teachers assess level of thinking and where to next, to deepen student thinking. ● Reporting - sharing learning using student agency <ul style="list-style-type: none"> ○ At “meet the teacher” in Term 1 introduce new concept of sharing learning in 2018 ○ Seniors mid-year sharing driven by students with multi families in at one time, teachers roaming. Timing of Juniors reporting (20, 40/60, 80/100, 120 weeks instead of mid and end of year and NS anniversary) ○ Undertake reporting review with parent community at “student goal setting” night in Term 1. Refine mid and end of year reports based on this consultation. 	<ul style="list-style-type: none"> ● Students will be able to articulate where they are at and where they are going in their learning (student voice gathered termly) ● Report to board to demonstrate self and teacher assessment against SOLO thinking indicators - strengthening metacognition across the school (Term 1 vs Term 4 measures) Students will be able to articulate their thinking ability using SOLO terms ● Sharing learning with parents is primarily driven by students at goal setting and mid year conferences ● Inform BOT of consultation results and subsequent recommendations: <ul style="list-style-type: none"> ○ Reports are refined to meet parent need as well as teacher workload ○ Reporting timing is aligned with junior anniversaries 	<p>SLT</p> <p>SLT</p> <p>Pam Hook PD TOD Jan 2018 \$2500</p>	

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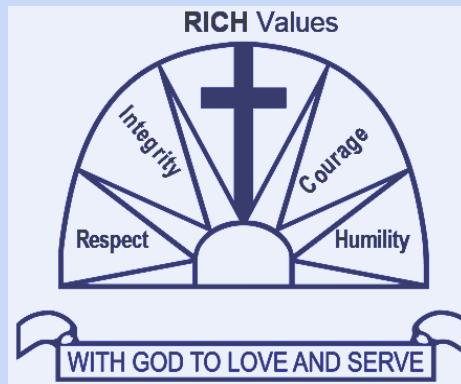
2.3 Leverage COL (Central Catholic Community of Learning) membership to strengthen student achievement and transition to Year 7.

- Access PD through COL to implement a culturally responsive writing / literacy programme. Teachers continue to work alongside Jackie Clayton from Evaluation Associates (first half of the year)
- Use AST (Across School Teacher) to support WST (Within School Teacher) and staff to action their spirals of inquiry and deepen their investigation into shifting student achievement
- Attend PD opportunities offered by COL. Whole staff attendance at COL mini conference March 18 2pm to 6pm, Year 6/7 moderation PD, Principal meetings, WST PD sessions
- Take advantage of connection with feeder schools to set up transition opportunities for Year 6 students

- Report to board describing school-wide progress towards meeting COL targets
- WST update report to BOT each term - including discussion of success against:
 - Spiral of inquiry undertaken by teachers meaningfully strengthens classroom practice and shifts student achievement (progress and achievement in NS) - linked to Appraisal Process
 - Feedback from feeder schools re preparedness of students
 - What has been valuable, what could be done differently?

COL /
Evaluation
Associates

AST and
WST



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Nurture our positive environment

STRATEGY

3.1 Enhance our school as an innovative learning environment

Actions (what will we do)	Success Indicators (how will we know)	Who?/ When?/ How much?	Actions /Updates/Analysis of Variance
<p>3.1 Enhance our school as an innovative learning environment</p> <ul style="list-style-type: none"> ● Launch new website and enrolment brochures ● Drain the front field (cost-dependent) ● Add bleachers to the slope along north /eastern approach to the front field to create an amphitheater / outdoor classroom ● Host working bee to develop one play space based on our 10ypp design by Boffa Miskell. ● Plant orchard and/or install chickens on northern slope beside new classroom block 	<ul style="list-style-type: none"> ● Termly report to BOT from Property Sub-Committee regarding progress against actions; demonstrating how our environment has been enhanced 	<p>TBC</p>	