

**St John's School**

**Mairangi Bay**



**2015 SCHOOL CHARTER**

**And**

**ANNUAL PLAN**

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**ST. JOHN'S SCHOOL**

**MAIRANGI BAY**



**PART ONE**

**STRATEGIC PLAN 2015 - 2019**

## **ST JOHN'S SCHOOL STRATEGIC PLAN 2015 - 2019**

**Mission:** At St John's we will provide a faith enriched Catholic education that promotes and celebrates excellence and life long learning.

**Vision:** Together, we excel, we celebrate, we live our Faith in Christ

*"Together" recognises;*

- *that working as a TEAM, Together Everyone Achieves More, and the possibilities to excel are greatly increased through pulling together to build success for all.*
- *that no one person or group has all the wisdom but we all have some and, when brought together, this provides the collective wisdom and knowledge to excel.*
- *that everyone in the school community, including students themselves, is a valuable part of providing the best learning opportunities to St John's children.*

*"We excel" challenges everyone to excel whatever their role in the school and reminds us that St John's children can succeed in whatever they attempt, particularly if they work together.*

*"We celebrate" is an important part of school life. Its value to the school is shown in the many avenues used by the school to highlight and celebrate children's achievements, good spirit and the many special events in children's lives.*

*"We live our Faith in Christ" recognises that we aspire to be a Catholic School not only by name but in everything we do in the total life of the school.*

### **Values:**

- Respect - Protect and Respect
- Excellence - Be the Best I Can Be (BTB-Better Than Before)
- Community - Be a Contributor
- Faith - Do What Jesus Would Do

*These values are the four values developed by the teachers and children and affirmed by the community during a special study in 2010 of our school Charism. They reflect four special characteristics of Saint Mary of the Cross MacKillop who founded the Sisters of St Joseph who were the founders of our school in 1961. They are our guiding values in every aspect of the school.*

### **Strategic Goals**

- 1. To teach, nurture and celebrate our Catholic life and faith.**
- 2. To provide a quality child centred education that maximises each child's learning potential.**
- 3. To develop in our children the knowledge and social skills, attitudes and values to live as active members of the community.**
- 4. To support a high performing staff team.**
- 5. To provide a well resourced learning environment.**

## ST. JOHN'S STRATEGIC PLAN 2015 – 2019

St John's School will aspire towards a continuous cycle of development. It will be innovative and creative in its work to provide a "faith enriched Catholic Education that promotes excellence and lifelong learning" for all children, including those with special education needs. This plan sets out the main directions for this development over the next three years.

GOAL	OUTCOMES	2015	2016	2017	2018/2019
<p><b>1. To teach, nurture and celebrate our Catholic life and faith.</b></p>	<p>St John's children will understand that FAITH is a lived out journey.</p> <p>They will grow in the knowledge of their Faith, including Biblical knowledge, the traditions and rituals of the Church and School and begin a developing prayer life.</p> <p>They will have a clear understanding of values which they demonstrate through their social responses and actions.</p> <p>They will have a sense of connectedness with their families to the school, Parish and wider communities.</p>	<p>1.1 Traditions and rituals of the church will be highlighted to assist children to grow in the knowledge of Catholic life and love of their Faith.</p> <p>1.2 The Liturgical Year will be a key focus of the Religious Education programme</p> <p>1.3 Values teaching will focus on the school's four Charism values with particular emphasis being put on living the values in day to day life.</p> <p>1.4 The relationship between the school and wider community will be fostered.</p> <p>1.5 One Catholic Character dimension will be reviewed annually.</p> <p>1.6 Recommendations from the Catholic</p>	<p>1.1 Classroom prayer will be highlighted as a means of nurturing the children's faith journey.</p> <p>1.2 As the new digital resource is developed by the Religious Education Office it will be used for all Strands of the Religious Education Programme.</p> <p>1.3 Values teaching will focus on the school's four Charism values with particular emphasis being put on living the values in day to day life.</p> <p>1.4 The relationship between the school and parish will be fostered.</p> <p>1.5 One Catholic Character dimension will be reviewed annually.</p> <p>1.6 Recommendations from the Catholic</p>	<p>1.1 Biblical literacy will be highlighted as a means of developing a personal relationship with God</p> <p>1.2 The new digital resource will be used for all Strands of the Religious Education Programme.</p> <p>1.3 Values teaching will focus on the school's four Charism values with particular emphasis being put on living the values in day to day life.</p> <p>1.4 Relationships between the school, the parish and the wider community will be reviewed.</p> <p>1.5 One Catholic Character dimension will be reviewed annually.</p> <p>1.6 Recommendations from the Catholic</p>	<p>2018 Goals will be added following the review of the Strategic Plan in 2015.</p>

	Character dimension reviewed in 2014 will be actioned.	Character dimension reviewed in 2015 will be actioned.	Character dimension reviewed in 2016 will be actioned.	
<p><b>2. To provide a quality child centred education that maximises each child's learning potential.</b></p>	<p>St. John's children will have diverse opportunities (Religious Education, Literacy, Numeracy, Social Studies, Science, Technology, The arts as in Dance, Drama, Music and Visual Arts, Physical Education and Health.)</p> <p>They will be supported in becoming independent, motivated and responsible students who are solution focused to achieve to the best of their ability and potential.</p> <p>They will strive in an environment where learning and knowing how to learn is fostered and risk taking is encouraged as an integral part of this. Building confidence and self esteem in the children and celebrating achievement will be key drivers of teacher practice.</p> <p>There will be a choice and range of opportunities for all students to participate in and extend themselves across the curriculum with opportunities</p>	<p>2.1 National Standards targets in Reading, Writing and Mathematics will be set each year based on November's achievement data for each cohort of children.</p> <p>Children identified on our 2015 Special Education Needs Register will be a key priority group.</p> <p>Current school programmes will continue as outlined in the Charter Statement – 'Supporting learners with Special Education needs'.</p> <p>2.2.1 Literacy will be a key focus for development leading to raised student learning and achievement levels in writing through enhanced teacher</p>	<p>2.1 National Standards targets in Reading, Writing and Mathematics will be set each year based on November's achievement data for each cohort of children.</p> <p>Children identified on our 2016 Special Education Needs Register will be a key priority group.</p> <p>Current school programmes will continue as outlined in the Charter Statement – 'Supporting learners with Special Education needs'.</p> <p>2.2 Mathematics and the school Arts Curriculum will be a key areas for development</p>	<p>2018 Goals will be added following the review of the Strategic Plan in 2015.</p> <p>2.1 National Standards targets in Reading, Writing and Mathematics will be set each year based on November's achievement data for each cohort of children.</p> <p>Children identified on our 2017 Special Education Needs Register will be a key priority group.</p> <p>Current school programmes will continue as outlined in the Charter Statement – 'Supporting learners with Special Education needs'.</p> <p>2.2 Social Science and Technology will be the key focus areas for development.</p>

<p>to represent the school and take part in school events.</p> <p>Student achievement will be acknowledged and celebrated and community and parental support will be encouraged and utilised.</p>	<p>knowledge and instructional practices.</p> <p>2.2.2 Health and Physical Education will be a second key focus area for development</p> <p>2.3 All children will participate in and enjoy playing music and have opportunities for instrumental and choral performance.</p> <p>2.4 The actions arising from the 3-year school ICT plan 2015 will be implemented</p> <p>2.5 Communication of classroom activities and learning will be a key focus with a particular emphasis on using our new school website.</p> <p>2.6 E-Learning will be incorporated into class programmes. (See ICT/e-learning 3-year plan.)</p>	<p>2.2.2 Health and Physical Education will continue as a focus area for development</p> <p>2.3 All children will participate in and enjoy playing music and have opportunities for instrumental and choral performance.</p> <p>2.4 Pedagogy linking ICT and curriculum delivery in the support of learning will be a key focus in Professional Development. The school's 3 year ICT plan will be reviewed.</p> <p>2.5 Communication of classroom activities and learning will be a key focus with a particular emphasis on celebrating achievement.</p>	<p>2.3 All children will participate in and enjoy playing music and have opportunities for performance.</p> <p>2.4 The actions arising from the 3-year school ICT plan review will be implemented.</p> <p>2.5 School communication processes will be reviewed.</p>	
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2.7 In 2014 a review was undertaken in conjunction with the Royal Society fellowship undertaken by a staff member. The goal for 2015 is to develop the science capabilities for citizenship of the children.



**3. To develop in our children the knowledge and social skills, attitudes and values to live as active members of the community.**

St John's children will be happy, confident learners who are willing to take risks, learn from their mistakes and celebrate their successes. They will have the ability to cope with change, loss and disappointment. They will have a strong sense of belonging and feel well supported with strong links between school, home and the community.

Our children will grow in empathy, will be accepting of diversity and will stand up for others. Whilst our children are independent, they will be able to communicate their needs, ask for help and talk about their emotions. They will have a strong sense of pride in themselves and their school.

The children will have a sense of belonging to a community to which they contribute. They will be respectful and feel respected. The students will display the social skills to make and maintain friendships, have positive relationships with peers and adults and know how to resolve conflicts. They will show leadership, confidence and effective communication skills.

3.1 The school will be involved in the Outreach Enviro Support programme.

3.2 Over a three year cycle, specialist programmes will be taught as part of the school Programme. In 2015 this will be the Keeping Ourselves Safe Programme.

3.3 Leadership within the wider community will be encouraged and promoted.

3.1 A St John's school enviro programme will be actioned.

3.2 Over a three year cycle, specialist programmes will be taught as part of the school Programme. In 2016 this will be a Digital Citizenship programme.

3.3 Leadership will be encouraged and promoted throughout the school.

3.1 The St John's Travelwise programme launched in 2013 will be reviewed.

3.2 Over a three year cycle, specialist programmes will be taught as part of the school Programme. In 2017 this will be The Cool Schools Programme.

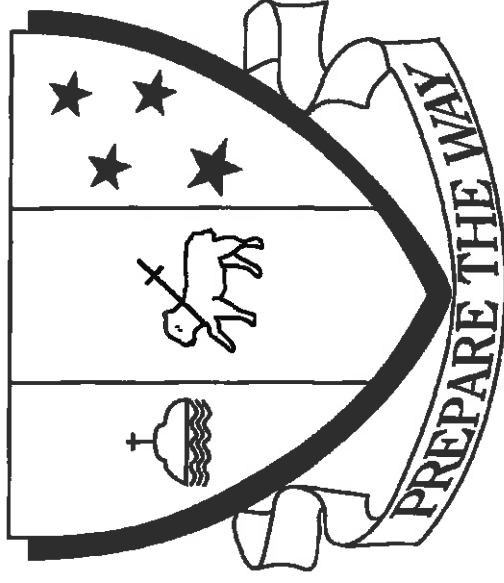
3.3 Leadership within the Parish will be encouraged and promoted.

2018 Goals will be added following the review of the Strategic Plan in 2015.

<p><b>4. To support a high performing staff team.</b></p>	<p>St John's children will benefit from a high level of professional practice, innovative and creative pedagogy, high quality role modelling of learning and life skills and a stable and positive learning environment.</p>	<p>4.1 The school's Coaching Programme will recognise every teacher's personal and professional Learning aspirations. Leadership of the school's coaching programme will be offered as a school wide leadership position.</p> <p>4.2 All Staff will participate in Professional Development focussed on achieving the best outcomes for children. The Annual School Plan will include a Professional Learning Plan.</p>	<p>4.1 The school's Coaching Programme will recognise every teacher's personal and professional Learning aspirations. Leadership of the school's coaching programme will be offered as a school wide leadership position.</p> <p>4.2 All Staff will participate in Professional Development focussed on achieving the best outcomes for children. The Annual School Plan will include a Professional Learning Plan.</p>	<p>4.1 The school's Coaching Programme will recognise every teacher's personal and professional Learning aspirations. Leadership of the school's coaching programme will be offered as a school wide leadership position.</p> <p>4.2 All Staff will participate in Professional Development focussed on achieving the best outcomes for children. The Annual School Plan will include a Professional Learning Plan.</p>	<p>2018 Goals will be added following the review of the Strategic Plan in 2015.</p>
		<p>4.3 SLT members and members of school Teams will participate in Professional Learning Groups with local school leaders.</p> <p>Members of school Teams will participate in Professional Learning Groups facilitated by Team members.</p> <p>4.4 Staff Social Occasions will be celebrated each Term.</p>	<p>4.3 SLT members and members of school Teams will participate in Professional Learning Groups with local school leaders.</p> <p>Members of school Teams will participate in Professional Learning Groups facilitated by Team members.</p> <p>4.4 Staff Social Occasions will be celebrated each Term.</p>	<p>4.3 SLT members and members of school Teams will participate in Professional Learning Groups with local school leaders.</p> <p>Members of school Teams will participate in Professional Learning Groups facilitated by Team Leaders.</p> <p>4.4 Staff Social Occasions will be celebrated each Term.</p>	
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<p><b>5. To provide a well resourced learning environment</b></p>	<p>St John's children will have access to high quality and well managed learning resources. They will be supported by school facilities that meet their learning and developmental needs. They will enjoy a safe and attractive environment that reflects a friendly and welcoming school. They will have a sense of belonging, ownership and respect for the school.</p>	<p>5.1 The programme of Activboard replacement will continue.</p> <p>5.2 Resource review recommendations will be implemented.</p> <p>5.3 Planning for using the current ICT suite as a Music room will proceed.</p> <p>5.4 Playground Sports areas will be upgraded.</p> <p>5.5 The programme of installing Sound Fields Classroom Amplification Systems will continue.</p>	<p>5.1 The programme of Activboard replacement will be completed</p> <p>5.2 The annual Staff Resources and facilities survey will continue.</p> <p>5.3 The school's music curriculum will be delivered using a specialist Music Room.</p> <p>5.4 The programme of installing Sound Fields Classroom Amplification Systems will continue.</p>	<p>5.1 A programme of Activboard replacement will commence.</p> <p>5.2 Current Resource management will be reviewed.</p> <p>5.3 The Musical Instruments purchase programme will continue.</p> <p>5.4 The programme of installing Sound Fields Classroom Amplification Systems will continue.</p>	<p>2018 Goals will be added following the review of the Strategic Plan in 2015.</p>
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# St John's School



## e-Learning and ICT Development Plan

2014 – 2016

St. John's e-Learning and ICT Development Plan (Notes 1 and 2)

**Mission:** At St. John's we will provide a faith enriched Catholic Education that promotes and celebrates excellence and lifelong learning.

**Vision:** Together we excel, we celebrate, we live our Faith in Christ.

**Our e-learning Vision is...**

**All children using digital tools to support and enrich their learning.**

**All Staff using ICT to support their Professional work.**

This vision is about using digital tools to enhance teaching and learning and student achievement. It takes into account the way our children learn and the world to which they belong.

It is inclusive of all children and aims to cater for them all through:

- developing learning skills across the aims to cater for curriculum
- developing ICT fluency
- developing higher order thinking skills as in Blooms Taxonomy (Note 3)
- using ICT tools and technologies to facilitate problem solving, collaboration, research and project based learning
- learning about our world
- building an awareness of other people (In the community, nationally, globally)
- connecting with other people
- growing as an individual, open to innovation and change

It recognises the "Outcomes for our Children" as documented in our Strategic Plan:

"They will have a clear understanding of values which they demonstrate through their social responses and actions.

They will be supported in becoming independent, motivated and responsible students who are solution focused to achieve to the best of their ability and potential.

They will strive in an environment where learning and knowing how to learn is fostered and risk taking is encouraged as an integral part of this. Building confidence and self esteem in the children and celebrating achievement will be key drivers of teacher practice.

Our children will grow in empathy, will be accepting of diversity and will stand up for others. Whilst our children are independent, they will be able to communicate their needs, ask for help and talk about their emotions. They will have a strong sense of pride in themselves and their school.

St John's children will benefit from a high level of professional practice, innovative and creative pedagogy, high quality role modelling of learning and life skills and a stable and positive learning environment.

St John's children will have access to high quality and well managed learning resources. They will be supported by school facilities that meet their learning and developmental needs."

It aims to support teachers in the delivery of the curriculum through:

- Providing them with the 21<sup>st</sup> Century tools to use in their teaching alongside 21<sup>st</sup> Century pedagogy (Note 4)
- Facilitating curriculum contexts relevant to the children
- Feed back and feed forward assessment practices consistent with best practice
- Use of technology in performing the administrative and management aspects of their practice
- Professional Development in both pedagogy and digital tools

It aims to support our Administrative Staff maintain their delivery of a first class service to the school through:

- A high functioning ICT infrastructure
- Software appropriate to their work
- Professional Development

**To implement this Vision we will need to focus on**

**Making the vision explicit. (What it looks like at St John's)**

**Teaching and Learning**

**Involvement of the wider community**

**Technology and Infrastructure**

**Suitable software**

**Staff Professional Development**

**Appointing teachers confident of teaching in this environment**

**We will know when we have reached our vision when there are digital devices in every room and there is no more need for the "e" in e-learning which will then be a natural part of everyday teaching and learning.**

## St. John's e-Learning and ICT Development Plan (2014 – 2016)

Our e-learning Vision is...

All children using digital tools to support and enrich their learning.

All Staff using ICT to support their Professional work.

To implement this Vision we will need to focus on	2014	2015	2016
<p><b>Making the vision explicit – what this looks like in a St John's classroom</b></p>	<p>Learning conversations around the vision in classroom practice.</p> <p>Developing an understanding of what a digital classroom looks like.</p> <p>Developing an awareness among Staff as to how our ICT resources can support their Professional work.</p> <p>Plan, trial and share practice</p> <p>Develop links to other schools in our Mid Bays Cluster and on the Shore</p> <p>Review the Vision</p> <p>The Principal, Assistant Principals, SENCO and Teacher with ICT Responsibility will take a lead role in the development of the Vision.</p>	<p>Implement a plan to foster cyber safety and digital citizenship policy and practices.</p> <p>Review the School's Strategic Plan to ensure it aligns to the Vision and refers to how technologies will support learning, sustainability and the learning needs of all students.</p> <p>Teachers will share their e-learning innovations with each other at Teacher Meetings.</p> <p>A Professional Learning Network (PLN) will be incorporated into the school website for teacher development.</p>	<p>The planning of all three Teams will reflect the Vision and be driven by student needs.</p>



<p><b>Teaching and Learning</b></p>	<p>The SLT will work with teachers to establish e-learning practices across curriculum areas using available resources.</p> <p>Digital Citizenship policies and practices will be explored and there will be a growing awareness of Digital Citizenship amongst our students.</p>	<p>Teachers will trial technologies to deliberately help students learning in the various curriculum areas.</p> <p>Teachers will trial ICTs to support collaborative, inquiry focussed learning.</p> <p>Digital citizenship practices will be implemented in teaching and learning.</p>	<p>Teachers Pedagogy will continue to develop assimilating ICTs into the learning of every student.</p>
<p><b>Wider Community</b></p>	<p>Investigation will be undertaken of ICTs and Software to engage our community in their children's learning and the School's activities.</p>	<p>A new school Website will be created and launched.</p>	<p>Review</p>
<p><b>Technology and Infrastructure</b></p>	<p>Learning and School Administration will be supported by a safe and reliable network.</p> <p>Pods of devices will be leased for Year 6 students as a school based trial of the Vision.</p> <p>The PCs in Rooms 5 and 6 will be distributed to Rooms 1,4,2,3,7,8</p> <p>All classrooms will have IWBs maintained with new Boards installed in Rooms 7, 12 and 5</p> <p>Year 6 students will use their pods within their classrooms leaving Years 1 to 5 classes with increased access to the Computer Suite.</p>	<p>Learning and School Administration will be supported by a safe and reliable network.</p> <p>Pods of devices will be leased for all classrooms as PC leases expire.</p> <p>Teachers will reflect on class environments appropriate for the effective use of ICT and the pedagogy associated with it.</p> <p>The roll out of the new IWBs will be extended be continued.</p>	<p>Learning and School Administration will be supported by a safe and reliable network.</p> <p>All classrooms will have pods of devices.</p> <p>Develop understanding of BYODs and implications</p> <p>The new IWBs programme will be completed.</p>

	<p>There will be wireless capability across the school for multiple devices</p> <p>Connection will be made to Ultra Fast Broadband for Internet Access</p>		
<p><b>Availability of suitable software</b></p>	<p>Move to Eduserve Cloud hosted server solution</p> <p>Maintain Windows 7 and Upgrade to Windows 8 and Office 2013</p> <p>Investigate Google Apps (Note 6)</p> <p>Assistive Technology for Special Needs</p> <p>Word Q / Lexia / Steps / Maths programmes</p> <p>Other Network programmes (e.g. Rainbow Reading, RE digital resource, Mathematics, Journals on line)</p> <p>e-asTTie on line</p> <p>Connection to Network for Learning (Note 6) will be made at the earliest possible time</p> <p>Purchase Musac Edge SMS system</p>	<p>Software will be reviewed.</p> <p>An Apps purchasing procedure will be developed</p> <p>Learning and School Administration will be supported by a safe and reliable network.</p> <p>The school's SMS system will be reviewed with the option of moving to the new Musac product or moving to another.</p> <p>The school will develop its use of use of Google Apps for Education.</p>	

<b>Teacher/Staff Professional Development</b>	Specific teacher PD included in 2014 School Plan	Specific teacher PD included in 2015 School Plan based on School Review and Staff needs	Specific teacher PD included in 2016 School Plan based on School Review and Staff needs
<b>Appointing teachers confident of teaching in this environment</b>	Prospective teachers will be informed of the Vision and its implications at the time of the advertisement and subsequent interview.	A key employment factor	A key employment factor

**Notes**

1. **ICT** means Information and Communication Technologies.
2. **e-learning** is learning facilitated and supported through the use of ICT.
3. **Blooms Taxonomy** – Higher order thinking from basic recall to creating one's own work. - Remembering, Understanding, Applying, Analysing, Evaluating, Creating
4. **Pedagogy** – the profession, science or theory of teaching
5. **SNUP** – School Network Upgrade Programme. Upgraded our existing network inclusive of all ports, switches and wiring making it ready for UFB. (Completed 2011)
6. **Google Apps** – See Page 14 New Era Plan
7. **Network for Learning (N4L)** – See attached information
8. **SMS – Student Management System**
9. **Musac Edge** – a new cloud based School Management System (SMS). Student details and student assessment and achievement data are integrated into one teacher friendly package.
10. **CSA Computer Systems Administrator** – administers and maintains the computer system at the school and all associated components of it. In addition the CSA holds our Teacher with ICT Responsibility position which has an ICT teaching and learning focus.
11. **PLN** – Professional Learning Network
12. **GAFE** – Google apps for education
13. **Teaching as inquiry** – NZ Curriculum Page 35

# Supporting Learners with Special Education Needs

## At St John's School 2015

### **School GOAL 2:**

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

All children are included in this goal and especially those who may not be achieving as they should, those who may be at risk of not achieving to their potential, those who have identified Special Needs and those identified as gifted and talented.

We have school wide administrative and instructional procedures in place to cater for the above groups of children as outlined below.

There are varying categories of Special Needs children within the school.

### **A Very high Needs**

Students who have been accepted by the Ministry as ORS funded.

### **B High Needs**

Students whose needs require significant intervention of specialist services (either MOE Special Education or Private) in one or more of the following areas: Psychologist, Occupational Therapist, Speech/Language Therapist, RTLB Learning Support Services, Attention and Behaviour Team, Resource Teacher of Lit, Marinoto.

Those students on an IEP and/or those who the school considers high needs.

### **C Moderate Needs**

Students whose needs require the intervention of specialist services or programmes from outside the school or a programme within the school – e.g. Literacy Enrichment, Occupational Therapy, SPELD, Behavioural Optometry.

Those students who the school considers moderate needs.

### **D Mild Needs**

Students who are behind their peers in a particular area, e.g. social behaviour, physical co-ordination or a curriculum area but don't fall into the first 3 categories and who require monitoring and extra assistance.

## **Abbreviations used in this Document**

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASD</b>	Autism Spectrum Disorder
<b>ELLPs</b>	English Language Learning Progressions
<b>IEP</b>	Individual Education Plan
<b>Lit E</b>	Literacy Enrichment
<b>MOE</b>	Ministry of Education
<b>ORS</b>	Ongoing Resource Scheme
<b>PMP</b>	Perceptual Motor Programme
<b>RT Lit</b>	Resource Teacher of Literacy
<b>RTLb</b>	Resource Teacher of Learning and Behaviour
<b>SEG</b>	Special Education Grant
<b>SENCO</b>	Special Education Needs Co-Ordinator
<b>SPELD</b>	Specific Learning Difficulties NZ
<b>T/A</b>	Teacher Aide

The school invests heavily in supporting children with Special Education Needs as seen in the 2015 budgeted figures below:

Classroom Support	\$51,221 including \$11,348 from MOE SEG grant
PMP	\$3,200
ESOL	\$20,000
Phonemic Awareness	\$3,800
Appointment of a SENCO	0.6 Teacher staffing (3 days a week)

## Children on the Special Needs Register

Table showing the numbers of students identified in each Category for February 2015

	A	B		C		D	Groups	ESOL
			RTLB/RTLit		Lit E			
Yr 1	0		0	2			2	1
Yr 2	0	2	0	1	[2]	[5]	9	10
Yr 3	0	1	0	3			12	5
Yr 4	0	1	0	4			11	8
Yr 5	0	1	0	5			8	2
Yr 6	0	2	0	3			5	2
<b>Total</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>18</b>			<b>47</b>	<b>28</b>

### Category A:

This year there are currently no category A or ORS funded students at our school.

### Category B:

Children in this category have priority access to the bulk of the funding received from the Government's Special Education Grant [SEG] and the school's Special Needs Budget. They have high needs that often require outside support and more intensive attention/adaptation within the curriculum and school. Children in category B have been identified for the following reasons:

- Autism Spectrum Disorder
- Attention Deficit - hyperactive / inattentive
- High behaviour needs
- Significant learning challenges
- RTLB identified

In 2015, there are 7 children who are diagnosed as being on the Autism Spectrum and 2 of those have an IEP and 2 have a Behaviour Plan.

## **RTL B assistance**

The needs of children receiving RTL B interventions range from behaviour management and attention concerns to writing support with assistive technology, spelling, mathematics and literacy needs. The services provided by RTL B range from Teacher and T/A support/modelling, student support through data gathering, parent support, setting up specifically targeted programs, accessing Learning Support Fund for teacher aide hrs and referrals to outside agencies e.g. Marinoto.

RTL B prioritise support for schools with whole school initiatives, Teacher or group project referrals over individual referrals. They are able to target a greater number of students.

In 2015 St John's will make a Project referral to RTL B for STEPS [a Literacy Initiative] including Professional Development for Teacher Aides and 3 individual referrals are recommended.

### **Category C:**

Children in this category have school identified moderate needs that require more specialised attention either from programmes within the school or from services outside of the school. The classroom environment and curriculum are often modified /adapted to ensure success so the true ability of the child is reflected. Students under this category may have more noticeable learning, behaviour, attention, speech, health, sensory or motor needs than those in Category D. They often have a report from an outside agency such as Educational Psychologists, Occupational Therapists, Psychologists or Paediatricians.

Many in this category have a diagnosis of, or a profile consistent with, Dyslexia, ADD/ADHD, ASD, language or behaviour concerns.

The school supports these students in a variety of ways:

- Adaptation of classroom programmes, expectations as reflected in the Term Special Needs Planning Cycle
- Use of support tools such as computers, word Q, dictaphones, attention trackers
- Access to learning programmes such as Lexia, Steps, Cross trainer, Rainbow Reading, VAMP, Word Q and Cosdmbric
- Teacher Aide priority after B category [if appropriate]
- Group work with SENCO
- Literacy Enrichment programme
- ESOL programme
- Outside of the school tuition/support/therapy

In 2015, 1 student in this category has a 'transition to school' IEP.

### **Literacy Enrichment**

This intensive reading programme has up to 1 day's staffing allowance and supports the lowest readers in Year 2. They continue to receive support until they reach 'At' standard or

close to it, depending on the length of time they have had on the programme and their rate of progress. They generally have 2 terms of instruction. Teachers identify students as part of the special needs review cycle with 1- 2 students receiving instruction at any one time. They receive 2-3xweekly ½ hour sessions. Each session's notes are recorded on a lesson outline and reports are written at the time of commencement, sometimes during the interim and at discontinuing from the programme. Parents are reported to after the initial and final testing and more if required.

To ensure the best possible results, these children often have other programmes running alongside Literacy Enrichment e.g. Lexia, Rainbow Reading, buddy reading or outside tuition, Behavioural Optometry. Many of these identified students reach 'At' national standard by the time they are discontinued or get very close to it

## **ESOL**

Our E.S.O.L. administration and programme is overseen by the SENCO and taught by 2 Teacher Aide's who have undertaken English as Second Language training. We have 4 identified migrant students who will receive 20 terms of funding assistance and we have 14 New Zealand born students who are entitled to 12 funded terms [3 years]. Generally most of our students are in the Junior or Middle school, however, this year some have come through to the senior school. There are a further 7 students who receive ESOL support who are not funded. This gives them a good start and addresses language needs early.

Students are identified by teachers via the termly special needs review cycle and put onto the funding roll after the required 2 terms at school as long as they score under the 112 benchmark. Some children do not require the full 3 year entitlement as they make good gains. The school supports any E.S.O.L. student who a teacher decides requires English language support even if they are above the benchmark by including them into a group until they no longer need the support. 1-1 support for individual students who require intensive intervention is an option.

Many of our E.S.O.L. students require refining of their English skills such as spelling & grammar, ensuring vocabulary is built and understood and creative language broadened. They benefit from in class support or being withdrawn for specific instruction. The E.S.O.L Assistants [T/A's] are guided by the teacher and student needs for planning. The very youngest students require greater oral language experiences and vocabulary building.

## **Category D**

Children in this category have school identified mild needs that are behind or slightly behind their peers. They tend to perform at the lower end of 'At' standard or just below standard. These children sometimes have a report with recommendations that assist teachers to adapt and adjust programmes to suit their specific challenges. They may be supported by an outside tutor. They are identified through the school's special needs review cycle where concerns are reviewed and a plan of action is set for each term. Planning occurs on a weekly basis via the Teacher Aide planning sheets and teacher aides give written and/or verbal feedback to teachers.



The school supports these children in the following ways:

- Teacher support – 1:1 or group
- Teacher Aide support – 1:1 or group
- Peer support
- Differentiation through modification / adjustment of tasks, expectations
- SENCO group support
- Support programmes such as Lexia, VAMP, PMP, rainbow reading, buddy reading

Teachers are committed to including and supporting all children to reach their full potential on an individualised basis and as part of our termly review cycle of each child focus specific interventions according to progress.

## **Gifted and Talented Students**

Gifted and Talented children are those who have potential or who display, relative to their peer group, outstanding general or specific abilities, behaviours and qualities, in a wide range of areas, including:

- General or specific academic aptitude
- Creative ability
- Leadership ability, including cultural leadership
- Social skills, including cultural practices
- Visual or performing arts, including cultural arts
- Physical ability

Giftedness is evident in all societal groups regardless of culture, ethnicity, socio-economic status, gender or disability.

### **The following procedures occur at our school:**

1. A teacher is appointed the responsibility of Gifted and Talented programmes within the school.
2. Team Leaders monitor GATE within their teams.
3. Pupils requiring Gifted and Talented programmes are identified by the class teacher using the school's Guidelines for Identification of gifted and talented children.
4. The register for Gifted and Talented Children is documented on the quarterly Class Special Needs Class Planning Sheet. This includes actions to date and recommendations for the future.
5. Teachers ensure that their class programmes cater for every ability group. Their class programmes reflect the needs of Gifted and Talented children.
6. The Teacher/Team Leader will notify parents if their child has been identified and put on a Special Programme.
7. The Teacher/Team Leader will report to parents on any special programmes.
8. All correspondence, reports, records of meetings and actions taken will be filed in the child's Personal File.

## **SPECIAL NEEDS PROGRAMME FACILITATION**

The school has a comprehensive programme to ensure the very best outcomes for its Special Needs children.

### **SPECIAL NEEDS PROCEDURES**

1. Pupils requiring Special Needs assistance, including Gifted and Talented children, will be identified by the class teacher.
2. Class teachers will follow the school's guidelines for identification of students with Special Needs and referral for Special Needs assistance so that all those involved are kept fully informed.
3. Team Leaders will monitor Special Needs within their team.
4. A Special Needs Team will meet once every term to discuss special needs within the school.
5. Prior to each Special Needs Team Meeting class teachers will complete the school's Special Needs Class Planning Sheet.
6. An IEP or action plan will be required for all Category A students and Category B children according to need.
7. Class teachers will be responsible for co-ordinating IEP meetings, the writing of the IEP and its implementation other than where an RTLB is involved.
8. Class teachers, Teacher Aides, Parents and outside agencies will be consulted and be part of the IEP process both in its writing and evaluation and, involved in its implementation and support.
9. The duration and frequency of an IEP, or action plan will be determined by all those involved including parents.
10. Teacher Aides will work under the direction of the classroom teacher. A record of learning and achievements will be kept on the standard school form or on specific alternative recording material e.g. scrapbooks.
11. All correspondence, reports, referrals, records of meetings, IEP's, action plans and actions taken will be filed in the students Personal File and a copy forwarded to the SENCO.

## TRANSITION

Transition procedures occur across the school and include:

- Liaison by the Assistant Principal Junior School with pre-school groups
- Meeting with parents of New Entrant children and pre-school visits
- Meetings with specialist professionals working with Special Needs children prior to school commencement
- Visits to pre-school groups by SENCO and Class teacher for transitioning of specific children
- Annual end-of-year transition meetings by class teachers to pass on information about children moving into the next year level.
- Annual end-of-year transition meetings by class teachers with parents of children on an IEP.
- Transition meetings by the Assistant Principal Senior School with Intermediate schools
- Visits by Year 6 children to their Year 7 school

## GUIDELINES FOR TEACHERS WITH CHILDREN WITH SPECIAL NEEDS IN THEIR CLASSES

A student is presenting a learning / behaviour problem in a class.



The teacher alerts the Team Leader and implements a range of strategies to address the problem including speaking to previous teachers, the Parents, and SENCO.



If the problem persists, the teacher speaks to the Team Leader again.

The Teacher informs and consults the Parents, Principal and SENCO.



In consultation with all parties, an appropriate **plan of Action** is discussed and **documented**.

### Recommendations could be:

- The student is added to the Special Needs Class Planning Sheet.
- School's special programmes  
e.g. Lexia, Rainbow Reading, Steps to Literacy, e-ako,
- Schools special learning groups
- Schools Behaviour Management Programme is actioned
- Adapted classroom programmes
- Teacher Aide assistance

- Resource Teacher of Learning and Behaviour. RTL B
- Resource Teacher of Literacy. RTLit
- Educational Psychologist Assessment e.g. Pro Ed
- Private Occupational Therapy or Speech Language Therapy
- ESOL
- Literacy Enrichment
- MOE Communication Team (Speech Language Therapy)
- MOE Assistive Technology
- MOE Moderate Disabilities –for children with medical disabilities
- Attention and Behaviour Team. Marinoto.
- Other Outside Specialist Agencies.



CM entries are made in Parent/Teacher Meeting Minutes and on the Cumulative File.

Documentation/Referrals are completed and filed.

Two full copies are made, one for the buff file and one given to the SENCO. Any e-copies will be kept in the Special Needs folder under IEP's and Referrals.



The plan of Action is **implemented**.



A **review** is completed usually each term via the Special Needs Planning Cycle, or through an IEP until the student is no longer causing concern.

All Parties are kept informed.



The student is **discontinued** and the Parents are kept informed

## **SPECIAL NEEDS REFERRAL TO OUTSIDE AGENCIES**

If a referral to an outside agency is required the parents are consulted. Forms can be obtained from the Special Needs Folder, Team Leader or SENCO.

These are to be completed and supported by all relevant and specific data.

### Data could include

- Assessment Data
- Running Records
- Samples of work
- Anecdotal notes
- Relevant outside reports



The referral is discussed with the parents and consent/signature is obtained.



Consent/signature is obtained by the Principal and SENCO



Two full copies are made, one for the buff file and one given to the SENCO. Any e-copies will be kept in the Special Needs folder under IEP's and Referrals.



The referral is sent to the appropriate people.



Agencies receive the referral, the school is contacted and advised of any outcomes and actions to be taken (usually to the SENCO)



Teachers and Parents are informed of outcomes and further action

### TERM CYCLE FOR SPECIAL NEEDS

Week 7	<ul style="list-style-type: none"> <li>Teachers obtain up-to-date information.</li> <li>Teachers review students on the school's Special Needs Class Planning Sheet, and add any new students.</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Team Leaders familiarise themselves with the Special Needs Class Planning Sheets within their team.</li> <li>Team Leaders and Teachers make appropriate amendments to a <i>copy</i> of the School Wide Overview at a team meeting.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>SENCO updates the master School Wide Overview.</li> <li>SLT meet to discuss any Special Needs concerns and checks the Schoolwide Overview.</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>SENCO finalises school wide documentation and circulates into the system.</li> </ul>
TERM BREAK	
Week 1-6	<ul style="list-style-type: none"> <li>Referrals to outside agencies including RTLB are completed arising from the Special Needs Class Planning Sheets recommendations.</li> </ul> <p>Please Note: Referrals can be made at any time during the year. The cut-off date for RTLB is end of Term 3.</p>

## SPECIAL NEEDS EXPECTATIONS AND RESPONSIBILITIES

	SENCO	Team Leaders	Teachers	Teacher Aides
<p><u>General Communication</u> via- email, txt, planning sheets, day sheet, phone, pigeon hole</p>	<ul style="list-style-type: none"> <li>Liaise with all parties</li> <li>Run T/A meetings</li> <li>Communicate any necessary schoolwide matters and events</li> <li>Set up job description and communicate schoolwide expectations to T/A's</li> <li>Communicate any matters arising from Staff meetings that are relevant for T/A's</li> </ul>	<ul style="list-style-type: none"> <li>Include T/A's in your team minutes distribution – it often provides important information that needs to be passed on</li> <li>Communicate any necessary team matters and events</li> </ul>	<ul style="list-style-type: none"> <li>Communicate any changes to programmes in advance [if possible]</li> <li>Communicate any absences to T/A's directly [if possible]</li> <li>Check in with T/A's regularly to ensure things are running smoothly and everyone is on the same page</li> <li>Direct any 'issues' firstly with T/A, then SENCO /Team Leader as appropriate</li> <li>Inform parents before, during and at the conclusion of a special programme</li> </ul>	<ul style="list-style-type: none"> <li>Access emails regularly</li> <li>Communicate any unplanned absences to teachers directly, before school [if possible]</li> <li>Planned absences to be approved by the Principal/SENCo.</li> <li>Confirm with team leader/teacher</li> <li>Direct any 'issues' firstly with the class teacher, then SENCO /Team Leader as appropriate</li> </ul>
<p><u>Planning</u></p>	<ul style="list-style-type: none"> <li>Support teachers and teacher Aides</li> <li>Communicate and follow up on expectations to all parties</li> <li>Ensure T/A's know how to access and use the planning sheets</li> <li>Provide guidance on programmes and referrals for individual students</li> <li>Help with testing where appropriate</li> <li>Provide training for programmes at the school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure planning is kept up to date</li> <li>Ensure teachers know how to set up and use the planning sheets</li> <li>Provide T/A with a copy of the current Topic plan [especially the ESOL teacher]</li> <li>Ensure timetables are completed and distributed before the new term</li> <li>Redirect T/A's in the absence of Teachers if necessary</li> <li>Help with testing where</li> </ul>	<ul style="list-style-type: none"> <li>Complete planning sheets prior to the commencement of the week, this ensures T/A's have plenty of time to prepare</li> <li>Read the evaluation columns to inform forward planning</li> <li>Provide the necessary resources, modelling and support for T/A sessions</li> <li>Ensure T/A are kept in the loop e.g. RTLB interventions or other matters</li> <li>Redirect T/A's to another class or task if they are not required for their usual</li> </ul>	<ul style="list-style-type: none"> <li>Access planning at the beginning of the week</li> <li>Ensure feedback on progress via the evaluation column is completed before the end of the week</li> <li>Keep feedback to a minimum, be direct, short and accurate</li> <li>Report to the teacher any issues arising with students that is not appropriate to document on the</li> </ul>

	appropriate	programme	planning sheet	
<u>Term Cycle Review</u>  Schoolwide Register Overview  Class Recommendations sheets	<ul style="list-style-type: none"> <li>• Provide guidance on completing the class recommendations review sheets/referrals</li> <li>• Give appropriate reminders</li> <li>• Update the schoolwide Overview</li> <li>• Hold a SpNeeds meeting with the SLT</li> <li>• Approve any referrals/reports</li> <li>• Ensure CM entries are completed at the end of yr</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teachers have completed their class recommendations review sheets [W7]</li> <li>• Make appropriate changes to the school wide overview in teams [W8]</li> <li>• Attend a SLT meeting on Sp/Needs</li> <li>• Read and approve any referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information and update the class recommendations review sheet [w7]. 'Save As' first, change dates.</li> <li>• Update the schoolwide overview in teams [w8]</li> <li>• Prepare RTL B referrals arising from recommendations made after review. Share with team leader and SENCo before obtaining signature from Principal. Deadline W6.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate any new known information to the teacher</li> </ul>
RTL B IEP Outside Agency	<ul style="list-style-type: none"> <li>• Help co-ordinate and lead high profile student s' meeting and IEP's</li> <li>• Remind and support teachers with school based IEP or Action Plan reviews. Support teachers with co-ordinating outside agencies/parties</li> <li>• Ensure any information received is forwarded to the appropriate parties</li> </ul>	<ul style="list-style-type: none"> <li>• Attend high profile student's meetings in your team and support IEP planning of IEP goals</li> <li>• Attend the initial RTL B report/ first action plan meetings for students in your team</li> <li>• Request <u>all</u> correspondence between parties be forwarded/cc'd to you</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and Review IEP's with the guidance of SENCo</li> <li>• Attend <u>all</u> meetings of students in your class. Co-ordinate meetings with all parties, distribute IEP's or Action Plans and follow up on outcomes</li> <li>• Liaise directly with RTL B regarding meetings, observations, feedback etc, cc Team Leader</li> <li>• Keep Team Leader fully informed</li> </ul>	<ul style="list-style-type: none"> <li>• Attend IEP's/ meetings where appropriate</li> <li>• Liaise with RTL B where appropriate e.g. If they are to model a skill or talk to you regarding the work you do with students on their roll.</li> </ul>

## Recognising New Zealand's Cultural Diversity 2015

**St John's School, as appropriate to its community, will reflect in its programmes and practices New Zealand's cultural diversity.**

The school will reflect this in:

- The fostering of an appreciation of the diversity and uniqueness of every individual
- Integrating cultural awareness into the study units of the school's Inquiry programme
- Highlighting children's cultural identity on specific occasions such as our Cultural Awareness Day, our Liturgies and special class studies
- Ensuring our library and resource areas contain a range of books and resources to support our children's growing cultural awareness
- Inviting parents to participate in class cultural awareness topics as they arise
- Inviting parents to Kapa Haka performance.
- A commitment to an ESOL programme to meet the needs of every ESOL child across all cultures at the school

In addition to the above, and in recognition of the unique position of the Maori culture,

- Teaching Te Reo and Tikana Maori as prescribed in our Religious Education programme
- Including Maori Spirituality in our Professional Development programme
- Using Te Reo Maori in class and school prayer and waiata
- Each class displaying a Te Reo word glossary to assist the Religious Education Programme and general Te Reo usage
- Employing a Maori teacher from a local school to teach Kapa Haka, te Reo and nga tikanga to our Year 5 and 6 Kapa Haka group
- Taking opportunities as they arise for our Kapa Haka group to perform in public and at the Annual Onepoto Cultural Festival
- Specific monitoring of the achievement of our Maori students and reporting of their achievement
- Review of the Treaty of Waitangi Policy in the first year of each board's tenure
- Discovering the views of Maori parents through
  - Collation of any relevant data from school parent surveys
  - Personal approaches to individual Maori parents by the Principal
  - Principal's personal contact with the Kapa Haka group and its Maori leader

**In recognising the unique position of the Maori culture, St John's School will take all reasonable steps to provide instruction in tikana (Maori Culture) and Te reo Maori (Maori Language) for students whose parents request it.**

To achieve this, the school when approached, will:

- Ensure a clear understanding of the requesting parent's expectations
- Explain the existing programme and opportunities
- Extend the existing programmes if and as appropriate
- Explore possibilities of combining with a neighbouring school
- Explore other schools who may offer programmes closer to the expectations of the parents
- Investigate dual enrolment with the Correspondence School
- Explore possibilities of parent involvement

**In 2015** Students and Teachers at St John's School will confidently participate in the cultural rituals of Aotearoa / New Zealand by increasing their exposure to Te Reo and Maoritanga.

Children will learn Karakia and the rituals of Powhiri and participate in two events involving both. (Refer to 2015 School Plan Goal 2.3)



**ST. JOHN'S SCHOOL**

**MAIRANGI BAY**



**PART TWO**

**2015 ANNUAL PLAN**

## ST. JOHN'S 2015 ANNUAL PLAN

STRATEGIC GOAL	OUTCOMES FOR OUR CHILDREN	2015 ANNUAL GOALS	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME
<p><b>1. To teach, nurture and celebrate our Catholic life and faith.</b></p>	<p>St John's children will understand that FAITH is a lived out journey.</p> <p>They will grow in the knowledge of their Faith, including Biblical knowledge, the traditions and rituals of the Church and School and begin a developing prayer life.</p> <p>They will have a clear understanding of values which they demonstrate through their social responses and actions.</p> <p>They will have a sense of connectedness with their families to the school, Parish and wider communities.</p>	<p>1.1 Traditions and rituals of the church will be highlighted to assist children to grow in the knowledge of Catholic life and love of their Faith.</p> <p>1.2 The Liturgical Year will be a key focus of the Religious Education programme</p> <p>1.3 Values teaching will focus on the school's four Charism values with particular emphasis being put on living the values in day to day life.</p>	<p>To assist in meeting this goal the Staff Day in January will focus on the renewal of our commitment to the school's Charism ( See 1.3 below) and the traditions and rituals of the church. Sr Jill MacLaughlan, Sister of St Joseph will lead this day.</p> <p>Fr Robert will lead Teacher Meetings Lent/Holy Week Term 1 Easter Term 2 Advent and Christmas Term 3 (To be confirmed)</p> <p>One value will be highlighted per term.            Tm 1: Protect and Respect            Tm 2: Be a Contributor            Tm 3: Be the Best I can be            Tm 4: Do what Jesus would do.            Each value will be specifically linked to St Mary of the Cross, Mary MacKillop, and the school's Charism.</p>	<p>DRS</p> <p>DRS</p> <p>Principal Team Leaders Teachers</p>	<p>Staff Only Day</p> <p>Sr Jill MacLaughlan</p> <p>Teacher Meetings</p> <p>Fr Robert</p> <p>The "Going Deeper" programme</p> <p>Newsletter Assembly Values Certificates</p>	<p>Tuesday 27<sup>th</sup> January</p> <p>Terms 1,2,3</p> <p>One value will be given a key focus each term.</p>

		<p>1.4 The relationship between the school and wider community will be fostered.</p> <p>1.5 One Catholic Character dimension will be reviewed annually.</p> <p>1.6 Recommendations from the Catholic Character dimension reviewed in 2014 will be actioned.</p>	<p>Specific actions in 2015 will be:          Involvement in our Anzac and Field of Remembrance service.          The official opening and community celebration of our school Native Bush Project.          Fabulous Dad's Day Out (FDDO)</p> <p>The focus of this review will be on how we use and could develop e-learning pedagogy to support the Catholic Character of the school.</p> <p>1.6 Teachers will continue to use end of strand summative assessment including knowledge and affective domain.</p> <p>Teachers will continue to use checklist achievements against objectives – individual</p> <p>The Teacher Inquiry Model we now use will be altered to have two columns instead of three.</p>	<p>Principal          Team Leaders          Teachers</p> <p>Teacher with          Science          responsibility          Teachers</p> <p>DRS          Teachers</p> <p>Team Leaders          Teachers</p>	<p>Ministry          resources          Local returned          service          personnel</p> <p>School Native          Bush area</p> <p>Teacher          meetings</p> <p>RE programme</p>	<p>Term 2</p> <p>Term 4</p> <p>Term 3</p> <p>Ongoing</p>
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			<p>Teachers will record achievements against objectives within the Inquiry Model sheet</p> <p>Teachers will file the end of strand Teacher Inquiry evaluation in the RE stand box for the following year's planning</p> <p>Teachers will continue to use the comment box at the end of each strand. Children and parents will be expected to fill out this box also.</p>			
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## ST. JOHN'S 2015 ANNUAL PLAN

STRATEGIC GOAL	OUTCOMES FOR OUR CHILDREN	2015 ANNUAL GOALS	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME
<p><b>2. To provide a quality child centred education that maximises each child's learning potential.</b></p>	<p>St. John's children will have diverse curriculum opportunities (Religious Education, Literacy, Numeracy, Social Studies, Science, Technology, The arts as in Dance, Drama, Music and Visual Arts, Physical Education and Health.)</p> <p>They will be supported in becoming independent, motivated and responsible students who are solution focused to achieve to the best of their ability and potential.</p> <p>They will strive in an environment where learning and knowing how to learn is fostered and risk taking is encouraged as an integral part of this. Building confidence and self esteem in the children and celebrating achievement will be key drivers of teacher practice.</p>	<p>2.1 National Standards targets in Reading, Writing and Mathematics will be set each year based on November's achievement data for each cohort of children.</p> <p>Children identified on our 2015 Special Education Needs Register will be a key priority group.</p> <p>Current school programmes will continue as outlined in the Charter Statement – 'Supporting learners with Special Education needs'.</p> <p>2.2.1 Literacy will be a key focus for development leading to raised student learning and achievement levels in writing through</p>	<p>2.1 Targets will be monitored on an ongoing basis. Moderation processes will continue at team and whole school level.</p> <p>The Teacher with data responsibility will report on whole school targets and targeted children at the end of Term 2.</p> <p>Teachers will inform Teacher Aides of target children and planning will reflect this.</p> <p>The progress and achievement of Special Needs Register children will be reviewed each term and recorded on the Class Special Needs Planning Sheets</p> <p>2.2.1 Murray Gadd an internationally recognised Literacy Consultant will facilitate this development. (See</p>	<p>SLT Teams Teachers Teacher with data responsibility.</p> <p>Teachers Teacher Aides</p> <p>Team Leaders Teachers</p> <p>Teachers SENCo Team Leaders</p> <p>Teachers Teacher Aides</p>	<p>Team and Teacher meetings</p> <p>Teacher Aide Budget</p> <p>Teacher and Team Meetings</p> <p>School's Termly Class Special Needs review procedures</p> <p>Teacher Only Day Murray Gadd</p>	<p>SLT Termly Ongoing at teacher and Team level. End of term 2.</p> <p>Ongoing</p> <p>Meeting schedules</p> <p>Each term</p> <p>Friday 29<sup>th</sup> May Follow-up days 2<sup>nd</sup> and 3<sup>rd</sup> June.</p>

	<p>There will be a choice and range of opportunities for all students to participate in and extend themselves across the curriculum with opportunities to represent the school and take part in school events.</p> <p>Student achievement will be acknowledged and celebrated and community and parental support will be encouraged and utilised.</p>	<p>enhanced teacher knowledge and instructional practices.</p> <p>2.2.2 Health and Physical Education will be a second key focus area for development</p> <p>2.3 Students and Teachers at St John's School will confidently participate in the cultural rituals of Aotearoa / New Zealand by increasing their</p>	<p>Professional Learning Programme, Part 4 of this plan.)</p> <p>2.2.2. A new framework for Health and PE at St John's will be developed based on the analysis of best practice in NZ schools undertaken in 2014 and the school review of Health and PE in 2013.</p> <p>Teachers will be receive professional development on current pedagogical theory and practice for teaching Health and PE in the NZ curriculum</p> <p>A trial of a fully integrated approach to Health and PE will be undertaken in Term 2 by two classes at different levels of the school.</p> <p>2.3 Children will learn Karakia and the rituals of Powhiri and participate in two events involving both.</p>	<p>Two Lead teachers Principal Team Leaders Teachers</p> <p>Te Reo Lead teacher Teachers</p>	<p>Budget for PD Teacher Meeting time</p>	<p>Ongoing all year</p> <p>Ongoing</p>
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		<p>exposure to Te Reo and Maoritanga.</p> <p>2.4 All children will participate in and enjoy playing music and have opportunities for instrumental and choral performance.</p> <p>2.5 The actions arising from the 3-year school ICT plan will be implemented</p> <p>2.6 Effective communication between home and school of Classroom activities.</p> <p>2.7 In 2014 a review was undertaken in conjunction with the Royal Society fellowship undertaken by a staff member. The goal for 2015 is to develop the science capabilities for citizenship of the children.</p>	<p>2.4 An Arts week will be held in Term 3 Week 5 with a focus on instrumental and choral performance.</p> <p>See plan below</p> <p>2.6 The school will develop a new web site to facilitate effective communication.</p> <p>2.7 A professional learning programme will be undertaken in conjunction with the development of the school's Native Bush project and the Living World learning unit.</p>	<p>Arts Lead teachers Teachers</p> <p>See plan below</p> <p>Teacher with Web site responsibility</p> <p>Teacher with Science responsibility Teachers Auckland Council Education for Sustainability Co-ordinator (Eff)</p> <p>All the community (Children, staff and parents) will be involved in the development of the school's Native Bush Project.</p>	<p>See plan below</p> <p>Budget</p> <p>See 2015 Professional Learning Plan</p>	<p>See plan below</p> <p>Term 1</p> <p>Term 1</p>
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## ST. JOHN'S 2015 ANNUAL PLAN

STRATEGIC GOAL	OUTCOMES FOR OUR CHILDREN	2015 ANNUAL GOALS	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME
<p><b>3. To develop in our children the knowledge and social skills, attitudes and values to live as active members of the community.</b></p>	<p>St John's children will be happy, confident learners who are willing to take risks, learn from their mistakes and celebrate their successes. They will have the ability to cope with change, loss and disappointment. They will have a strong sense of belonging and feel well supported with strong links between school, home and the community.</p> <p>Our children will grow in empathy, will be accepting of diversity and will stand up for others. Whilst our children are independent, they will be able to communicate their needs, ask for help and talk about their emotions. They will have a strong sense of pride in themselves and their school.</p> <p>The children will have a sense of belonging to a community to which they contribute. They will be</p>	<p>3.1 The school will be involved in the Outreach support programme.</p>	<p>3.1 The School is now part of <u>Auckland Council's Outreach programme</u>. This programme will support the development of the Native Bush Area of the School during 2015. A \$10,000 Environmental Initiatives Fund has been applied for in 2014. This is to purchase tree signage, upgrade pathways and for the purchase of science equipment to support learning in the Native Bush area. The area will become a key resource for the teaching of the science curriculum in 2015. Students will be enabled to become active stakeholders in the Native Bush Area. The Outreach Programme encourages community involvement and for</p>	<p>Teacher with Science responsibility</p>	<p>Auckland Council's Outreach programme  School's Native Bush area</p>	<p>Ongoing with opening in Term 4</p>



	<p>respectful and feel respected. The students will display the social skills to make and maintain friendships, have positive relationships with peers and adults and know how to resolve conflicts. They will show leadership, confidence and effective communication skills.</p>	<p>3.2 Over a three year cycle specialist Health programmes will be taught as part of the school Programme. In 2015 this will be the Keeping Ourselves Safe Programme.</p> <p>3.3 Leadership within the wider community will be encouraged and promoted.</p> <p>3.4 Following the successful launching of our Travelwise programme in 2013 a Travelwise maintenance and embedding programme will continue</p>	<p>the Native Bush Area to be a place where everyone can enjoy learning about conservation.</p> <p>3.2 This programme will include Professional Learning support for the teachers, a community parent meeting and the involvement of the Police Education Officer.</p> <p>3.3. Children will give service within the Parish Community as Altar Servers and at Children's masses.</p> <p>Other opportunities include: Anzac celebration Native Bush project opening Music Festival</p> <p>In 2015 the following will be actioned: Scooter safety training for Middle school. Cycle safety training for Year 5's.</p>	<p>Principal Team Leaders Teachers</p> <p>DRS</p> <p>Teachers with specific responsibility for Social Science, Science and Music</p> <p>Travelwise Lead Teacher</p> <p>Travelwise Lead teacher and Year 5 teachers Year 6 teachers</p>	<p>KOS programme Community Constable</p> <p>Parish</p> <p>Police Education Officer Auckland Transport (AT) Police Education Officer Bigfoot</p>	<p>Term 3</p> <p>Ongoing</p> <p>Terms 2, 3 and 4 respectively</p> <p>Term 1, Week 3</p> <p>Term 1, Week 3</p>
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				Travelwise Lead Teacher	Police Education Officer	Term 1
			Cycle safety training for year 6's at camp. Recruit and train new bus wardens.	Travelwise Lead Teacher	Whole school support Parent helpers Teachers AT AT	Terms 1 and 2
			Park and Walk to school from The Buffet House challenge day	Travelwise Lead Teacher	AT	Terms 1 and 2
			Follow up parent meetings to establish walking school bus from The Buffet House.	Travelwise Lead Teacher	AT	Term 2
			Recruit and train Travelwise Student group.	Travelwise Lead Teacher	AT	Term 2
			Send students to Auckland Transport (AT) workshop.	Travelwise Lead Teacher	National Road Safety Week	Date TBC
			Promote, celebrate and integrate Travelwise into the curriculum in Road Safety week.	Travelwise Lead Teacher Teachers	AT	Term 2
			Promotion of all walking school buses, particularly new park and ride.	Travelwise Lead Teacher	AT	Term 2
			Production of New Entrants Travelwise leaflets, promoting walking school buses, bus etc.	Travelwise Lead Teacher	AT	Term 2
						Term 3

			Car pooling promotion (helping parents to network to organise car pooling opportunities.)	Travelwise Lead Teacher	Web Site	Term 2
			Establish Travelwise page on the school web site.	Travelwise Lead Teacher		

## ST. JOHN'S 2015 ANNUAL PLAN

STRATEGIC GOAL	OUTCOMES FOR OUR CHILDREN	2015 ANNUAL GOALS	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME
<p><b>4. To support a high performing staff team.</b></p>	<p>St John's children will benefit from a high level of professional practice, innovative and creative pedagogy, high quality role modelling of learning and life skills and a stable and positive learning environment.</p>	<p>4.1 The school's Coaching Programme will recognise every teacher's personal and professional Learning aspirations.</p> <p>Leadership of the school's coaching programme will be offered as a school wide leadership position.</p>	<p>4.1.1 To continue the school's Coaching Programme as outlined in our School Coaching Statement with the focus being Student Achievement and teacher pedagogy as outlined in our Schools Best Practice Statement.</p> <p>Teachers will demonstrate personal professional learning through their coaching programme.</p> <p>Goals and achievements will be shared and celebrated amongst Teams and/or the whole group of teachers.</p> <p>Current coaching training will be extended using Teacher Meetings to continue to develop coaching skills.</p>	<p>Principal Teachers</p> <p>Teachers Coaches Team Leaders</p> <p>Team Leaders Teachers</p> <p>Principal</p>	<p>Coaches</p> <p>7 Teacher meeting 1:1 coaching sessions</p> <p>School Coaching programme</p> <p>Teacher meetings time</p> <p>Teacher meetings</p>	<p>Two sessions a Term</p> <p>Ongoing</p> <p>As scheduled by Teams</p> <p>As per Teacher meeting schedule</p>

		<p>4.2 All Staff will participate in Professional Development focussed on achieving the best outcomes for children. The Annual School Plan will include a Professional Learning Plan.</p> <p>4.3 SLT members and members of school Teams will participate in Professional Learning Groups.</p> <p>4.4 To investigate possible leadership structures within the school as "best fit" for St John's taking into account the resources available to the school as in the Staffing and Professional Leadership Staffing Entitlements and Management Units.</p>	<p>The School's 2014 Professional Learning plan will be followed. (Refer to programme outline in Section 4 of this plan.)</p> <p>Each of the school's Senior Leaders will attend a PLG made up of Senior Leaders from the 6 other Mid Bays Cluster Schools.</p> <p>The Principal will also be part of the North Shore Catholic Principal's PLG.</p> <p>Each Team Leader will facilitate their team's PLG.</p> <p>The first stage is a data gathering stage from other comparably sized schools.</p> <p>The second stage, is to identify and describe three or four possible leadership models that could serve the needs of St John's.</p>	<p>Refer to programme.</p> <p>SLT members</p> <p>Team Leaders</p> <p>Principal SLT members Teachers Contractor</p>	<p>Refer to programme.</p> <p>Professional Development funding allocation</p> <p>Team Meetings</p> <p>Budget</p>	<p>Refer to programme.</p> <p>6 sessions a year</p> <p>Ongoing</p> <p>Term 1 Term 2 29/4 and 1/5</p>
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		<p>The third stage is for the contractor to conduct face-to-face interviews with the Principal, each member of the current SLT and a sample of teachers including those who have with curriculum responsibilities.</p> <p>A report outlining these models will be prepared.</p> <p>The contractor will meet with the Board for discussion around the report.</p>	<p>1. Office and Teacher Aide Staff  2. Middle Team  3. Senior Team  4. Junior Team</p>	<p>Four teams-  Office and Teacher Aide Team  Middle Team  Senior Team  Junior Team</p>	<p>Staff</p>	<p>One Social occasion per term with notice one term prior.</p>
	<p>4.5 Staff Social Occasions will be celebrated each Term.</p>					

## ST. JOHN'S 2015 ANNUAL PLAN

STRATEGIC GOAL	OUTCOMES FOR OUR CHILDREN	2015 ANNUAL GOALS	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME
<p><b>5. To provide a well resourced learning environment.</b></p>	<p>St John's children will have access to high quality and well managed learning resources. They will be supported by school facilities that meet their learning and developmental needs. They will enjoy a safe and attractive environment that reflects a friendly and welcoming school. They will have a sense of belonging, ownership and respect for the school.</p>	<p>5.1 The programme of Activboard replacement will continue.</p> <p>5.2 E-learning Review recommendations will be implemented.</p>	<p>Two current boards will be replaced.</p> <p>Pods of devices will be leased for all classrooms as PC leases expire. In 2014 these will be added to Rooms 1,4,2,3,7,8.</p> <p>Current ICT PCs will be redistributed to Years 1 and 2 classes</p> <p>The school's SMS system will be reviewed with the option of moving to the new Musac product or moving to another.</p> <p>5.4 Research will be undertaken as to how best to remodel the ICT suite into a music room.</p> <p>5.5 A synthetic multisport sports ground will be laid measuring 34 by 32 metres.</p>	<p>BOT</p> <p>BOT Computer Systems Administrator</p> <p>Senior Leadership Team Office Staff</p> <p>Principal Music Teacher BOT</p> <p>BOT</p>	<p>\$12,000</p> <p>64 HP Pavilion tablets at \$17,600 (per year of lease) Four storage and Recharging cabinets are included in this cost.</p>	<p>Term 1</p> <p>Term 1</p> <p>Terms 1 and 2</p> <p>Terms 1 and 2</p> <p>Term 1</p>

		<p>5.7 The programme of installing Sound Fields Classroom Amplification Systems will continue.</p>	<p>A minimum of two new systems will be purchased.</p>	<p>Principal</p>	<p>\$4000</p>	<p>February</p>
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## 2015 ICT and e-Learning Action Plan

Annual Goal	2015 Actions	Responsibility	Resources	Timeframe
<p>There will be a focus on developing the Digital Learning Vision across the school.</p>	<p>There will be a focus on learning conversations around the vision in classroom practice with an emphasis on planning, trialling and sharing practice.</p> <p>Review the School's Strategic Plan to ensure it aligns to the Vision and refers to how technologies will support learning, sustainability and the learning needs of all students.</p> <p>Teachers will share their e-learning innovations with each other at Teacher Meetings</p> <p>A Professional Learning Network (PLN) will be incorporated into the school website for teacher development.</p>	<p>Teams Teachers</p> <p>Board of Trustees</p> <p>SLT</p> <p>Teachers</p> <p>Principal</p>	<p>Team Meetings In Year level groupings Time with David Kinane (DK)</p> <p>Teacher Meeting Time</p> <p>Website Teaching as Inquiry principles Coaching</p>	<p>Ongoing</p> <p>Terms 2 and 3</p> <p>Term ¾</p> <p>Term 1</p>
<p>Teaching and Learning- Teachers will be encouraged to develop a digital learning environment using the resources available to them.</p>	<p>Teachers will trial technologies and software to engage students in their learning. .</p> <p>Teachers will trial ICTs to support collaborative, inquiry focussed learning.</p> <p>Develop a plan to foster cyber safety and digital citizenship policy and practices.</p> <p>Digital citizenship practices will be implemented in teaching and learning.</p>	<p>Teachers</p> <p>Teachers</p> <p>SLT</p> <p>Teachers</p>	<p>Time with David Kinane</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1</p>

	Teachers in Year levels	Working with DK.	Ongoing
<p>A school trial inquiry will be undertaken - a collaborative, digital learning environment will be developed in the two Year 6 classrooms</p>	<p>Specific initiatives will be trialled throughout the school by each Year level group.</p> <p>Teachers will reflect on class environments appropriate for the effective use of ICT and the pedagogy associated with it.</p> <p>Classes will set up class processes and procedures for use of digital equipment and tools</p> <p>Processes and procedures will be set up to maintain security of digital equipment</p> <p>Set up management systems for equipment (access, use, charging, and maintenance</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p>
<p>Wider Community</p>	<p>The school's web site will be upgraded and rewritten to reflect the goal of connecting with the parent community.</p>	<p>Teacher with Web Site responsibility</p>	<p>Term 1</p> <p>Term 1</p>
<p>Technology and Infrastructure- Digital learning will be supported by-the school's ICT infrastructure</p>	<p>Software will be reviewed.</p> <p>An Apps purchasing procedure will be developed</p> <p>New touch IWBs will be installed in Rooms 2 and 4</p> <p>Learning and School Administration will be supported by a safe and reliable network.</p>	<p>Teachers working with</p> <p>DK</p> <p>SLT</p> <p>BOT</p> <p>CSA</p> <p>CSA</p> <p>BOT</p> <p>Principal</p>	<p>Ongoing</p> <p>Term 2</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 1</p>

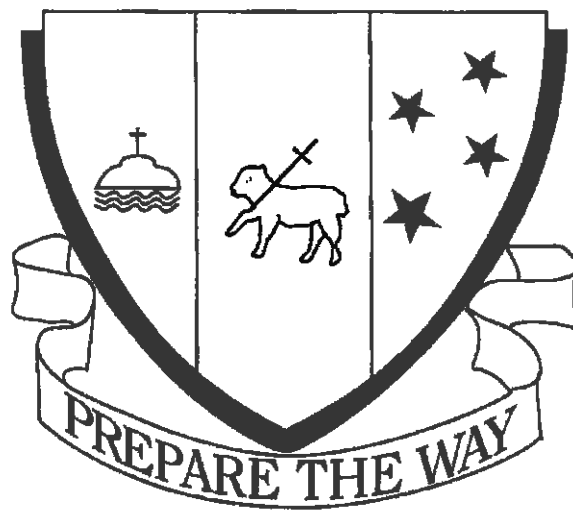
	<p>Pods of devices will be leased for all classrooms as PC leases expire. In 2015 these will be added to Rooms 1,4,2,3,7,8.</p> <p>Current ICT PCs will be redistributed to Years 1 and 2 classes</p> <p>The school's SMS system will be reviewed with the option of moving to the new Musac product or moving to another.</p> <p>Google Apps for Education will be used. Teachers will share their use of the various applications.</p>	<p>BOT CSA</p> <p>SLT Office Staff</p> <p>Teachers</p>	<p>Budget</p> <p>DK's professional development</p>	<p>Term 1</p> <p>Term 2</p> <p>Ongoing</p>
<p><b>Teacher/Staff Professional Development</b></p>	<p>Specific teacher PD included in 2015 School Plan based on School Review and Staff needs</p>	<p>SLT</p>	<p>2015 Plan</p>	<p>Ongoing</p>
<p><b>Appointing teachers confident of teaching in this environment</b></p>	<p>This will be a key employment factor. Prospective teachers will be informed of the Vision and its implications at the time of the advertisement and subsequent interview.</p>	<p>BOT Principal</p>		<p>Ongoing</p>

## Notes

- 1. ICT** means Information and Communication Technologies.
- e-learning** is learning facilitated and supported through the use of ICT.
- Blooms Taxonomy** – Higher order thinking from basic recall to creating one's own work. - Remembering, Understanding, Applying, Analysing, Evaluating, Creating
- Pedagogy** – the profession, science or theory of teaching
- SNUP** – School Network Upgrade Programme. Upgraded our existing network inclusive of all ports, switches and wiring making it ready for UFB. (Completed 2011)
- Google Apps** – See Page 14 New Era Plan
- Network for Learning (N4L)** – See attached information
- SMS** – Student Management System
- Musac Edge** – a new cloud based School Management System (SMS). Student details and student assessment and achievement data are integrated into one teacher friendly package.
- CSA** Computer Systems Administrator – administers and maintains the computer system at the school and all associated components of it. In addition the CSA holds our Teacher with ICT Responsibility position which has an ICT teaching and learning focus.
- PLN** – Professional Learning Network
- GAFE** – Google apps for education
- Teaching as inquiry** – NZ Curriculum Page 35

**ST. JOHN'S SCHOOL**

**MAIRANGI BAY**



**PART THREE**

**2015 NATIONAL STANDARDS TARGETS**

# 2015 NATIONAL STANDARDS TARGETS

## TARGET 1

### **St John's School Goal 2:**

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

### **WRITING**

#### **Baseline Data**

In 2014 the majority of children (97.3%) achieved 'At' or 'Above' the National Standard in Writing.

Priority Learners – 95.5% of Maori students achieved At or Above Standard.

All Pasifika students achieved At or Above Standard.

Of the 18 children on our highest Special Needs School categories register, 13 were At or Above in Writing.

The gender gap between boys and girls has closed from 10% difference in Above Standard in 2013 to 7% difference in Above Standard in 2014.

Although Writing achievement across the school, inclusive of priority students, was extremely high in 2014 the number of children achieving 'Above Standard' (26.1%) was significantly lower than the number of children achieving 'Above Standard' in Reading and Mathematics. This pattern was also reflected in the previous year's results.

During 2014 we have become increasingly aware, through the moderation, that we need to spend more time teaching surface features in the first three years of school and that the deeper features become more of a focus in the later years.

Access to devices and developing e-learning pedagogies have enabled children to produce work of a higher quality due to the accessibility of editing and proof reading tools, as well as removing the barrier of fine motor skill issues that some children face.

### **TARGET**

Literacy is a key focus of our Strategic Plan in 2015 and Writing is our chosen area for development. Our goal is for the children to be engaged in their Writing, publishing and sharing and showing progress in their Writing achievement.

In reference to National Standards, the school aims to achieve a higher overall percentage of children achieving above the National Standard in Writing and aims to raise the level of achievement at this standard by 5%.

Particular 2015 strategies to achieve the goal and target are:

- an emphasis on personalised learning
- new eLearning pedagogies supporting the teaching of Writing
- focussing on writing surface features

Student Outcomes	Student Success Criteria	Measuring Outcomes	Achievement
Students will demonstrate progress in their Writing.	Children will demonstrate progress in line with the Literacy Learning Progressions	Use of David Kinane to set up a before and after data gathering and analysis project.	
Students will enjoy communicating through their Writing.	Children will be engaged in their Writing and show an enjoyment in sharing with an audience.	Pre and Post engagement and attitude tests for all levels (based on the Asttle model), Term 1 and late Term 3.	
Student's achievement results, as measured in the OTJ National Standards, will meet or exceed the target.		Student Achievement results as in OTJ National Standards assessments.	
Students will be able to communicate clearly, effectively, accurately and with impact according to the purpose for writing and the intended audience.	Children will publish their Writing for various audiences such as their parents, other children and classes and through various mediums.	Comments made about Writing published on the class website	
Students will develop a proficient use of word, sentence, paragraph and text formation across a range of text forms and for a range of purposes.	Children will be able to talk about their Writing with their teacher and their peers.  Children will be engaged in and supported through the use of eLearning pedagogies.	Years 4 to 6 PAT Grammar Test, Terms 1 and late Term 3.  Pre and Post tests for Years 2 and 3 using The Essential Resources tests, Term 1 and late Term 3.	

<p>Students will be able to self-assess, peer assess, feedback and feed forward to their next steps.</p>	<p>Children will be able to self assess, at their level, and identify their next steps as their personal learning goals</p> <p>Children will be able to give peer feedback and make suggestions as to "next steps".</p>	<p>Evidence of children's assessment through self and peer assessment</p> <p>Team Leaders will target evidence of children's achievement and/or self-assessment, peer assessment</p>	
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Teacher Outcomes	Teacher Success Criteria	Actions	Teacher Achievement/Evaluation
<p>Teachers will have a shared understanding of 'what constitutes quality writing' and develop a shared understanding of what students are expected to achieve as developing writers linked to national expectations (NZC, Literacy Standards, Literacy Learning Progressions, English Language Learning Progressions).</p> <p>Teachers will be effective teachers of writing, supported by effective planning and assessment practices and effective use of data for planning and teaching.</p> <p>Teachers will have a clear and shared understanding of the writing processes, approaches to teaching Writing and how to implement them effectively in the classroom.</p>	<p>Teachers will have clear documented expectations of what students should be expected to achieve as writers at each curriculum level/stage of development. These expectations will be compatible with national expectations.</p> <p>Teachers will have clear and precise documented processes for planning and implementing effective writing programmes and assessing student progress and achievement in Writing.</p> <p>Teachers will have a shared understanding of what assessment tools to use in Writing and why.</p> <p>Teachers will share a range of eLearning innovations they have used to support children's Writing.</p>	<p>Murray Gadd, Writing Consultant, will facilitate our 2015 Teacher Only Day in Term 2 and follow-up days with each Team.</p> <p>David Kinane, eLearning consultant, will facilitate our eLearning development throughout the year.</p> <p>Teachers will use Classroom Inquiry to:</p> <ul style="list-style-type: none"> <li>• Formulating their coaching goals to meet this challenge</li> <li>• Develop their eLearning pedagogy</li> </ul> <p>Knowledge building through whole staff and/or team workshops.</p> <p>Classroom modelling by project facilitators (Murray Gadd and David Kinane)</p> <p>Observation of Writing in other classes and across schools.</p> <p>Analysis of data and lesson planning within Teams and discussion and analysis of students' progress at the Team level.</p> <p>Professional reading/discussion at Team PLG times.</p>	<p>Teachers will report on what they have implemented in their classroom to further the achievement target/goal.</p> <p><i>What new and innovative practices have I implemented in my class? What has worked/not worked for the children? In light of these what would I keep and/or do differently next year?</i></p> <p>Teams will report on actions they have taken as a Team to further the achievement target/goal.</p> <p><i>What has happened in your Team that has supported this achievement challenge? What would you keep going forward? What new initiatives could you implement for next year?</i></p>

**Parents :**

Parents will be active members of their children's class web page. (Reading and Responding)

Parents will be supported in early writing strategies for their children.

## TARGET 2

### St John's School Goal 2:

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

### Mathematics

#### Baseline Data

91.8% of children are achieving At or Above Standard across the school in Mathematics with 29.8% achieving Above Standard.

Priority Learners – 86.4% of Maori students achieved At or Above Standard.

All Pasifika students achieved At or Above Standard.

Of the 18 children on our highest Special Needs School categories register 13 were At or Above in Mathematics.

The gender gap between boys and girls has closed from 17% difference in Above Standard in 2013 to 10.5% difference in Above Standard in 2014.

As a year group, Year 5 progressed from 36.4% Above Standard in 2013 to 45.3% Above Standard in 2015, an increase of 8.9%.

However, group of 8 children in Year 5 are in a Below Standard group. This compares with 45.3% of the whole group of 53 children being at Above Standard.

Of the group of 8 children above, one child progressed from 2B to 2A in the year and, therefore while remaining Below Standard did progress two curriculum sub-levels.

7 children presented at the beginning of the year at 2P. All of these children have progressed to Curriculum level 2A.

## TARGETS

1. The school aims to progress four of the children currently Below Standard in Mathematics to At Standard by the end of Year 6 (from 2A to 3P).
2. The school aims to progress four of the children currently Below Standard in Mathematics one sublevel by the end of Year 6 (from 2A to 3B).

## ACTIONS

- Teaching of selected targeted strategies
- Teacher Aide assistance during Mathematics lessons
- Maths expert 'Parent helper' to work with the targeted group on number

- Individualised tasks from programmes such as Mathletics, e-ako and COSDMBRIC will be used for class and home work
- Test taking techniques taught
- Extra time given for school devised assessments
- The use of concrete materials where needed to enforce concepts
- Specific and targeted weekly teaching of tables including;
  - 1) Web based games and apps links prepared and in a folder for children to access independently and teacher directed
  - 2) Rote learning with teacher and teacher aides
  - 3) Recording of knowledge for tracking
  - 4) Specific times tables given for homework
- Communication of the plan of action to parents of targeted children at the beginning of the year and involvement from them in it.

**ST. JOHN'S SCHOOL**

**MAIRANGI BAY**



**PART FOUR**

**2015 PROFESSIONAL LEARNING PROGRAMME**

## **KEY GOALS**

In 2015 the school priorities will be:

- Religious Education
- E-Learning
- Literacy
- Health and Physical Education (H/PE)
- Science
- Special Needs Programmes for Teacher Aides and Teachers- STEPS
- Moderating National Standards
- Coaching
- Professional Learning Groups (PLGs)

## **VISION**

Teachers passionate about making the difference  
through child centred learning.

## Religious Education

Goal	Outcomes	Actions	Dates
1.1 Traditions and rituals of the church will be highlighted to assist children to grow in the knowledge of Catholic life and love of their Faith.	Teachers will develop an appreciation of Church traditions and Rituals.  Children will come to know and understand the meaning behind the traditions and Rituals of the church.	To assist in meeting this goal the Staff Day in January will focus on the renewal of our commitment to the school's Charism (See.3 below) and the traditions and rituals of the church. Sr Jill McLoughlin, Sister of St Joseph will lead this day.	January 29 <sup>th</sup>
The Liturgical Year will be a key focus of the Religious Education programme	Teachers will develop an appreciation of the significance of the Liturgical year.  Children will come to know and understand the meaning of the Liturgical Year.	Fr Robert will lead Teacher Meetings Lent/Holy Week Term 1 Easter Term 2 Advent and Christmas Term 3  The "Going Deeper" programme will be used by teachers.	Terms 1,2,3  Weekly

## Literacy

Goal	Outcomes	Actions	Dates
The school aims to achieve a higher overall percentage of children achieving above the National Standard in Writing and aims to raise the level of achievement at this standard by 5% of children through: <ul style="list-style-type: none"> <li>▪ new e-learning pedagogies supporting the teaching of Writing</li> <li>▪ focussing on writing surface features</li> <li>▪ an emphasis on personalised learning</li> </ul>	Teachers will have a shared understanding of 'what constitutes quality writing' and develop a shared understanding of what students are expected to achieve as developing writers linked to national expectations (NZC, Literacy Standards, Literacy Learning Progressions, English Language Learning Progressions).  Teachers will be effective teachers of writing, supported by effective planning and assessment practices and effective use of data for planning and teaching.	Murray Gadd, Writing Consultant, will facilitate our 2015 Teacher Only Day in Term 2 and follow-up days with each Team.  David Kinane, eLearning consultant, will facilitate our eLearning development throughout the year.  Teachers will use Classroom Inquiry to: <ul style="list-style-type: none"> <li>• Formulating their coaching goals to meet this challenge</li> <li>• Develop their eLearning pedagogy</li> </ul> Knowledge building through whole staff and/or team workshops.	Murray Gadd dates:  1 Teacher Only Day – Friday 29 May 2015  2 days facilitator working with Teams  Tuesday 2 June and Wed 3 June 2015 (9am-3pm)  David Kinane dates:

	<p>Teachers will have a clear and shared understanding of the writing processes, approaches to teaching Writing and how to implement them effectively in the classroom.</p>	<p>Classroom modelling by project facilitators (Murray Gadd and David Kinane)</p> <p>Observation of Writing in other classes and across schools.</p> <p>Analysis of data and lesson planning within Teams and discussion and analysis of students' progress at the Team level.</p> <p>Professional reading/discussion at Team PLG times.</p>	<p>(see e-learning below)</p>
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## Coaching

<b>Goal</b>	<b>Outcomes</b>	<b>Actions</b>	<b>Dates</b>
<p>Coaching will be used as a tool for the personal and professional growth and development of individual staff members</p>	<p>Coaching will result in:</p> <p>Personal and Professional growth and development.</p> <p>Learning that results in Improved professional practice and improved outcomes for students.</p> <p>Teachers will be able to lead as coaches within our coaching programme and contribute to the wider school development.</p>	<p>Two Teacher meetings per term will be scheduled for Coaching sessions.</p> <p>Two Teacher meetings will be scheduled for Coach training.</p>	<p>See Teacher Meeting Schedule</p> <p>Terms 1 and 2</p>



## National Standards Moderation

Goals	Outcomes	Actions	Date
To ensure consistency across the school in the moderation of the National Standards.	School wide moderation practices will ensure consistency of overall teacher judgements across the school.	Sharing of best practice among Teams and the whole Teacher group will occur at Team and Teacher meetings throughout the year.	Team Leaders to schedule.

## E-Learning and ICT Development

Goal	Outcomes	Actions	Dates
<p>Teachers will have professional development opportunities to give them the confidence and content knowledge to be able to deliver high quality e-learning opportunities to their children and to use programmes and apps in support of their Professional work.</p> <p>Administrative Staff will have professional development opportunities to support changes in administrative programmes.</p>	<p>Teachers will be focussed on using e-learning to enhance classroom programmes</p> <p>Teaching Pedagogy will be at the forefront of teacher's decision making.</p> <p>Teacher knowledge will be a key driver with a view to engaging children in learning and providing challenge and extension at every level for every child.</p> <p>Teachers understanding of e-Learning will be developed.</p>	<p>David Kinane will provide in class support to teachers.</p> <p>Professional Development will be targeted to specific Year level groups of teachers.</p> <p>Every teacher will be asked for feedback on the support they are getting and what they want more of.</p> <p>Teachers will share their work and experiences with other teachers.</p> <p>Good practice will be fostered through Teacher interaction with other teachers here at St John's and at others schools.</p> <p>Continuous self-review will be essential to be able to plan forward.</p> <p>Staff will have specific training in the following: Google Docs/ N4L</p>	<p>March 4<sup>th</sup></p> <p>March 20<sup>th</sup></p> <p>May 1<sup>st</sup></p> <p>May 11<sup>th</sup> Curriculum</p> <p>June 12<sup>th</sup></p> <p>July 24<sup>th</sup></p> <p>August 20<sup>th</sup></p> <p>September 11<sup>th</sup></p> <p>October 21<sup>st</sup></p> <p>November 5<sup>th</sup></p>

## Health and Physical Education

Goal	Outcomes	Actions	Dates
<p>A new best practise programme for Health and PE will be developed and trialled with appropriate professional development for staff in 2015 with a view to school wide implementation in 2016</p>	<p>The development of a new framework for Health and PE at St John's School based on the analysis of best practice in NZ schools undertaken in 2014 and the school review of Health and PE in 2013.</p>	<p>Staff meeting at the end of term one to report back to the staff on the best practise in Health and PE in NZ schools at this time. To introduce the idea of the new integrated framework for Health and PE at St John's</p>	<p>Term 1</p>
	<p>Teachers equipped with current pedagogical theory and practice for teaching Health and PE in the NZ curriculum</p>		
	<p>A trial of a fully integrated approach to Health and PE undertaken in Term 2 by two classes at different levels of the school.</p>	<p>End of term one collaborative planning for Health and PE between the two lead teachers. (Rooms 3 and 6) Trial undertaken Term 2</p>	<p>Terms 1/ 2</p>
	<p>Evaluation and review by end of Term 2. Report to the SLT of the results of the trial</p>		
	<p>Completion of the accompanying documentation for the new framework for the school plan.</p>	<p>Finalising the proposed Integrated Health and PE programme for St John's school.  Submitting the proposed new H&amp;PE programme to the Board of Trustees for agreement.</p>	<p>Term 3</p>
	<p>Development of a Professional Development programme for staff to upskill in the new integrated Health and PE Programme</p>	<p>Write and submit the appropriate documentation  Two hands-on staff meetings to equip teachers in best practise for an integrated Health and PE programme for 2016</p>	<p>Term3/4</p>

## Science

Goal	Outcomes	Actions	Dates
To introduce the new Science Capabilities for Citizenship, their links with the Nature of Science and the teaching of Science.	All teachers will develop a shared understanding of how we can increase student science skills. This will be focussed with a links to the new science capabilities <a href="http://scienceonline.tki.org.nz/Introducing-five-science-capabilities">http://scienceonline.tki.org.nz/Introducing-five-science-capabilities</a>	Teacher with Science responsibility to lead a teacher meeting to introduce the 5 science capabilities prior to the planning of PP1 unit.	Teacher meeting Term 1
To raise student science skills by using the Native Bush area as a key resource for the teaching of the science curriculum at St Johns	Teachers will enhance their own knowledge of native flora and fauna and the scientific skills and processes for the teaching of Science	On site teacher development session led by Shanthie Walker, EfS Advisor from Auckland Council.	Teacher meeting T1 W7
To enable students to become active stakeholders in the School Native Bush area (DOC 2011)	Children will be involved in a tree/plant study in order to develop new signage. These will be used for future science inquiries based in the school grounds.		

## Professional Learning Groups (PLGs)

Goal	Outcomes	Actions	Dates
To provide professional and personal development and support to members of our Senior Leadership Team.	Senior Leaders will be supported in their leadership role.	Each of the school's Senior Leaders will attend a PLG made up of Senior Leaders from the 6 other Mid Bays Cluster Schools.	6 meetings a year
To foster the spirit of PLGs across the schools three Teams	They will be exposed to current and forward looking pedagogy and leadership best practice.  They will learn from a supportive group of leaders from other Mid-Bays Cluster Schools.  St John's will be exposed to new learning and development.	The Principal will also be part of the North Shore Catholic Principal's PLG.  Team Leaders will lead PLGs within their Teams using Team meeting time to do this.	6 meetings a year  Ongoing as planned for during Team Meetings.

## Classroom Practice / Teacher Aides

Goal	Outcomes	Actions	Dates
<p>To support Teacher Aides in their work with children.</p>	<p>Teacher Aides will be focussed on student achievement.</p>	<p>A specific focus will be the 'Steps' programme development.</p>	<p>Termly</p>
	<p>Teacher Aides will build on their knowledge and strategies to support children.</p>	<p>A project referral will be made to the RTLB service for Professional Development for the teacher aides.</p>	
		<p>The 2 English Language Assistants (ELAs) will attend an ELLPs course day with Jan Van der Zeyden.</p>	<p>Term 1</p>
		<p>Teacher aides will have the opportunity to attend the Writing Teacher Only day with Murray Gadd.</p>	<p>TOD Term 2</p>

# School Coaching Statement for 2015

## What Coaching will look like and sound like at St John's Mairangi Bay in 2015

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### Why are we doing coaching?

We will use coaching as a tool for the growth and development of individual staff members and the school, focussing on collaborative relationships that support confident, articulate and motivated staff members striving to reach their full potential.

We will use coaching as a leadership style at the school.

### Our expectations

Coaching will result in:

1. Personal and professional growth and development
2. Learning that results in:
  - Improved professional practice
  - Improved outcomes for students

All staff will be:

- Learners and take responsibility for their own learning
- Honest, open and reflective
- Willing to take risks
- Critical and creative thinkers
- Willing to contribute and share ideas

The process will:

- Be a partnership between the coach and the staff member
- Be based on collaborative relationships
- Be empowering ie safe for staff to take risks and make mistakes
- Be supportive (of the coach as well as the staff member)
- Ensure that the locus of control is shared with the individual being coached.
  - focus on individual goals
  - build on where the individual is at
  - recognise professionalism
  - set goals that have integrity and are inspirational
- Provide confidentiality
- Be understood by everyone
- Engage everyone in ongoing coaching conversations using the GROWTH model.

### Coaching Focus

Individuals will set goals focussed on meeting school goals and student achievement expectations.

The following understandings and skills will be the basis of our coaching programme.

### Understandings

- Understanding the GROWTH model
- Understanding I-SMART (Inspiring, specific, measurable, achievable, results, time-bound)
- Understanding operating styles and our own preferred styles
- Understanding that a coach does not have to be the font of all knowledge/the expert/the advisor

### Skills

- Establish a coaching relationship
- 8 Key Coaching skills - Developing Trust, Active listening, Being Present, Clarifying, Empathising, Being Succinct, Questioning, Giving feedback
- Goal setting (I-SMART)
- Action planning
- Data gathering

The process	What does this mean?	What's the action?	Starter questions
G: Goals	What do I want to achieve?	Set an individual goal	What do you need/would you like to achieve?
R: Reality	What is happening now?	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Ask questions</li> <li>• Collect data eg observation, feedback, feedback from others, student work/assessments</li> </ul>	What is happening now? What have you tried so far? What's working/not working?
O: Options	What could I do?	Brainstorm the options - consider readings, observations, collecting data, practicing, feedback, ongoing reflection	What are the options for achieving this goal? What possibilities for action do you see?
W: Will	What will I do?	Make decisions Set up an action plan or a To Do list	What will work best? What is manageable? Will this be enough?
T: Tactics	How and when will I do it?	Make sure that the action plan includes specific steps/strategies, timeframes and who is going to do what	How and when will you do it?
H: Habits	How will I sustain success?	Monitor progress against the action plan/To Do list Evidence of the learning in planning and/or behaviours and/or student work etc Share ideas with others Celebrate success	How will you ensure that you carry out these actions? What might get in the way? How can you address that?

## **Coaching Programme**

Coaching sessions will occur twice a term during dedicated Teacher Meeting time. They will be included on the Teacher Meeting Schedule for each term.

Teachers will meet twice each year with the Principal with Coaching goals being a key focus area of each meeting.

## **Process for organising coaching partners**

15 Teacher Coaches

1. The maximum number of persons coached will be two.
2. All other teachers will record 3 names out of list of 10 that they would be happy with as a coach.
3. Teachers will consider the principles pertaining to coaching at St John's outlined in the above document. Also that coaching relationships can be across any team, should offer a challenge and be someone you feel comfortable with but is not a close friend.
4. Although the Leadership Team will do its best to confirm individual choices it cannot guarantee your request priority.
5. Members of the Leadership Team will have the opportunity to choose a coach from a member of a SLT in one of our Cluster schools.

## **Coach Development**

This process will involve:

- New Coaches being trained.
- Teacher meeting training time for existing coaches.
- Articles and reflections posted to Teacher Coaches
- Focus on coaching during one 1:1 meetings with the Principal

## **What documentation will be kept?**

1. Each teacher will keep a Coaching Journal. It will include:
  - School Coaching statement for 2015
  - Job Description
  - Coaching for Growth Journal
  - It will include the goal(s), action plan or To Do list, achievements and a space for personal insights. It may include jobs to do, things tried, examples/evidence, successes, references, photos, videos, analysis of any data collected...etc
  - Copy of the St John's School Best Practice diagram.
2. All records are shared between the coach and the staff member.
3. Journals will be kept for the time teachers are on the staff at St John's.
4. The only people who have access to the records eg meeting records and journals as of right are: the staff member, the coach, the Principal and the Education Review Office.