

# ST JOHN'S SCHOOL

Te Kura o Hato Hoani  
MAIRANGI BAY, AUCKLAND



**School Plan**

**2021**



# Important Dates 2021

## **TEACHER ONLY DAYS 2021** *These days are compulsory for all teachers*

### **TERM DATES 2021**

- Term 1      Tuesday 2<sup>nd</sup> February to Friday 16<sup>th</sup> April (11 weeks -100 half days)  
*Teacher only Days 2<sup>nd</sup> and 3<sup>d</sup> February*  
PUBLIC HOLIDAYS: Waitangi Day (Observed Monday 8<sup>th</sup> February, Good Friday 2<sup>nd</sup> April, Easter Monday 5<sup>th</sup> April and Easter Tuesday 6<sup>th</sup> April. ANZAC Day falls within the school holidays)
- Term 2      Monday 3<sup>rd</sup> May to Friday 9<sup>th</sup> July (10 weeks – 98 half days)  
*Teacher only day 4<sup>th</sup> June (Kāhui Ako TBC)*  
PUBLIC HOLIDAYS: Queen's Birthday 7<sup>th</sup> June.
- Term 3      Monday 26<sup>th</sup> July to Friday 1<sup>st</sup> October (10 weeks – 100 half days)  
*Teacher only day 10<sup>th</sup> August*
- Term 4      Monday 18<sup>th</sup> October to 14<sup>th</sup> December\* (10 weeks –82 half days)  
PUBLIC HOLIDAYS: Labour Day 25<sup>th</sup> October.      \* so that school has been open for instruction for 380 half days.

### **ADDITIONAL DATES TO DIARY (TBC)**

- Catholic Schools Dedication Mass – Wednesday 10<sup>th</sup> February, 7:00pm – Christ the King Church, Ōwairaka. All teachers are expected to attend this Mass and Support Staff are most welcome.
- PTFA Community Picnic- Friday 12<sup>th</sup> February. All teachers are expected to attend this event.
- Ash Wednesday 17<sup>th</sup> February
- EOTC Week Monday 22<sup>nd</sup> – Friday 26<sup>th</sup> February
- School Swimming Sports Wednesday 10<sup>th</sup> March
- Feast of St Joseph 19<sup>th</sup> March
- School photos- Individual/Siblings TBC
- Grandparents Day 21<sup>st</sup> May (Friday)
- Kāhui Ako Cultural Festival Thursday 3<sup>rd</sup> June TBC
- Feast of St John the Baptist 24<sup>th</sup> June
- Feast of St Mary of the Cross 8<sup>th</sup> August (liturgy in hall – 6<sup>th</sup> August)
- Feast of the Assumption 15<sup>th</sup> August Sunday
- Cultural Festival Friday 10<sup>th</sup> September
- Mission Fair Friday 22<sup>nd</sup> October
- School photos- New Entrants and Sports teams TBC
- School Athletics Wednesday 10<sup>th</sup> November
- Blessing of the Advent Wreaths 26<sup>th</sup> November
- Christmas Show Term 4 Week 7 (Dec 3)
- Graduation Tuesday 7<sup>th</sup> December
- ERO Review- expected sometime in 2021



# ST JOHN'S SCHOOL

— Te Kura o Hato Hoani —

MAIRANGI BAY, AUCKLAND

## TĀTOU KAUPAPA OUR MISSION

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

## TĀTOU MOEMOEA OUR VISION

Together in Christ,  
we excel, we celebrate.



## He Taonga ō te Wairua OUR CHARISM

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

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

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

## Tikanga ā Ahurea CULTURAL RESPONSIVENESS

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

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

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

## Tātou Mahi - OUR GOALS

### Whakapono FAITH

To nurture and celebrate our Catholic Character and Faith.

### Hauora WELLBEING

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

### Ako LEARNING

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

### Taiao ENVIRONMENT

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

TĀTOU WHANONGO PONO  
OUR VALUES



# TĀTOU MAHI - OUR GOALS



## Whakapono FAITH

To nurture and celebrate our Catholic Character and Faith.

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

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

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

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

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



## AKO LEARNING

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

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

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

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

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

St John's School  
87A Penzance Road, Mairangi Bay  
Auckland 0630  
[www.stjohnsmairangibay.school.nz](http://www.stjohnsmairangibay.school.nz)



## Hauora WELLBEING

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

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

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

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

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

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



## TAIAO ENVIRONMENT

To provide a well-resourced, future focussed learning environment

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

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

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

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

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

# Strategic Plan 2020-2023



## To nurture and celebrate our Catholic Character and Faith

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

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

At St John's School, the way we interact and the relationships we form with each other and our community will show the face of Christ.

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

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

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

Tēnei tau – 2021	Nga tau kei te heke mai - Future years
<p>Policies will reflect our Special Catholic character</p> <p>The school environment will reflect our Special Catholic Character</p> <p>School Gospel values teaching will focus on living the values</p> <p>One Catholic Character dimension will be reviewed</p> <p>Staff and students will further develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods</p> <p>Staff, students and whanau will be given opportunities to encounter Christ</p> <p>The relationship between the parish and the school will be nurtured and enhanced</p> <p>The relationship between St John’s School and other Catholic Schools will be nurtured and enhanced</p> <p>The Liturgical Year will be a key focus of the Religious Education Programme</p> <p>Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge</p> <p>Catholic traditions and rituals will be celebrated together as a community</p>	<p>Our Special Catholic Character will be evident in all aspects of our school</p> <p>School Gospel values teaching will focus on living the values</p> <p>One Catholic Character dimension will be reviewed annually</p> <p>Recommendations from the previous Catholic Character review will continue to be implemented</p> <p>Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods</p> <p>Staff, students, and whanau will be given opportunities to encounter Christ</p> <p>The relationship between the parish and the school will be nurtured and enhanced</p> <p>The relationship between St John’s School and other Catholic Schools will be nurtured and enhanced</p> <p>The Liturgical Year will be a key focus of the Religious Education Programme</p> <p>Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge</p> <p>Catholic traditions and rituals will be highlighted to assist staff and students to grow in the knowledge of Catholic faith</p> <p>Catholic traditions and rituals will be celebrated together as a community</p>

# Strategic Plan 2020-2023



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

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

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Tēnei tau – 2021	Nga tau kei te heke mai - Future years
Growth mindset will be taught, encouraged and modelled	Students will develop and display a growth mindset
Students will be instructed and encouraged in practices of caring for self and others	Students will understand the importance and display the skills of caring for themselves and others
Our bi-cultural heritage will be acknowledged and celebrated	Our bi-cultural heritage will be acknowledged and celebrated
Our multicultural community and society will be acknowledged and celebrated	Our multicultural community and society will be acknowledged and celebrated
Staff, students and whanau will be given opportunities to contribute to the local community through social outreach	Staff, students and whanau will be given opportunities to contribute to the local community through social outreach
Students will develop their sense of belonging to the school through shared practices and experiences and the development of communities within the school community	
St John’s School will grow leaders	St John’s School will grow leaders
New Entrant students and whanau will be supported in effective and positive transition processes into school	
Students will be supported in effective and positive transition processes from Year 6 to Year 7	

# Strategic Plan 2020-2023



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

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

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

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

Tēnei tau – 2021	Nga tau kei te heke mai - Future years
<p>Priority learners will be identified and supported through the school's additional needs programme</p> <p>Local curriculum will be developed</p> <p>Student voice will be utilised in the selection of inquiry foci and school wide themes</p> <p>All students will participate in instruction of Te Reo and Te Ao Māori</p> <p>Digital Technology Curriculum will continue to be developed</p> <p>Religious Education Programme will continue to be aligned to the RE Bridging Document. Assessment and evaluation in Religious Education will be reviewed</p> <p>A cycle of curriculum and school programme review will be established</p> <p>Reporting to parents' procedures and processes will be reviewed</p> <p>Sexuality education will be reviewed and a schoolwide programme implemented inline with new Relationships and Sexuality Education curriculum.</p> <p>Prime Mathematics programme will continue to be implemented.</p> <p>Play Based Learning will continue to embed in the Year 1 and 2 classes.</p> <p>ESOL Programme will continue</p> <p>Staff will be given professional development opportunities which support the strategic direction of the school</p> <p>Staff will be encouraged and expected to share best practice and professional development knowledge</p> <p>Teaching staff will participate in collaborative inquiry groups</p>	<p>Continue to develop the Learning Progression Framework for Writing.</p> <p>Teaching staff will participate in professional development in Writing</p> <p>Curriculum and school programmes will be reviewed</p> <p>Recommendations from the previous curriculum reviews will be implemented</p> <p>Playbased learning will be reviewed in 2022</p> <p>ESOL programme will be reviewed in 2022</p>

# Strategic Plan 2020-2023



## To provide a well-resourced, future focussed learning environment

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

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

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

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

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

Tēnei tau – 2021	Nga tau kei te heke mai - Future years
Access and utilisation of storage and work spaces in the school will be reviewed	Administration area will be reviewed and updated (in conjunction with the Catholic Diocese)
The cycle of new classroom furniture and furnishing purchasing will continue	The library and resource area will be optimally utilised
A programme of blinds and curtain installation will continue	Modern learning pedagogy will be supported through classroom furnishings
ICT Infrastructure will continue to be supported and developed	A programme of blinds and curtain installation will be continued
The cycle of digital device purchasing will continue	ICT Infrastructure will continue to be supported and developed
BYOD will be supported across the Senior school	
The programme of renewing classroom devices will continue	Modern learning pedagogy will be supported with digital devices
Teaching staff will hold responsibility for curriculum resources.	Resources will be reviewed and culled
A cycle of review and culling of resources will be established	
School identity and Special Character will be evident and prominent through signage and iconography	
Environmentally aware and sustainability practices will continue	
The Garden to Table project will be further embedded in the Waitematā Team	
A natural planting programme will be developed and implemented	

# Kāhui Ako

In 2021, St John's School will continue to actively promote our collaboration in the North Shore Catholic Kāhui Ako (Community of Learning- COL).

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

	6. Across school moderation of learning levels	7. Mtg between schools of teachers, SENCOs, BTs, SCTs, SLT.	5. Educating parents – (like Kristin master classes). 6. More combined schools social events 7. Opportunities for Kāhui Ako Boards to meet.
Enablers	<ul style="list-style-type: none"> <li>● Kāhui Ako roles / funding</li> <li>● Defined capabilities across the curriculum doc</li> <li>● Kāhui ako tools online</li> <li>● TKI</li> <li>● Focus groups from all parts of the community</li> <li>● SENCO roles to assist with transitions</li> <li>● School visits for transitions</li> <li>● Assay Connect for all Kāhui ako data sharing</li> <li>● Assessment tools available</li> </ul>	<ul style="list-style-type: none"> <li>● Kāhui Ako roles / funding</li> <li>● Build on current relationships between teachers</li> <li>● Using in school capabilities that already exists.</li> <li>● Time for sharing and discussing</li> <li>● Cross-school working groups</li> <li>● PLC</li> <li>● Coaching models and PLD providers</li> <li>● Collaborative inquiry models</li> </ul>	<ul style="list-style-type: none"> <li>● Kāhui Ako roles / funding</li> <li>● Faith-based underpinning of relationships between schools and the community</li> <li>● Code of expected conduct</li> <li>● Prayer cards to start meetings.</li> <li>● BOT as reps to build parent conduct.</li> <li>● Shared liturgies</li> <li>● Diocese / Parish connections</li> </ul>
Success Measures	<ul style="list-style-type: none"> <li>● Agreed written definitions</li> <li>● Agreed practices evident in practices</li> </ul>	<ul style="list-style-type: none"> <li>● Model defined and in practice</li> <li>● Evidence of sharing across schools that is leading to improved learning outcomes</li> <li>● Teachers have greater self-belief in their own capabilities</li> </ul>	<ul style="list-style-type: none"> <li>● Code being agreed and being used</li> <li>● Parent education opportunities provided</li> </ul>

# Targets and Goals 2021

## **Kāhui Ako Work Stream One- Students:**

Raising achievement by providing a holistic learning pathway.

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

### **St John's Goal 1- Writing**

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

## **Kāhui Ako Work Stream Two- Teachers:**

Collaborative Inquiry and other collaborations

### **St John's Goal 2 - Collaborative Inquiry**

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

## **Kāhui Ako Work Stream Three- Community:**

Hauora and whanaungatanga

### **St John's Goal 3 - Well being value**

The school will develop a common language and strengthen student capability to express feelings and emotions.

## **Kāhui Ako Work Stream Three- Community:**

Hauora and whanaungatanga

### **St John's Goal 4 - Special Character**

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



## **St John's Student Achievement Goal**

Following analysis of the end of 2020 data for Reading, Writing and Mathematics we have identified individual students who are achieving below the expected curriculum level for their school year level. A number of these children have additional learning needs while others have been affected by the interruptions to their learning in 2020.

It is the school's goal that **target students will progress two or more sublevels in 2021 in their identified curriculum area.**

Target Reading groups; Year 3 (5 students), Year 4 (5 students), Year 5 (4 students) and Year 6 (4 students).

Target Writing groups; Year 3 (3 students), Year 4 (2 students), Year 5 (5 students) and Year 6 (7 students).

Target Mathematics groups; Year 3 (1 student), Year 4 (2 students), Year 5 (1 student) and Year 6 (6 students).

# Professional Learning Priorities

In 2021 the professional learning priorities will be:

- Religious Education
- Professional Growth Cycle for Teachers
- Collaborative Inquiry
- Blended E-Learning- including digital technologies curriculum
- Te Reo Māori/Te Ao Māori/Tikanga Māori
- Student voice and agency
- Culturally responsive relational pedagogy
- PB4L (Positive Behaviour for Learning)
- Personal Professional Learning Goals
- Special Needs Programme for Learning Support Assistants
- Various individual Professional Development opportunities that support the annual plan goals.

# Annual Plan 2021

## Pono- Faith

### To nurture and celebrate our Catholic Character and Faith

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

and used in implementing the behaviour management programme of the school		Teachers	
<b>Achievement</b>	<b>Values are acknowledged through certificates and awarded by the principal at whole school assemblies</b> <b>The 5 values are taught explicitly throughout the year</b> <b>The 5 values are aligned to the PB4L matrix and every class has a model and matrix to teach from.</b> <b>The DRS in consultation with Father to link our school values to the Gospel stories</b>		
One Catholic Character dimension will be reviewed			
Actions		Responsibility	Timeframe
Dimension to be reviewed for 2021 is Christian Witness (Carried over by CDA/CSO from 2020)		DRS	Term 2
<b>Achievement</b>	<b>The DRS and Board Chair have reviewed the Dimension of Christian Witness. The parish, parents, staff and student took part in the review. The review process was supported by our AP in charge of school review using the ASKYOURTEAM online review survey tool.</b>		
Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods			
Actions		Responsibility	Timeframe
Two staff members will attend the Josephite Colloquium		DRS DP	Term
School houses will develop a deeper understanding of the charism of the school founders that their house is named after		SLT	Term 1
Young MacKillop leaders will be selected from the Year Six students to support the DRS in liturgy and outreach		DRS Principal	End of Term 2 and Term 4
Teachers will plan and teach lessons on Mary MacKillop, Julian Tenison Woods and the Sisters of St Joseph		Teachers	Term 1; Weeks 1-2
The school will celebrate the Feast of St Mary of the Cross (or day close if on a weekend)			August 6 <sup>th</sup>
<b>Achievement</b>	<b>School houses have been learning about the charism of the school founders. House flags with the founders names have been purchased.</b> <b>The Young MacKillops are an active group of Yr 6 students who have already supported the DRS with school liturgy and pōwhiri.</b> <b>The history of Mary MacKillop, Tennison Woods and the Founding Sisters of St Joseph is taught in all classes at the beginning of the year.</b> <b>Two teachers attended the Josephite colloquium</b>		
Staff, students, and whanau will be given opportunities to encounter Christ			
Actions		Responsibility	Timeframe
All meetings will begin with prayer		Teachers	Ongoing
Whanau will be invited to house masses		Teachers	Ongoing
Teacher rotations during prayer time once a week		Teachers	Terms 2-3
Class prayer kete will go home with the children, in turns.		Teachers	Ongoing
Young MacKillops will lead lunchtime Rosary during		DRS	Term 4

October		
A staff retreat/or Mass will be held	DRS Principal	Term 3/4
Year Six students will participate in a retreat	DRS Principal	Term 4
<b>Achievement</b>	<p><b>Parent, Staff and Student meetings begin with prayer</b>  <b>Where Covid restrictions have allowed, House and school Masses have taken place with whanau invited to attend. In Term 2 and part of Term 3 teachers have rotated classrooms for prayer times. The class prayer kete has rotated around families so children can share prayer with their whanau.</b>  <b>The staff and Year 6 retreat cancelled due to Covid restrictions and time constraints.</b></p>	
The relationship between the parish and the school will be nurtured and enhanced		
Actions	Responsibility	Timeframe
Teachers will share Mass planning with the parish team through a dedicated email (DRS works with new Parish priest to visit in person)	DRS Teachers	Ongoing
Houses will prepare and lead a parish mass twice a year	DRS Teachers	Ongoing as rostered
Year Six leaders will be rostered to attend parish masses if they are not house masses	DRS	Ongoing as rostered
One whole school mass will be prepared and led each term	DRS	Ongoing as rostered
Liturgies will be prepared and led in the church for; <ul style="list-style-type: none"> <li>• Ash Wednesday</li> <li>• Lenten reconciliation</li> <li>• Blessing of the Advent Wreaths</li> <li>• Advent reconciliation</li> </ul>	DRS	Ongoing as rostered
Father Raphael (Emile) and Father Alex will be rostered to visit classes	DRS	Ongoing as rostered
The parish team will be invited to share in celebrations and events at the school	DRS	Ongoing
Parish sacramental programme will be supported through the school Religious Education Programme and by teachers	DRS Teachers	Ongoing as rostered
School and parish newsletters will be shared	Office secretary	Ongoing
Parish will be invited to the meetings for New Entrant parents	Principal	Ongoing
The school will request copies of the Parish Council meeting minutes		Ongoing
<b>Achievement</b>	<p><b>Mass planning has been shared with Father Emile and Father Alex who have both taken an active role in planning.</b>  <b>Yr 6 leaders attend parish Mass twice per term. The DRS or Principal accompanies them</b>  <b>Our whole school celebrated the Feast of St Joseph in Term 1.</b>  <b>Father Emile and Father Alex have been visiting the classrooms and the children and teachers have really loved these visits.</b>  <b>The parish team are always invited to attend any of our celebrations and were able, attend.</b>  <b>Newsletters are shared between school and parish</b></p>	

	<b>Liz George attends all New Entrant meetings to explain the role of the parish in supporting their child's faith formation</b>	
The relationship between St John's School and other Catholic Schools will be nurtured and enhanced		
Actions	Responsibility	Timeframe
Staff to attend the Diocesan Dedication Mass at the beginning of the year.	Teachers	February 10 <sup>th</sup>
St John's will continue to be an active part of the North Shore Catholic Schools Kāhui Ako	Principal Co-lead ASL WSL	Ongoing
Teachers will attend the RE Cluster meetings	Teachers DRS	Ongoing as rostered
Sharing and visiting other Catholic schools will be encouraged	Teachers	CRT time Ongoing
The principal and deputy principal will participate in Catholic professional learning groups	Principal DP	Ongoing as rostered
Catholic Schools Day will be celebrated with another Catholic School	Teachers DRS	Ongoing as rostered
We will participate in the Catholic Schools Cross Country	Principal Sport Co-ordinator	
We will participate in the Annual Catholic Proclaimer of the Word competition	Principal DRS	
<b>Achievement</b>	<b>Teachers attended the annual Dedication Mass and several received certifications for their ongoing study.</b> <b>Our school remains an active part of the North Shore Kahui Ako. The Principal is now the co-leader of this group, we have 2 Across School Leaders (ASL) and 2 Within School Leaders (WSL)</b> <b>The Principal and Deputy participate in Catholic PLG groups.</b> <b>The Principal sits on the Auckland Catholic Primary Principals Executive Committee.</b> <b>Teachers have participated in online RE PD facilitated by the Diocese</b> <b>Catholic Schools Day was celebrated with a beautiful online liturgy due to Covid restrictions.</b>	
The Liturgical Year will be a key focus of the Religious Education Programme		
Actions	Responsibility	Timeframe
Holy Week and Easter focus will be taught	DRS Teachers	Term 1; Week 9-10
Rosary focus will be taught	DRS Teachers	Term 4; Week 1-2
Advent and Christmas focus will be taught	DRS Teachers	Term 4; Week 7 and Weeks 8-9
Liturgical celebrations to take place throughout the year <ul style="list-style-type: none"> <li>● <b>Jesus picnic</b></li> <li>● <b>Exodus Journey</b></li> <li>● Rangitoto Team Christmas Show</li> <li>● <b>Easter Liturgy</b></li> <li>● Reconciliation in Lent and Advent</li> <li>● Blessing of the Advent Wreaths</li> </ul>	DRS Teachers	Ongoing

<ul style="list-style-type: none"> <li>• First Holy Communion</li> <li>• Confirmation</li> <li>• <b>Baptism (may occur)</b></li> </ul>		
<b>Achievement</b>	<p><b>Holy Week and Easter were remembered with a beautiful Liturgy planned and performed by the Year 6 students. Whanau and parish were invited to attend.</b></p> <p><b>Our DRS has worked with the parish to support several families through the sacrament of Baptism. This sacrament has taken place during school time with the candidate's classes in attendance. We are very pleased with the response to this very special programme. This support will continue throughout the year</b></p>	
Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge		
Actions	Responsibility	Timeframe
DRS will facilitate or lead one teacher meeting on RE PD per term	DRS	Termly as rostered
Teachers will attend the RE Cluster meetings where applicable	Teachers	Termly as rostered
Going Deeper will be used for prayer focus at admin meetings to support faith formation and Catholic Character professional development	DRS	Ongoing weekly
Two teachers will complete Living Life to the Full course on Catholic Spirituality	DRS	TBC
<b>Achievement:</b>	<p><b>Going Deeper Programme continues to be used by teachers.</b></p> <p><b>Teachers continue to participate in RE PD Cluster meetings either face to face or Zoom meetings.</b></p> <p><b>Our DRS led a teacher meeting on The Saints strand.</b></p>	
Catholic traditions and rituals will be celebrated together as a community		
Actions	Responsibility	Timeframe
<p>Whole school liturgies will be celebrated for</p> <ul style="list-style-type: none"> <li>• <b>Ash Wednesday liturgy</b></li> <li>• <b>St Joseph Mass</b></li> <li>• <b>St John the Baptist Mass</b></li> <li>• Feast of St Mary of the Cross Liturgy</li> <li>• Assumption of Mary Mass (not in 2021 – Sunday)</li> <li>• Graduation Mass</li> </ul>	DRS	Ongoing as rostered
<b>Achievement</b>	<p>St Josephs Day was celebrated in Term 1.</p> <p>St John the Baptist Day Mass was celebrated in Term 2 with guests from CDA in attendance</p>	

# Hauora- Wellbeing

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

Growth mindset will be taught, encouraged, and modelled

Actions	Responsibility	Timeframe
<b>Teacher meeting PD will be organised</b>	SLT	Term 2
External PD will be organised	SLT	TBC
Teachers will model growth mindset	Teachers	Ongoing
Teachers will plan and teach explicit lessons on growth mindset	Teachers	Ongoing
Growth mindset visuals will be displayed in the classroom	Teachers	Ongoing

<b>Achievement</b>	<b>Teachers continue to model Growth Mindset in classrooms and through our curriculum concept of Aumangea and PB4L programme. A staff meeting was held on Neurodiversity in Term 2. Growth mindset continues to be integrated into all teaching and learning; however, other interventions have been adopted to meet the explicit needs of students.</b>	
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Students will be instructed and encouraged in practices of caring for self and others

Actions	Responsibility	Timeframe
Teacher meeting PD	TIC Cool Schools	Term 1(changed to Term 2)
Cool School programme will be taught	Teachers	Term 1
Peer mediators will be trained and rostered on duty for lunch times	TIC Cool Schools	Term 1 Ongoing
Keeping Ourselves Safe/Kia Kaha Programme will be taught	Principal Teachers Police Education Officer	TBC
PB4L Matrix will be introduced with accompanying specific lessons	PB4L Lead team Teachers	

<b>Achievement</b>	<b>Peer Mediators have been trained by lead teacher and are rostered on duty at lunch times PB4L is being used by all teachers in classrooms. Cool Schools meeting was held in Term 2 for student mediators as well as staff.</b>	
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Our bi-cultural heritage will be acknowledged and celebrated

Actions	Responsibility	Timeframe
Two teachers will take responsibility for leading Te Reo, Te Ao and Tikanga Māori in our school	TIC Māori	Ongoing
All Māori students will be priority learners	SLT Teachers	Ongoing
Senior Kapa Haka will be offered for Year 4-6 Students	TIC Kapa Haka	Ongoing
Official visitors will be welcomed by powhiri	SLT TIC Kapa Haka	Ongoing
Children and Teachers new to our school will be	TIC Kapa Haka	Ongoing



welcomed by powhiri twice per term		
Senior Kapa Haka will take a lead role in school powhiri	TIC Kapa Haka	Ongoing
Senior Kapa Haka will participate in the Kāhui Ako Cultural Festival	TIC Kapa Haka	Term 2
Senior Kapa Haka will participate in the Onepoto Cultural Festival	TIC Kapa Haka	Term 4
Senior Kapa Haka uniforms will be purchased	TIC Kapa Haka	Term 2
Junior Kapa Haka will be offered for Y1-3 students	TIC Kapa Haka	Ongoing
Junior Kapa Haka will participate in the MBPS Matariki Festival	TIC Kapa Haka	Term 3
Students will be instructed in marae protocol	TIC Kapa Haka Teachers	Ongoing
Students will experience and participate in the powhiri process	Teachers	Ongoing
Students will be given an opportunity to visit a marae	SLT TIC Kapa Haka	TBC
<b>Achievement</b>	<p><b>Two teachers have taken responsibility for leading Te Reo, Te Ao and Tikanga Māori in our school</b></p> <p><b>All Māori students are priority students and have a focus of a teacher meeting led by the principal.</b></p> <p><b>Senior Kapa Haka is offered to Year 4-6 Students and is being led by a Maori Student Leader from Rosmini who is supported by Mrs Mountjoy and many of our teachers.</b></p> <p><b>Junior Kapa Haka, led by Mrs Mountjoy, has commenced and has excellent whanau support.</b></p> <p><b>Faher Emile was welcomed by powhiri at the beginning of the term.</b></p> <p><b>Children and Teachers new to our school are welcomed by powhiri twice per term</b></p> <p><b>Senior Kapa Haka will take a lead role in school powhiri</b></p> <p><b>All students and staff experience powhiri twice per term</b></p> <p><b>Our Kapa Haka performed at the Kahui Ako cultural festival at Rosmini in Term 2 and were also asked to perform at Kristin's Matariki Evening.</b></p>	
Our multicultural community and society will be acknowledged and celebrated		
Actions	Responsibility	Timeframe
All Pacifica students will be priority learners	SLT Teachers	Ongoing
The outdoor classroom will be refurbished to reflect our multicultural community	SLT BOT	Term 2-3
<b>Achievement</b>	<p><b>Pacific students are identified and are recorded as a priority focus</b></p> <p><b>A teacher who is leading the "beautification of our school project" has begun the process of culturally embellishing our outdoor classroom (on hold due to Covid)</b></p> <p><b>A school artwork of a large Waka was created by all students for our Feast Day celebrations.</b></p>	
Staff, students, and whanau will be given opportunities for social outreach		
Actions	Responsibility	Timeframe
A school Social Outreach overview will be	DRS	Ongoing as rostered

formulated and followed including;	SLT	
<ul style="list-style-type: none"> <li>• Caritas Lenten Appeal</li> <li>• Daffodil Day</li> <li>• Cans for Christmas</li> <li>• Gumboot Day</li> <li>• Child Cancer Foundation</li> <li>• Loud Shirt Day</li> </ul>		
Groups will visit Hugh Green Rest Home	TIC Choir	Ongoing
Houses will prepare a food bank donation for the parish St Vincent de Paul group as part of one of their house masses. The DRS will advise what is of high priority	DRS Teachers	Ongoing as rostered
Parish food bank request will be included in school newsletter	Office secretary	As requested
Grandparents Day will be held at school	SLT Teachers	21 <sup>st</sup> May
Students will organise and participate in the annual Mission Fair on the Friday before Mission Sunday	DRS	Term 4, Friday before Mission Sunday
The school will respond to calls for outreach from the Diocese	DRS	As requested
<b>Achievement</b>	<b>Families donated used clothing and toys for dePaul house. Grandparents day was a great success. Visits to the Rest home and Mission Fair Day were cancelled due to Covid Restrictions.</b>	
Students will develop their sense of belonging to the school through shared practices and experiences and the development of communities within the school community		
Actions	Responsibility	Timeframe
Teachers will provide opportunities for students to participate in shared experiences at a class, year, team, house and school level	Teachers	Ongoing
The house system will continue with the aim of strengthening sense of whanaungatanga	SLT	Ongoing
Houses will meet twice termly (during Mass time)	DRS Teachers	Ongoing as rostered
Teachers will prepare activities for the house hui	Teachers	Ongoing
Houses banners will be made displaying the house colour and name	SLT	Term 1-2
Students will continue learn about the legacy their house is named after	SLT Teachers	Ongoing
Staff will be allocated a house	SLT	On appointment and reviewed annually
Each teacher will be given an A3 house poster to display in their classroom	DP SLT	Term 1-2
<b>Achievement</b>	<b>Teachers provide opportunities for students to participate in shared experiences at a class, year, team, house, and school level The house system continues to provide a sense of whanaungatanga for students and staff. The students continue to learn about the legacy that their house is named after</b>	

	<b>House banners have been designed and are being made in time for our jubilee. House banners have been made and house teams have held house huis</b>	
St John's School will grow leaders		
Actions	Responsibility	Timeframe
House Captains will be elected by the students at the end of 2020 Term 4, for Terms 1 and 2, and 2021 Term 2, for Terms 3 and 4	TIC House System	End of Term 2 and 4
Year Six leaders for Term 1 and 2 will be inducted at the Graduation Mass	Principal TIC House System	End of term 4
Year Six leaders for Term 1 and 2 will be acknowledged and thanked at the final assembly in Term 2	Principal TIC House System	End of Term 2
Year Six leaders for Term 3 and 4 will be inducted at the final assembly in Term 2	Principal TIC House System	End of Term 2
Year Six leaders for Term 3 and 4 will be acknowledged and thanked at the Graduation Mass	Principal TIC House System	End of term 4
Young MacKillops will be selected from Year Six at the end of 2020 Term 4, for Terms 1 and 2, and 2021 Term 2, for Terms 3 and 4	DRS	End of Term 2 and 4
Ambassadors will be selected from Year Six at the end of 2020 Term 4, for Terms 1 and 2, and 2021 Term 2, for Terms 3 and 4	Principal	End of Term 2 and 4
Year Six leaders will attend Annual Young Leaders Day	TIC Year 6 leaders	TBC (Cancelled due to Covid)
<b>Achievement</b>	<b>House Captains have been elected by the students at the end of 2020 Term 4, for Terms 1 and 2</b> <b>Year Six leaders for Term 1 and 2 were inducted at the Graduation Mass</b> <b>Young MacKillops have been selected from Year Six at the end of 2020 Term 4, for Terms 1 and 2.</b> <b>Ambassadors will be selected from Year Six at the end of 2020 Term 4, for Terms 1 and 2.</b> <b>Year 6 leaders for terms 1 and 2 were thanked and celebrated at an assembly at the end of Term 2. At this same assembly the the Term 3 and 4 leaders were sworn in with a special blessing.</b>	
New Entrant students and whanau will be supported in effective and positive transition processes into school		
Actions	Responsibility	Timeframe
Parents will identify which preschool was attended where applicable	Principal's PA	On enrolment
Parents will be sent dates for New Entrant meetings and visits at least a month in advance	Principal's PA	Ongoing as rostered
Parents will attend a New Entrant Information meeting	Principal	Ongoing as rostered
A parent information booklet will be distributed to new parents	Principal	At scheduled meeting prior to starting
Parents will be introduced to key staff as part of the	Principal	At scheduled meeting

New Entrant meeting including; Principal, Deputy Principal, DRS, Rangitoto Team leader, SENCO, Parish representative and office staff.		prior to starting
New Entrant parents will be offered a tour around the school by the ambassadors	Principal	At scheduled meeting prior to starting
New Entrant students will be encouraged to attend two "Little John's" sessions led by Rangitoto Team Leader.	Rangitoto Learning Leader	Ongoing as rostered
Stationery lists will be distributed at the New Entrant Parent Meeting (for children not starting at the beginning of the school year) and will be available for purchase/collection when the students are attending Little John's.	Office secretary	As scheduled prior to starting
<b>Achievement</b>	<p><b>Parents identify which preschool was attended where applicable</b></p> <p><b>Parents are sent dates for New Entrant meetings and visits at least a month in advance</b></p> <p><b>Parents have attended a New Entrant Information meeting for students starting school in Term 1 and Term 2 cohort intakes. For cohorts beginning school later in the year, these meetings were held via Zoom.</b></p> <p><b>A parent information booklet (Welcome to the family) is distributed to all new parents</b></p> <p><b>Parents are introduced to key staff as part of the New Entrant meeting including; Principal, Deputy Principal, DRS, Rangitoto Team leader, SENCO, Parish representative and office staff</b></p> <p><b>New Entrant parents are offered a tour around the school by the ambassadors</b></p> <p><b>New Entrant students have attended two "Little John's" sessions led by Rangitoto Team Leader.</b></p> <p><b>Stationery lists are distributed at the New Entrant Parent Meeting (for children not starting at the beginning of the school year) and will be available for purchase/collection when the students are attending Little John's.</b></p>	
Students will be supported in effective and positive transition processes from Year 6 to Year 7		
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>
School will pass on any transition and enrolment information given to us by Year 7 schools to parents	Waitematā Learning Leader Year 6 teachers Office Secretary	Term 3-4
Transition forms will be completed and submitted in a timely manner	Year 6 teachers	Term 4
Year 6 teachers will meet with Year 7 representatives to pass on relevant information	Year 6 teachers DP	Term 4
The SENCO will work with SENCOs from Year 7 schools to pass on information of students with additional needs	SENCO	Term 4
Transition visits will be organised for students to visit Year 7 schools if required	Year 6 teachers DP	Term 4
Opportunities will be made for representatives from Year 7 to meet and observe students with additional needs if required	Year 6 teachers	Term 4
Year 7 student representatives from Carmel and Rosmini will speak to Year 6 children	Year 6 teachers	Term 4
Year 6 students will have the opportunity to attend	Principal	Term 3-4

transition and orientation events at Year 7 schools	Year 6 teachers	
<b>Achievement</b>	<b>St John's liaised with Carmel College to set up an extra induction evening for whanau of Year 6 girls attending Carmel in 2022 as our students were on camp during the usual dates. Our SENCO and Year 6 teachers work with the High Schools on transition of students with additional needs.</b>	

# Ako- Learning

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

Priority learners will be identified and supported through the school's additional needs programme		
Actions	Responsibility	Timeframe
Teachers will complete and update Additional Needs register on etap termly	Teachers	Termly Week 8
Learning Support Assistants (LSA) will be employed and allocated based on student need	Principal SENCO	Ongoing beginning Week 2 Term 1
Teachers will plan weekly for LSA	Teachers	Ongoing weekly
LSA will feedback to the teachers on student progress and achievement and any concerns	LSA	Ongoing weekly
SENCO will implement PD for LSA	SENCO	Ongoing
LSA will participate in professional learning meetings at least once a term to build on their knowledge and skills	SENCO LSA	Termly
Lead teacher responsible for ESOL will be employed 0.2	Principal	Annually
ESOL identification forms will be completed as required	Teachers	As required
Students will receive targeted ESOL lessons	TIC ESOL ESOL LSA Teachers	Ongoing weekly
Class teachers and ESOL LSA will liaise on student needs	TIC ESOL ESOL LSA Teachers	Termly
SENCO will complete Reading Recovery training	SENCO	Ongoing as scheduled
Another teacher will undertake reading Recovery training	Teacher	Ongoing as scheduled
The Reading Recovery programme will be undertaken	SENCO	Ongoing
<b>Achievement</b>	<p><b>Additional Needs Registered updated information for Term 1 complete Learning Support Staff have been allocated priority learners to support in class and for special out of class programmes. Teachers work closely with LSAs to plan for priority learners. LSA's are provided with training on new programmes and two LSA's have initiated PD for themselves to better support their learners. This is an ongoing process throughout the year.</b></p> <p><b>We continue to have a led teacher for ESOL. This teacher is an essential asset and has provided workshops for teachers, initiated and created cultural boxes for use in all classrooms, liaises with whanau and works intricately with ESOL learning support staff to develop a highly effective ESOL programme. A trip to the Van Gogh Live show has been planned for the first week of Term 2 for ESOL children. There has been a great parent helper response from the ESOL community for this activity.</b></p> <p><b>Our SENCO continues to work toward completing her Reading Recovery training which was postponed due to Covid interruptions. We also another teacher in training for Reading Recovery this year and the</b></p>	

	<b>programme is up and running.</b>		
Local curriculum will be developed			
Actions	Responsibility	Timeframe	
Teacher meeting will be held to 'unpack' the Local Curriculum documents	TIC Curriculum	Termly	
Principles of local curriculum development will be a factor when designing termly curriculum foci and learning experiences	TIC Curriculum Curriculum team Teachers	Termly	
An annual theme will be selected	TIC Curriculum Curriculum team	Annually Term 4	
<b>Achievement</b>	<p><b><i>This goal has been put on hold due to the NZ curriculum being reviewed by MOE in 2022.</i></b></p> <p><b><i>We currently have a robust local curriculum but would rather wait until the nationwide review is complete before updating our curriculum.</i></b></p> <p><b>Our schoolwide local curriculum focus this year is Aumangea (Resilience)</b></p> <p><b>A curriculum team has been formed, led by our teacher in charge of Curriculum.</b></p> <p><b>The local curriculum review for teachers began on our Teacher only day 11 August. Teachers visited sites of interest on the North Shore with follow up workshop on how we can integrate these locations into our curriculum delivery. Our Curriculum Leader will continue to lead our school on further developing our local Curriculum</b></p>		
Student voice will be utilised in the selection of inquiry foci and school wide themes			
Actions	Responsibility	Timeframe	
TIC Curriculum will seek student voice from students to be used when making decisions around curriculum foci and learning experiences	TIC Curriculum	Termly	
Teachers will provide opportunities for students to give feedback during and after topic theme teaching	Teachers	Summation of topics and units	
<b>Achievement</b>	<b>Students are regularly surveyed to gather their ideas and to inform our future planning.</b>		
All students will participate in instruction of Te Reo and Te Ao Māori			
Actions	Responsibility	Timeframe	
Students will receive instruction in te reo and tikanga Māori by TIC of Māori and classroom teacher.	TIC Māori Teachers	Ongoing	
Teachers will incorporate te reo and te ao Māori in their curriculum planning	Teachers	Ongoing	
Te reo resources will be purchased	TIC Te Reo	Term 1-2	
A teacher meeting will be held to upskill teachers in te reo, tikanga and te ao Māori	SLT TIC Te Reo External provider	Term 2	
Teachers will incorporate explicit teaching of te reo Māori in their classrooms	Teachers	Ongoing	
A progression continuum will be formulated to identify learner expectations at Year 1-6	SLT TIC Te Reo	Term 2	
<b>Achievement</b>	<b>Students are receiving instruction in te reo and tikanga Māori by TIC of</b>		

<p><b>Māori and classroom teacher.</b>  <b>Teachers are incorporating te reo and te ao Māori in their curriculum planning and in classroom teaching</b>  <b>Te reo resources have been created and purchased</b>  <b>Teachers had support around mihi and pepeha on Teacher only day.</b>  <b>Teachers and leaders are beginning the process of upskilling their knowledge of te reo and tikanga</b>  <b>This programme has continued and with the support of our new Kaumatua our learning of Tikanga and Powhiri is constantly increasing.</b></p>		
Digital Technology Curriculum will be implemented		
Actions	Responsibility	Timeframe
Resources will be purchased to support and enhance the use of digital technology teaching in the classroom	TIC e-learning	Ongoing
Schoolwide overview of digital technology expectations will be formulated in line with curriculum guidelines	TIC Curriculum TIC e-learning	Term 3
A Digital technologies Tool kit will be developed	TIC e-learning TIC Curriculum Teachers	Term 3
Integrated planning will identify where digital technologies are utilised and developed	TIC Curriculum Teachers	Ongoing
<b>Achievement</b>	Teachers continue to plan for and implement digital technology curriculum. During lockdown the digital platform was well utilised to support students learning and to assist communication. Several new tools were introduced, Seesaw, Zoom, Google Meet	
Religious Education Programme will be implemented, aligned to the Religious Education Bridging Document		
Actions	Responsibility	Timeframe
RE will be taught four times a week and given priority time	Teachers	Ongoing
The RE Bridging Document will be used for the planning and teaching of the RE programme	Teachers	Ongoing
Teachers will specifically plan for differentiation	Teachers	Ongoing
RE Advisors will provide PD at teacher meetings	DRS	As required
A teacher meeting on RE will be held each term	DRS	Termly
A bi-annual overview will be followed and reviewed at the end of the year	DRS Teachers	Ongoing
Faith Alive will be used as a resource to support the teaching of RE	Teachers	Ongoing
<b>Achievement</b>	<p><b>RE is taught during priority learning time whenever possible, four times per week.</b>  <b>The RE Bridging document is used for planning and teaching of the RE programme</b>  <b>Teachers plan for differentiation in RE</b>  <b>Teacher only day our DRS led a RE workshop</b>  <b>Faith Alive continues to be used as a resource to support the teaching of RE.</b>  <b>The RE advisors from the Diocese have provided online PD during lockdown. The focus was on Mary.</b></p>	
Assessment and evaluation in Religious Education will be reviewed		



Actions		Responsibility	Timeframe
Current school practices for assessment will be reviewed		DRS	Term 3
Current school practices for reporting will be reviewed		DRS DP	Term 3
Collection of best practice will be gathered from RE advisors and other schools		DRS	Term 3
An assessment and evaluation of Religious Education statement will be formulated		DRS	Term 3
Seesaw will be used to capture learning in RE		Teachers	Term 1 onwards
Teachers will use pre-assessments to aid in planning		Teachers	Ongoing
Summative assessments of knowledge and affective domain will be completed at the end of each strand		Teachers	Ongoing
<b>Achievement</b>	<b>See Saw is well used to capture real time learning in RE, particularly, in the Junior school and during lockdown.</b>		
Sexuality education will be reviewed, and a schoolwide programme implemented			
Actions		Responsibility	Timeframe
The new Relationship and Sexuality Curriculum will be introduced and taught in line with the Catholic Perspective of Sexuality.		TIC curriculum DRS	Ongoing
An overview will be formulated for Years 1-6		DRS TIC curriculum Trained teachers	Term 2
A programme statement will be written		DRS TIC curriculum Trained teachers	Term 2
Resources will be collected and collated		DRS Trained teachers	Ongoing
Achievement			
Actions		Responsibility	Timeframe
A cycle of curriculum and school programme review will be established		TIC Curriculum	Term 4
One major curriculum review will be undertaken each year		TIC Curriculum	Term 3
One minor curriculum review will be undertaken each year		TIC Curriculum	Term 2
Achievement			
Reporting to parents' procedures and processes will be reviewed			
Actions		Responsibility	Timeframe
A termly newsletter will be sent home from each team conveying important team specific information and identifying the topics being taught in the term		Team Learning Leaders	Termly Week 1
Seesaw will be used to share learning with parents		Teachers	Ongoing
Review written report formats and timing		DP Teachers	Term 1
Information about assessment and reporting at St		DP	Term 1

John's will be expanded in the New Entrant information booklet			
Achievement	<p><b>Team communication during lockdown was exceptional. Seesaw is being used as one of our ways to communicate learning to whanau</b></p> <p><b>Written reports have been reviewed with the major change being that reporting of Writing will now be through the Learning Progression Framework and this information will be explicitly shared with whanau. Reporting using the Literacy Progression Framework for Writing was trialled at the end of Term 2. Parent information afternoons as well as online support was offered.</b></p> <p><b>End of Year reporting to parents has been significantly modified for 2021 due to the restrictions of Lockdown. Reports were not graded, rather a general comment was made in relation to the overall progress of the student. Parents were offered Zoom conferences with teachers to discuss learning and the way forward for students.</b></p>		
School Mathematics programme will continue			
Actions	Responsibility	Timeframe	
Prime will continue across all levels of the school.	Teachers	Term 1 ongoing	
An external advisor will provide professional development and support around testing and placement	TIC Curriculum	Term 1	
Teacher and course and books will continue to be purchased.	TIC Curriculum	Term 1 and ongoing	
Practice books will be added to the student stationery list	TIC Curriculum Office Secretary	Term 1	
The Mathematics programme will be revised to reflect review following initial implementation	TIC Curriculum	Term 2	
Mathematics assessment will be aligned to Prime and LPF. Jam, AsTTLe, GLOSS and IKAN can be used by the teacher if they want additional information	Teachers	Ongoing	
<b>Achievement</b>	<p><b>We continue to use Prime Mathematics in 2021. However, the Year 6 teachers have also implemented other programmes that support prime but also prepare the Year 6 learners for the transition to intermediate school.</b></p>		
Play Based Learning will continue			
Actions	Responsibility	Timeframe	
Year 1 will continue to run a playbased learning programme			
Year 2 and 3 will run a blended programme	Teachers	Ongoing	
Digital technologies will be developed and supported through play based learning	Teachers	Ongoing	
<b>Achievement</b>	<p><b>Blended Playbased Learning continues to be a key component in the Junior school learning programme. Playbased learning is blended into the 'Structured Literacy Programme'</b></p>		
ESOL Programme will continue			
Actions	Responsibility	Timeframe	
ESOL programme will continue with Lead Teacher and Learning Support Assistants	SENCO TIC ESOL	Ongoing	

<b>Achievement</b>	<b>Our ESOL programme is hugely successful with a teacher dedicated to lead this programme alongside two highly trained ESOL Learning Support Assistants. Students have achieved well with several graduating from the programme. Communication and engagement of whanau is really positive.</b>	
Staff will be given professional development opportunities which support the strategic direction of the school		
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>
Professional development priorities will be identified	SLT	Term 1
All teachers will take part in PD offered within meeting times	Teachers	Ongoing
Other PD which supports the strategic direction of the school will be promoted	SLT	Ongoing
Prior to attending individual PD, staff will complete a PD application stating the link to the PD priority and how the new knowledge will be distributed to other staff	Teachers	As required
The Principal and Deputy Principal will participate in external professional learning groups	Principal DP	Ongoing as scheduled
<b>Achievement</b>	<b>Teacher only day workshops offered RE, Te Reo Maori, Tikanga, Dance, Quality Teaching Practice. Teaching to the North East (Best Practice for Maori Learners) workshop PMP workshop PD has been undertaken by some teachers and LSAs Structured Literacy Programme workshops Principal attends 3 professional learning groups DP attends 2 professional learning groups RE PD ongoing throughout the year</b>	
Staff will be encouraged and expected to share best practice and professional development knowledge		
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>
Teachers will share best and next practice at teacher meetings and team meetings and informal workshops	Teachers	Ongoing
Teachers will be expected to share new knowledge following professional development	Teachers	As required
Teachers with curriculum or whole school responsibilities will lead teacher meetings when required	Teachers	As required
Teachers with curriculum or whole school responsibilities will present to the BOT in person or in writing when required	Teachers	As scheduled in BOT work plan
<b>Achievement</b>	<b>The ASL have led a teacher meeting for Learning Progression Framework and reporting in Term 1. And Term 2. Teachers with curriculum responsibility, ESOL, and SENCO have reported to the Board in person and/or by report.</b>	
Teaching staff will participate in collaborative inquiry groups		
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>
Kāhui Ako Within School Leaders (WSL) will attend meetings with other WSL within the Kāhui Ako	WSL DP	Ongoing and as required- dates set by lead Principal and Across School Leaders

All teachers will be part of a collaborative inquiry (CI) PLG within the school	Teachers	Ongoing
Collaborative Inquiry foci will be aligned to school strategic goal and Kāhui Ako workstreams	WSL Teachers	Ongoing
<b>Achievement</b>	<b>Collaborative Inquiry has focused on LPF this year and has been led by our Within School Kahui Ako Leaders. The Learning Progression Framework has proven to be a successful tool for teaching and learning and we have reported on Writing to families and Board using this tool (PACT).</b>	

# Taiao- Environment

To provide a well-resourced, future focussed learning environment

Access and utilisation of storage and work spaces in the school will be reviewed		
Actions	Responsibility	Timeframe
Storage spaces will be assessed and optimised to minimise space used	Principal DP	TBC
Staff work spaces will be assessed and optimised to provide space for all staff to work	Principal DP	TBC
Key audit will be undertaken to ensure staff have correct access	DP Caretaker	Term 2
Achievement	<b>The CDA have begun the process of refurbishing our administration area therefore actions planned for optimising space will not be required.</b>	
The cycle of new classroom furniture and furnishing purchasing will continue		
Actions	Responsibility	Timeframe
New furniture will be purchased Room 2	Principal	Term 1
<b>Achievement</b>	<b>New furniture has been purchased for Room 2.</b>	
A programme of blinds and curtain installation will be implemented		
Actions	Responsibility	Timeframe
Blinds and/or curtains have been purchased for four classrooms (1, 2, 3 and 10 and Principals office)	Principal	Term 1
<b>Achievement</b>	<b>Blinds have been purchased and installed in the above areas.</b>	
ICT Infrastructure will continue to be supported and developed		
Actions	Responsibility	Timeframe
New Era will be contracted to provide on and off site support	BOT	Ongoing
An ICT budget will be formulated	DP	Term 1
A CSA will be appointed	Principal	Term 1
<b>Achievement</b>	<b>A Teacher in charge of CSA has been appointed.</b>	
The cycle of digital device purchasing will continue		
Actions	Responsibility	Timeframe
Chromebooks will be purchased to replace completed leases.	DP	Term 1
<b>Achievement</b>		
BYOD will continue to be supported across the Senior school (years 4-6)		
Actions	Responsibility	Timeframe
Information letters will be sent out to inform parents about the option of BYOD in Years 4-6	DP	Term 1 and 4
BYOD agreements will be signed by students in Year 4-6 if wishing to BYOD	DP	Term 1

Secure storage will be provided in classrooms	DP Teachers	Term 1 and as required
<b>Achievement</b>	<b>BYOD is up and running with all necessary documentation completed</b>	
The programme of renewing classroom devices will continue		
Actions	Responsibility	Timeframe
TVs will be purchased for remaining classrooms as needed	DP	As required
<b>Achievement</b>	<b>TV have been installed in all classrooms as required and in the Principals office.</b>	
Teaching staff will hold responsibility for curriculum resources.		
Actions	Responsibility	Timeframe
Teachers will be allocated budget responsibilities	Principal Teachers	Annually
Budgets will be monitored by TIC	Teachers	Ongoing
Teachers will seek approval for purchasing as required by the TIC budget	Teachers	Ongoing
<b>Achievement</b>	<b>Teacher in charge of Reading has purchased junior readers to support 'The Structured Literacy' Programme that the Junior school is moving toward. PMP equipment has been reviewed and some new pieces purchased (Giddy Diddy)</b>	
A cycle of review and culling of resources will be established		
Actions	Responsibility	Timeframe
LSA with responsibility for resources will continue to review and cull resources	LSA Resources	TBC
<b>Achievement</b>	<b>Culling is ongoing throughout the year.</b>	
School identity and Special Character will be evident and prominent through signage and iconography		
Actions	Responsibility	Timeframe
Information on the house namesakes will be communicated and displayed for 2021	DP TIC House system	Term 1 ongoing
Banners will be made to represent the school houses	Principal DP TIC House system	Term 1
<b>Achievement</b>	<b>Children and Staff have participated in learning about our namesakes and our House Patrons.</b>	
Environmentally aware and sustainability practices will be investigated		
Actions	Responsibility	Timeframe
The Senior students will participate in the Garden to Table programme	Waitematā Team Teachers	Ongoing
Students will have the opportunity to participate in recycling initiatives	Teachers	Ongoing
School recycling procedures will be reviewed	TIC Sustainability Teachers	Term 1

	Caretaker	
School staff will consider the environment and sustainable options when making property decisions	Staff	Ongoing
LED lights will be used when replacements are required	Caretaker	As required
Managed printing will be employed to reduce paper wastage	DP	Term 2
BOT will consider the environment and sustainable options when making property decisions	BOT	As required
PD will be undertaken on zero waste	TIC Sustainability	TBC
Student session will be facilitated on zero waste	TIC Sustainability	TBC
<b>Achievement</b>	<b>A Learning support teacher with responsibility for Garden to Table has been appointed and will commence first week of Term 2.</b>	
A natural planting programme will be developed and implemented		
Actions	Responsibility	Timeframe
Bank outside Rooms 4, 5 and 6 will be planted out	Principal Caretaker BOT	TBC
Bank above the end of the swimming pool will be further planted out	Principal Caretaker BOT	TBC
Achievement		

