

ST JOHN'S SCHOOL

Te Kura o Hato Hoani
MAIRANGI BAY, AUCKLAND



School Plan
2022

Important Dates 2022

TERM DATES 2022

Term 1	Thursday 3 rd February to Thursday 14 th April (11 weeks -104 half days) <i>Teacher only Days 1st and 2nd February (These days are compulsory for all teachers)</i> PUBLIC HOLIDAYS: Waitangi Day (Observed Monday 7 th February) (Good Friday 15 th April, Easter Monday 18 th April and ANZAC Day 25 th April fall within the school holidays.)
Term 2	Monday 2 nd May to Friday 8 th July (10 weeks – 96 half days) <i>Teacher only day 3rd June (This day is compulsory for all teachers)</i> PUBLIC HOLIDAYS: Queen's Birthday 6 th June and Matariki 24 th June.
Term 3	Monday 25 th July to Friday 30 th September (10 weeks – 100 half days)
Term 4	Monday 17 th October to Wednesday 14 th December* (10 weeks –84 half days) PUBLIC HOLIDAYS: Labour Day 24 th October. * so that school has been open for instruction for 384 half days.

ADDITIONAL DATES TO DIARY

- Catholic Schools Dedication Mass – Tuesday 1st March, 4:00pm – Christ the King Church, Ōwairaka. All teachers are expected to attend this Mass and Support Staff are most welcome. This year is will be live streamed to the Owairaka Parish Facebook page (Meet in staffroom).
- Ash Wednesday 2nd March
- EOTC Week Monday 28th February – Friday 4th March
- Feast of St Joseph 19th March (celebrated on 18th or 22nd March in 2022 due to falling on a weekend)
- School Swimming Sports Tuesday 23rd March TBC
- Schoolwide Dance programme 28th March- 1st April
- Science Roadshow Tuesday 24th May
- Kāhui Ako Cultural Festival Thursday 2nd June TBC
- Feast of St John the Baptist 24th June (celebrated on 23rd June in 2022 due to Matariki)
- Feast of St Mary of the Cross Monday 8th August (Liturgy in hall)
- Feast of the Assumption Monday 15th August (Mass)
- FDDO Day 2nd September (Friday)
- School photos- Individual/Class 6th September
- School photos- Sports/Siblings 7th September
- Waitemata Performing Arts 12th-16th September
- Mission Fair Friday 21st October
- School Athletics Wednesday 16th November TBC
- Blessing of the Advent Wreaths 25th November (Liturgy in church)
- Rangitoto Christmas Show Term 4 Week 7 (Dec 1st)
- Graduation Mass Wednesday 7th December TBC



ST JOHN'S SCHOOL

— Te Kura o Hato Hoani —

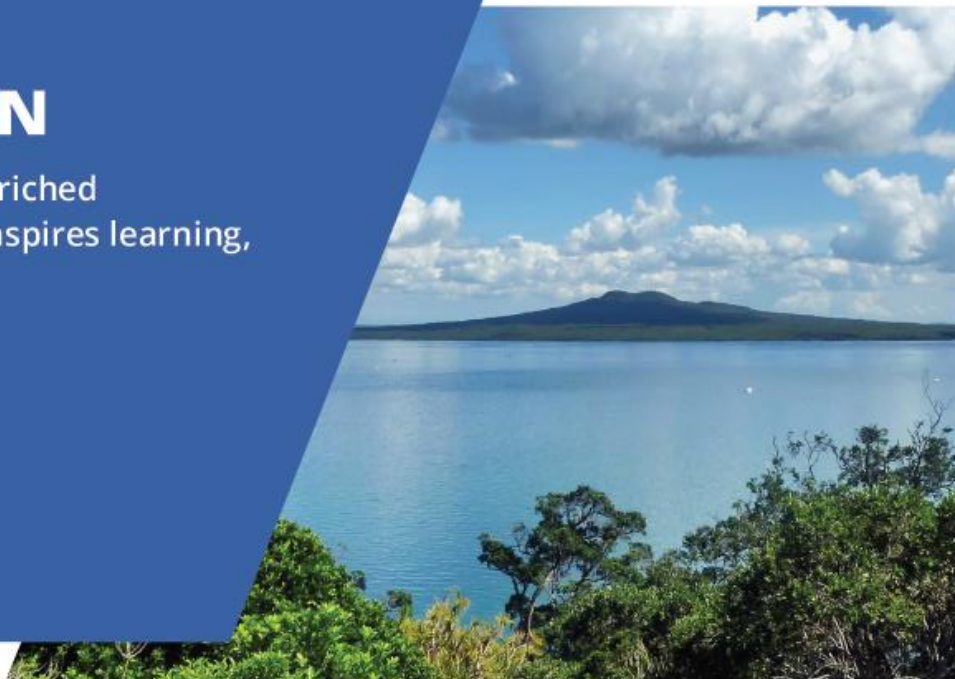
MAIRANGI BAY, AUCKLAND

TĀTOU KAUPAPA OUR MISSION

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

TĀTOU MOEMOEAE OUR VISION

Together in Christ,
we excel, we celebrate.



He Taonga ō te Wairua OUR CHARISM

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

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

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

Tikanga ā Ahurea CULTURAL RESPONSIVENESS

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

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

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

Tātou Mahi - OUR GOALS

Whakapono FAITH

To nurture and celebrate our Catholic Character and Faith.

Hauora WELLBEING

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

Ako LEARNING

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

Taiao ENVIRONMENT

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

TĀTOU WHANONGO PONO OUR VALUES



TĀTOU MAHI - OUR GOALS



Whakapono FAITH

To nurture and celebrate our Catholic Character and Faith.

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

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

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

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

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



AKO LEARNING

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

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

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

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

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

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



Hauora WELLBEING

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

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

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

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

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

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



TAIAO ENVIRONMENT

To provide a well-resourced, future focussed learning environment

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

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

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

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

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

Strategic Plan 2020-2023



To nurture and celebrate our Catholic Character and Faith

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

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

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 – 2022	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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St John's students will have a sense of belonging to a community to which they can contribute locally and globally. They will develop an awareness of the impact their actions, and the actions of others, have on society and the environment. They will develop an understanding that their actions can make a positive difference.

Tēnei tau – 2022	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.

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

Tēnei tau – 2022	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 in line with new Relationships and Sexuality Education curriculum.</p> <p>Prime Mathematics programme will continue to be implemented.</p> <p>Play inspired learning will be reviewed ESOL programme will be reviewed Structured Literacy will be investigated</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>

Strategic Plan 2020-2023



To provide a well-resourced, future focussed learning environment

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

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

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

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

Tēnei tau – 2022	Nga tau kei te heke mai - Future years
<p>Access and utilisation of storage and work spaces in the school will be reviewed</p> <p>The Administration Block will be upgraded</p> <p>The cycle of new classroom furniture and furnishing purchasing will continue</p> <p>A programme of blinds and curtain installation will continue</p> <p>ICT Infrastructure will continue to be supported and developed</p> <p>The cycle of digital device purchasing will continue</p> <p>BYOD will be supported across the Senior school</p> <p>The programme of renewing classroom devices will continue</p> <p>Teaching staff will hold responsibility for curriculum resources.</p> <p>A cycle of review and culling of resources will be established</p> <p>School identity and Special Character will be evident and prominent through signage and iconography</p> <p>Environmentally aware and sustainability practices will continue</p> <p>The Garden to Table project will be further embedded in the Waitematā Team</p> <p>A natural planting programme will be developed and implemented</p>	<p>Administration area will be reviewed and updated (in conjunction with the Catholic Diocese)</p> <p>The library and resource area will be optimally utilised</p> <p>Modern learning pedagogy will be supported through classroom furnishings</p> <p>A programme of blinds and curtain installation will be continued</p> <p>ICT Infrastructure will continue to be supported and developed</p> <p>Modern learning pedagogy will be supported with digital devices</p> <p>Resources will be reviewed and culled</p>

Kahui Ako

In 2022, St John's School will continue to actively promote our collaboration in the North Shore Catholic Kāhui Ako (Community of Learning- COL).

North Shore Catholic Kāhui Ako - Strategic Plan			
Vision	A Catholic education that develops learners for life who can successfully navigate their own learning pathways .		
Rationale behind the vision	Ongoing commitment to academic excellence through holistic development of core competencies, founded on Catholic faith. Emphasis on student agency, their self-determined definition of success and an adaptive, culturally responsive learning environment.		
Strategic Goals	Clear learning pathways within and between schools	Sharing of expertise and effective teaching practice	Engagement through effective partnerships with the wider 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"> 1. Develop a common understanding of learner progression 2. Define shared learner profiles and aligned pathways (including a 'graduate' profile) 3. Define and agree stages to becoming a self-directed learner 4. Improved transitions between schools at Y6/7 and between year levels within schools. 5. Shared language of learning. 	<ol style="list-style-type: none"> 1. Identification of domains of expertise within Kāhui Ako 2. Build further expertise in leading learning for adults 3. Operating model to facilitate sharing of expertise 4. Sharing outside expertise with Kāhui Ako funding. 5. Providing opportunities for focused shared PD. 6. Culturally responsive pedagogies. 	<ol style="list-style-type: none"> 1. Parent education on supporting learning 2. Empowering teachers to build positive learning focused relationships 3. Communication expectations within community based on common values (gospel based /mana enhancing) 4. Build community with more student interaction between schools.

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

Targets and Goals 2022

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 and Reading

Teachers will continue to develop an understanding of the Learning Progression Framework to enable them to assess and moderate Writing and Reading 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 led by Kahui Ako Within School Leaders

Kāhui Ako Work Stream Three- Community:

Hauora and whanaungatanga

St John's Goal 3 – Well being value

The school will strengthen student capability to express and regulate 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 mid-year 2021 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 2021.

It is the school's goal that **target students will progress two or more sublevels by Mid-Year 2022 in their identified curriculum area. (Due to Covid interruptions – additional children may be identified on return to school 2022)**

Target Reading groups; Year 4 (7 students), Year 5 (4 students)

Target Writing groups; Year 4 (5 students), Year 5 (17 students) and Year 6 (8 students).

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

Professional Learning Priorities

In 2022 the professional learning priorities will be:

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

Annual Plan 2022

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	BOT	Ongoing
Policy content will show this consideration		
Achievement	All policies make obvious reference to our Special Catholic Character	
The school environment will reflect our Special Catholic Character		
Actions	Responsibility	Timeframe
All classrooms and the staffroom will have a sacred area for prayer focus	Class teachers DRS	Start of year and ongoing
There will be a cross or crucifix in all administration and learning areas of the school	DRS	Term 1
All classrooms, administration areas and workspaces will display the mission, vision and values of the school	Class teachers SLT	Start of year and ongoing
Images of Christ used will be varied and culturally responsive	Teachers DRS	Ongoing
Achievement		
School Gospel values will be promoted and embedded		
Actions	Responsibility	Timeframe
Values will be aligned to Gospel scriptures and taught in classrooms	DRS/DP	Term 1 ongoing
Value awards will be created which reflect the link to the Gospel	DP	Term 1/2
Values will be acknowledged certificates will be awarded by any staff member and presented at admin assemblies.	All staff	Ongoing
The five values will be taught explicitly throughout the year	Teachers	Ongoing
The five values will be aligned to the PB4L matrix and used in implementing the behaviour management programme of the school	PB4L lead team Teachers	Ongoing

Achievement	All actions under this goal have been undertaken.		
One Catholic Character dimension will be reviewed			
Actions		Responsibility	Timeframe
Dimension to be reviewed for 2022 is Growth in Knowledge. Focus area 2: Religious Education Focus area 3: Catholic Curriculum		DRS	Term 2
Achievement	The review has been carried out and report on.		
Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods			
Actions		Responsibility	Timeframe
Two staff members will attend the Josephite Colloquium		DRS DP	TBC
School houses will continue to develop an 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	Beginning Term 1 and end of Term 2
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)		DRS/Teachers	August 8 th
Achievement	All actions under this goal have been undertaken, expect that the colloquium was not attended due the date falling on the extra public holiday given for the passing of the Queen.		
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 if possible		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 October		DRS	Term 4
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
Achievement	The retreat did not take place this year. All other actions were undertaken		
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 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		DRS	Ongoing as rostered
One whole school mass will be prepared and led each term		DRS	Ongoing as rostered
Liturgies will be prepared and led in the church for; <ul style="list-style-type: none">• Ash Wednesday• Lenten reconciliation• Blessing of the Advent Wreaths• Advent reconciliation		DRS	Ongoing as rostered
Father 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
Achievement	How our children attended Mass this year was changed as we realised that many of our younger children had not attended Mass for two years due to Covid restrictions. Our new plan sees each class attending a parish Mass once per week. Father then visits the class and talks with the children, parents are invited to attend and have a shared morning tea thereafter. This new system is working very well. All other actions under this goal have been undertaken.		
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 (This will be live streamed at 4:00pm on the Owairaka Parish Facebook page).		Teachers	March 1 st
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/other Catholic Schools in our Kahui Ako		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	
Achievement	No Catholic Cross country this year or Proclaimer of the Word competition. All other actions under this goal have been undertaken		
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">• Jesus picnic• Exodus Journey• Rangitoto Team Christmas Show• Easter Liturgy• Reconciliation in Lent and Advent• Blessing of the Advent Wreaths• First Holy Communion• Confirmation• Baptism (may occur)		DRS Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
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
Achievement	Going Deeper is now used during team meetings as admin meetings are now online. All other actions under this goal have been undertaken		
Catholic traditions and rituals will be celebrated together as a community			
Actions		Responsibility	Timeframe
Whole school liturgies will be celebrated for <ul style="list-style-type: none">• Ash Wednesday liturgy• St Joseph Mass• St John the Baptist Mass• Feast of St Mary of the Cross Liturgy		DRS	Ongoing as rostered

<ul style="list-style-type: none"> • Assumption of Mary Mass • Graduation Mass 			
Achievement	All actions under this goal have been undertaken		

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

Achievement All actions under this goal have been undertaken

Students will be instructed and encouraged in practices of caring for self and others

Actions	Responsibility	Timeframe
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	TIC Curriculum Teachers Police Education Officer	TBC
PB4L Matrix will continue to be used with accompanying specific lessons	PB4L Lead team Teachers	

Achievement Keeping ourselves safe programme has been delayed until 2024 as we took on the Bounce back programme. All actions under this goal have been undertaken

Our bi-cultural heritage will be acknowledged and celebrated

Actions	Responsibility	Timeframe
Te Reo, Te Ao and Tikanga Māori will continue to be taught in our school	TIC Māori/Teachers	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 welcomed by powhiri twice per year	TIC Kapa Haka	Ongoing
Senior Kapa Haka will take a lead role in school powhiri	TIC Kapa Haka	Ongoing
Senior Kapa Haka will participate in the Kāhui Ako Cultural Festival	TIC Kapa Haka	Term 2
Senior Kapa Haka will participate in the Onepoto	TIC Kapa Haka	Term 4

Cultural Festival			
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
Achievement	Kapa Haka will recommence in 2024 – currently looking for a tutor. We did not attend Onepoto. Powhiri expectations will be reviewed. Marae visit carried over to 2024. All actions under this goal have been undertaken		
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 1-2
Achievement	Refurbishment of the outdoor classroom passed onto 2023		
Staff, students, and whanau will be given opportunities for social outreach			
Actions		Responsibility	Timeframe
A school Social Outreach overview will be formulated and followed including; <ul style="list-style-type: none">• Caritas Lenten Appeal• Daffodil Day• Cans for Christmas• Gumboot Day• Child Cancer Foundation• Loud Shirt Day		DRS SLT	Ongoing as rostered
Groups will visit Hugh Green Rest Home (Covid dependent)		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
Fabulous Dad’s Day Out (FDDO) will be held at school		SLT Teachers	September 2 nd
Students will organise and participate in the annual Mission Fair on the Friday before Mission Sunday		DRS	Term 4, Friday before Mission Sunday
The school will respond to calls for outreach from the Diocese		DRS	As requested

Achievement	All actions under this goal have been undertaken		
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		DRS Teachers	Ongoing as rostered
Teachers will prepare activities for the house hui		Teachers	Ongoing
Students will continue to 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
Achievement	All actions under this goal have been undertaken		
St John's School will grow leaders			
Actions		Responsibility	Timeframe
Leaders will be commissioned at a School Mass in Week 4			
House Captains will be elected by the students at the beginning of 2022 Term 1 for Terms 1 and 2, and 2022 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 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 beginning of Term 1 2022 for Terms 1 and 2, and 2022 Term 2, for Terms 3 and 4		DRS	End of Term 2 and 4
Ambassadors will be selected from Year Six students at the beginning of Term 1 2022 for Terms 1 and 2, and 2022 Term 2, for Terms 3 and 4		Principal	End of Term 2 and 4

Year Six leaders/Students will attend Annual Young Leaders Day		TIC Year 6 leaders	TBC
Achievement	Ambassadors were not selected this year, rather students had the opportunity to meet with visitors to the school and showcase our school. All actions under this goal have been undertaken		
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 New Entrant meeting including; Principal, Deputy Principal, DRS, Rangitoto Team leader, SENCO, Parish representative and office staff.		Principal	At scheduled meeting prior to starting
New Entrant parents will be offered a tour around the school by the ambassadors		Principal	At scheduled meeting prior to starting
New Entrant students will be encouraged to attend two "Little John's" sessions led by Rangitoto Team Leader.		Rangitoto Learning Leader	Ongoing as rostered
Stationery lists will be distributed at the New Entrant Parent Meeting (for children not starting at the beginning of the school year) and will be available for purchase/collection when the students are attending Little John's.		Office secretary	As scheduled prior to starting
Achievement	All actions under this goal have been undertaken		
Students will be supported in effective and positive transition processes from Year 6 to Year 7			
Actions		Responsibility	Timeframe
School will pass on any transition and enrolment information given to us by Year 7 schools to parents		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		Year 6 teachers	Term 4

additional needs if required		
Year 7 student representatives from Carmel and Rosmini will speak to Year 6 children	Year 6 teachers	Term 4
Year 6 students will have the opportunity to attend transition and orientation events at Year 7 schools	Principal Year 6 teachers	Term 3-4
Achievement	All actions under this goal have been undertaken	

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
A Lead teacher responsible for ESOL will continue to be employed 0.2 (Board Funded)	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
Two teachers will undertake reading Recovery training	Teacher	Ongoing as scheduled
The Reading Recovery programme will be undertaken	SENCO	Ongoing
Achievement	All actions under this goal have been undertaken	
Local curriculum will be developed		
Actions	Responsibility	Timeframe
Teacher meeting will be held to further develop our Local Curriculum	TIC Curriculum	Term 2
Principles of local curriculum development will be a factor when designing termly curriculum foci and learning experiences	TIC Curriculum Curriculum team Teachers	Termly
Achievement	Development of our local curriculum has begun and is ongoing over the next two years. All actions under this goal have been undertaken	
Student voice will be utilised in the selection of inquiry foci and school wide themes		
Actions	Responsibility	Timeframe
Teachers will provide opportunities for students to give feedback during and after topic theme teaching	Teachers	Summation of topics and units

Achievement	All actions under this goal have been undertaken		
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 supported by TIC Maori Learning		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 1
Teachers will incorporate explicit teaching of te reo Māori in their classrooms		Teachers	Ongoing
Achievement	All actions under this goal have been undertaken Teacher learning in Te Reo is ongoing		
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
Integrated planning will identify where digital technologies are utilised and developed		TIC Curriculum Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
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		Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
Assessment and evaluation in Religious Education will be reviewed (moved to from Term 3 2021 – Term 1 2022 – due to covid)			
Actions		Responsibility	Timeframe
Current school practices for assessment will be reviewed		DRS	Term 1
Current school practices for reporting will be reviewed		DRS DP	Term 1
Collection of best practice will be gathered from RE advisors and other schools		DRS	Term 1
An assessment and evaluation of Religious		DRS	Term 1

Education statement will be formulated			
Seesaw will be used to capture learning in RE		Teachers	Term 1 onwards
Teachers will use pre-assessments to aid in planning		Teachers	Ongoing
Summative assessments of knowledge and affective domain will be completed at the end of each strand		Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
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 1/2
A programme statement will be written		DRS TIC curriculum Trained teachers	Term 2
Resources will be collected and collated		DRS Trained teachers	Ongoing
Achievement	This is ongoing into 2023.		
A cycle of curriculum and school programme review will be established			
Actions		Responsibility	Timeframe
A cycle of curriculum and school programme review will be established		TIC Curriculum	Term 1
One major curriculum review will be undertaken each year (Mathematics)		TIC Curriculum	Term 4
One minor curriculum review will be undertaken each year (Goal Setting)		TIC Curriculum	Term 3
Achievement	Reviews in Mathematics and Goal setting have been held over until 2023. A focus on Reviews for health and wellbeing have taken precedence for 2022.		
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
Achievement	Reporting will be reviewed in 2023 with the new principal. All actions under this goal have been undertaken		
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	Ongoing

Teacher and course books will continue to be purchased.		TIC Curriculum	Term 1and 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 4 (for 2023)
Mathematics assessment will be aligned to Prime and LPF. Jam, AsTTLe, GLOSS and IKAN can be used by the teacher if they want additional information		Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
Play Inspired Learning (previously referred to as play based learning) will continue			
Actions		Responsibility	Timeframe
Year 1 will continue to run a play inspired learning programme			
Year 2 and 3 will run a blended programme		Teachers	Ongoing
Digital technologies will be developed and supported through play inspired learning		Teachers	Ongoing
Achievement	All actions under this goal have been undertaken		
ESOL Programme will continue			
Actions		Responsibility	Timeframe
ESOL programme will continue with Lead Teacher and Learning Support Assistants		SENCO TIC ESOL	Ongoing
Achievement	All actions under this goal have been undertaken		
Staff will be given professional development opportunities which support the strategic direction of the school			
Actions		Responsibility	Timeframe
Professional development priorities will be identified		SLT	Term 1
All teachers will take part in PD offered within meeting times		Teachers	Ongoing
Other PD which supports the strategic direction of 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
Achievement	All actions under this goal have been undertaken		
Staff will be encouraged and expected to share best practice and professional development knowledge			
Actions		Responsibility	Timeframe
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		Teachers	As required

responsibilities will lead teacher meetings when required			
Teachers with curriculum or whole school responsibilities will present to the BOT in person or in writing when required		Teachers	As scheduled in BOT work plan
Achievement	All actions under this goal have been undertaken		
Teaching staff will participate in collaborative inquiry groups			
Actions		Responsibility	Timeframe
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
Achievement	Teachers have worked collaboratively with their colleagues and the Within School Leaders of the Kahui Ako on their Inquiry goals. Teachers have sent the progress/achievement of their goals to the principal.		

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	Due to the administration upgrade this goal will take place later in 2023	
The cycle of new classroom furniture and furnishing purchasing will continue		
Actions	Responsibility	Timeframe
Furniture will be purchased to support the new fitout of our administration block	Principal/DP/Admin Staff	TBC
Achievement	All actions under this goal have been undertaken	
A programme of blinds and curtain installation will be implemented		
Actions	Responsibility	Timeframe
Curtains will be purchased for three classrooms (4, 5 and 6)	Principal	Term 1
Achievement	Curtains on order	
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
CSA will be continue to support staff with ICT concerns	Principal	Term 1
Achievement	All actions under this goal have been undertaken	
The cycle of digital device purchasing will continue		
Actions	Responsibility	Timeframe
Chromebooks will be purchased to replace devices on a cycle rotation.	DP/CSA	Term 1
Achievement	All actions under this goal have been undertaken	
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	TIC eLearning	Term 1 and 4
BYOD agreements will be signed by students in Year 4-6 if wishing to BYOD	TIC eLearning	Term 1

Secure storage will be provided in classrooms		TIC eLearning Teachers	Term 1 and as required
Achievement	All actions under this goal have been undertaken		
The programme of renewing classroom devices will continue			
Actions		Responsibility	Timeframe
TVs will be purchased for DP office and administration interview room		DP TIC eLearning	As required
Achievement	All actions under this goal have been undertaken		
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	Ongoing
Achievement	All actions under this goal have been undertaken		
School identity and Special Character will be evident and prominent through signage and iconography			
Actions		Responsibility	Timeframe
Information on the house namesakes will continue to be communicated and displayed for 2022		DP TIC House system	Term 1 ongoing
House banners will be used when representing the school at appropriate events		Principal DP TIC House system	Ongoing
Achievement	All actions under this goal have been undertaken		
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
A Garden to Table 'expert' will continue to be employed		Principal	Ongoing
Students will have the opportunity to participate in recycling initiatives		Teachers	Ongoing
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
Achievement	Zero waste PD carried over to 2023. All other actions under this goal have been undertaken		

A natural planting programme will be developed and implemented		
Actions	Responsibility	Timeframe
Bank outside Rooms 4, 5 and 6 will be landscaped and planted out	Principal Caretaker BOT	TBC
Achievement	This will be revisited after the administration upgrade	

Curriculum Delivery

The Leadership Team

Mrs Viki Trainor	Principal
Miss Marina Binns	Deputy Principal
Mrs Laura Baddeley	Director of Religious Studies
Mrs Jill Marsh	Assistant Principal Leader of Learning Waitematā Year 4-6 Leader of eLearning CSA
Mrs Vivienne Fuaaletoelau	Leader of Learning Rangitoto Year 0-3 Leader of Curriculum
Mrs Vivienne Ball	SENCO

Kāhui Ako/Community of Learning Representatives

Mrs Viki Trainor	Co-lead Principal
Mrs Janet Blind & Mrs Jill Marsh	Within School Leaders
Mrs Helen Perry	Across School Leader

The Support Staff Team

Mrs Michele Nash	Principal's PA
Mrs Anneliese Bridges	Office Secretary
Mr Paul Dixon	Caretaker
Mrs Karen Dorrington	Sport Co-ordinator
Mrs Chantelle Dunn	Learning Support Assistant Librarian
Mrs Katherine Ashton	Learning Support Assistant Additional Needs
Mrs Rachael Chandler	Learning Support Assistant Additional Needs
Mrs Blaize D'Souza	Learning Support Assistant Additional Needs
Mrs Christine McFadzean	Learning Support Assistant ESOL and Additional Needs
Mrs Nicola Ritson	Learning Support Assistant Additional Needs
Mrs Linda Rotaèche	Learning Support Assistant Additional Needs
Mrs Kathy Williams	Learning Support Assistant ESOL
Mrs Andrea Moore	Learning Support Assistant Garden to Table/Additional Needs

The Teaching Team

Rangitoto (Year 0-3)		
Year 0/1	Kowhai Room 10	TBC (Term 3)
Year 1	Ti Kōuka Room 11	Vivienne Fuaaletoelau
Year 1	Mahoe Room 12	Grace Atmadji
Year 2	Pohutukawa Room 9	Anne Howard and Katrina Little
Year 2	Ponga Room 13	Beverley Harper
Year 3	Harakeke Room 7	Elizabeth Hames and Katrina Little
Year 3	Karo Room 8	Allison Miller and Wendy Whiteman
	Reading Recovery	Janet Blind
	Reading Recovery	Jill Marsh
	Literacy Enrichment	Vivienne Ball
Waitematā (Year 4-6)		
Year 5	Houpara Room 1	Cara Mountjoy
Year 4	Mapou Room 2	Laura Baddeley
Year 4	Tarata Room 3	Carrie Mercer
Year 5	Kauri Room 4	Imelda Moss
Year 6	Whau Room 5	Helen Perry and Wendy Whiteman
Year 6	Manuka Room 6	Claire Taylor
Whole School		
Classroom Release (CRT)		Janet Blind
ESOL Co-ordinator		Elizabeth Hames

Leaders and Teachers with Curriculum Responsibilities		
Te Reo Carrie Mercer	Performing Arts/ Choir Cara Mountjoy	Cool Schools Coordinator Allison Miller
CSA and Website Jill Marsh	Little John's Transition Programme Vivienne Fuaaletoelau	Year 6 Transition Programme Jill Marsh Helen Perry and Claire Taylor
Year 6 Leaders Helen Perry and Claire Taylor	Year 6 Camp Jill Marsh	Robotics Jill Marsh
Mathletics/Maths Buddy Allison Miller Jill Marsh	Art budget holder Claire Taylor	English budget holder Anne Howard
Health and PE budget holder Karen Dorrington	Sustainability Carrie Mercer	TIC ESOL Elizabeth Hames
School Beautification Claire Taylor	Library Chantelle Dunn and Jill Marsh	Home Learning Digital Platform Support Helen Perry

Various School Responsibilities and Duties

BOT Staff Appointee Cara Mountjoy	PTFA Staff Representative Jill Marsh	NZEI Representative Vivienne Ball
Ambassadors Viki Trainor and Marina Binns	Young MacKillops Laura Baddeley	School House system Helen Perry and Claire Taylor
Liaison Pre-school groups Vivienne Fuaaletoelau	Liaison Intermediate Schools Jill Marsh	Bus Liaison Viki Trainor
Relievers Marina Binns	Enrolment / School Fees Michele Nash	Media Liaison Viki Trainor
Banking / Stationery / Lost Property Anneliese Bridges	Dentist Liaison / Health Nurse Liaison / First Aid Anneliese Bridges	Newsletter Anneliese Bridges
PB4L Vivienne Ball & team	Staff Social Activities Janet Blind	Assembly Set Up Helen Perry and Claire Taylor
Staffroom / First Aid (supplies) Anneliese Bridges	Staffroom Weekly host system	Staff work room Admin

Rosters and Timetables

Prayer/Mass/Priest Visits Laura Baddeley	CRT Janet Blind Marina Binns	Year 6 Rosters Helen Perry and Claire Taylor
Turf, Hall and Pool Marina Binns and Jill Marsh	Active Supervision Marina Binns	ESOL Elizabeth Hames
Foyer Displays and Outside Noticeboard Beverley Harper	Library Roster/Displays Chantelle Dunn	Staffroom Host Anneliese Bridges

House Leaders (to be reviewed)

Keegan (Green R9)	Liston (Red R1)	Pierce (Blue R6)	Quinlan (Gold R11)
Mrs Ball	Mrs Blind	Mrs Marsh	Mrs Fuaaletoelau
Mrs Howard Mrs Miller Mrs Hames Mrs Mountjoy Mrs McFadzean Mrs D'Souza Mrs Bridges Mrs Ritson	Mrs Atmadji Mrs Dunn New Teacher	Mrs Taylor Mrs Little Mrs Mercer Mrs Whiteman Mrs Moss Mrs Chandler Mrs Nash Mrs Dorrington Mr Dixon	Mrs Baddeley Mrs Harper Mrs Ashton Mrs Rotaeché

Expectations of Hours of Work

We acknowledge that teachers do a large amount of work outside of pupil contact time, both onsite and at home. We operate within a high trust model and do not dictate the amount of non-contact time that must be completed each week.

- Teachers are expected to be at meetings, on time and for the scheduled length of the meeting.
- On non-meeting days, teachers are expected to be at work between 8:20am and 3:20pm.
- Although we know it is not always possible, it is expected that appointments are made outside of pupil contact time and meeting times.

Meeting Times

Teacher Meeting Curriculum	Tuesday 3:20-5:00pm	Fortnightly
Team Meeting Rangitoto	Tuesday 3:20-5:00pm	Fortnightly
Team Meeting Waitemata	TBC due to Kahui Ako clash	Fortnightly
Senior Leadership Meeting	Wednesday 3:20-5:00pm	Fortnightly

- Teams will meet fortnightly on Tuesday for organisational matters, general planning and professional development (more frequently when required)
- A full teachers' meeting will be held every fortnight on Tuesdays focusing on RE, Professional Development and the Curriculum
- Administration is shared online with the expectation that it will be read by 8:00am meeting on Tuesday mornings
- Co-operative planning of Term Overviews and Topic Studies will be a feature within the teams
- Extra meetings may be called when required but these will be kept to a minimum
- Teachers are expected to meet in their collaborative Inquiry groups as required
- Teachers are expected to attend RE cluster meetings.
- Teachers are expected to attend meetings on the days they are normally scheduled to work.
- Teachers are welcome to attend meetings on the days they are not normally scheduled to work.

Teacher's Planning/ Classrooms

- The special Catholic Character of the school and New Zealand perspectives (Te Ao and Tikanga Māori) will be integrated into classroom planning wherever possible
- Teachers will plan individually, in teams, and as a whole school
- Classroom planning will be inclusive to meet the learning needs of individual students
- Planning will take into consideration students with additional learning needs and special learning abilities
- Planning and teaching will be culturally responsive to all students
- Religious Education, digital technologies and Māori will be both explicitly taught and integrated across all learning areas
- Learning intentions will be used with students. These will be specific to learning outcomes and will be in 'child' speak
- Success criteria will be formulated with the students
- Assessment data and overall teacher judgement (OTJ) will be used to assist in planning for groups and students
- Classrooms will be tidy, organised, exciting and inviting learning spaces for our students
- Wall displays will reflect current learning

Curriculum Learning Areas

Religious Education	English	Mathematics
Science	Social Sciences	Technology (including Digital Technology)
The Arts (Visual, Dance, Drama, Music)	Health and Physical Education	Learning Languages including Te Reo

Programmes

National RE Programme / Faith Alive NZ Catholic Bishops	Prime Mathematics Scholastic	Mathletics- Y1-3 Maths Buddy- Y4-6
Phonemic Awareness	Perceptual Motor Programme	Cool Schools Peace Foundation
StepsWeb	Keeping Ourselves Safe (KOS) and Kia Kaha New Zealand Police	Life Education Life Education Trust (2022)
	Seasons For Growth/Zones of Regulation (as needed)	

Timetables and Time Allocation

We will provide a broad education through a balanced curriculum covering all the learning areas.

- Timetables will be displayed prominently in each classroom.
- Copies of timetables will be saved in the staff shared drive.
- Timetable allocation will reflect a priority in Religious Education, Numeracy and Literacy.
- Religious Education time allocations – Rangitoto (4 x 25min) and Waitemātā (4 x 30min). Religious Education will be taught 4 x times per week where possible or at teacher discretion.
- Numeracy and Literacy will be taught each day where possible.
- Our curriculum will be taught through an integrated Inquiry teaching and learning approach.
- Play Inspired Learning will be a focus in Year 1 classes and integrated into Year 2 and 3 classes where appropriate

(Timetables may be subject to change to accommodate specific school activities and flexible teaching and learning approaches).

Children's Individual Records

In addition to the information gathered on the eTaP Classroom Manager system each child will have a Personal File (buff) in which personal records and records of progress and achievement will be kept.

The latest Running Record assessment sheet is kept in a class folder and passed on to the next teacher at the end of the year.

Personal File (buff folder)

Each child's personal file will contain:

- Special reports
- Health reports
- SES reports
- Psych reports
- Copies of referrals
- Copies of official letters to parents
- Correspondence from parents or outside agencies
- I.E.P. / Action Plans
- ICT Cybersafety Agreement Signed
- BYOD Agreement Signed (if applicable)
- Copies of the previous year's reports

Professional Growth Cycle

Professional Growth Cycle for Teachers

The Code of Professional Responsibility outlines the high standards of ethical behaviour expected of every teacher. This also influences the way in which the Standards for the Teaching Profession (Standards) are understood and enacted within teacher practice at St. John's School.

Every teacher will engage in professional learning using the Standards to advance their understanding of the relationship between their professional practice and outcomes for learners.

Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation.

The Principal will confirm annually that each teacher has participated in the annual cycle and will also provide a statement to the teacher about whether they meet the Standards.

St John's Professional Growth Cycle

"and let us not grow weary of doing good, for in due season we will reap, if we do not give up" Galatians 6:9



In addition to personal professional learning goals, teachers will also actively participate in whole school Collaborative Inquiry.

Students with Additional Needs

Special Needs Team

The Special Needs team at the School will meet each term to review current Special Needs programmes, to review the needs of identified individual children and to consider needs arising since the last meeting. The team consists of SENCO, Principal, DP, Teacher (where applicable) external agencies (where applicable)

Needs of children can range from academic to behavioural, social and physical. All needs will be discussed and the team will decide on appropriate action according to our school Policy and Procedures. In this way we will ensure that the individual needs of children are taken care of and barriers to their learning are addressed.

Outside services and resources will be used by the School as required and appropriate.

The SENCO keeps a folder of these services and resources.

Recording and Tracking Special Needs

Students with additional needs are identified and tracked using etap. (Pupil Profile - Learning Needs Register Report - 2 TABS 1. Additional Learning Needs Identification and Tracking [CONCERNS] + 2. Learning Support Identification and Tracking [SUPPORT])

These are reviewed by teachers each term in **Week 8**. Teams discuss the progress of identified children. The SENCO is then notified of new recommendations e.g. changes to ESOL, Lit Enrich, RTLB referral etc.

- Record for the TERM YOU ARE IN... except for one thing -the Category tick box [ABCDEF] which you predict for the following term.
- Keep Team Leader informed at all times on progress -Collaborative Discussions with Team - ongoing
- Discuss Parent meetings with Team Leader/SENCo prior to making arrangements

Parents are kept well informed of concerns and additional support their child is receiving.

Meetings held with parents are recorded by teachers or SENCO in eTap under Caregiver Meetings.

Additional Learning Needs Tab Tick the CATEGORY you predict the child will be the <i>following</i> term. Fill in the comment box	<ul style="list-style-type: none"> • Describe your CONCERN, record behaviours you observe. • Keep it simple and yet descriptive e.g. rather than just say 'struggles with reading' say "difficulties with decoding, comprehension, fluency, understanding, vocab, etc or has difficulty with attention and focus, retention of concepts, picking up new concepts etc • Behaviour comments should label the behaviour not the child. Avoid emotive and judgmental comments. e.g. Rather than say 'John is a disruptive child' say "John calls out at inappropriate times, or John seeks to gain attention of others by poking them on the mat.
Learning Support Tab Click the level of support given tab Fill in the comment box	<ul style="list-style-type: none"> • Record Learning support for EVERYONE. Most children will receive the CLASSROOM LEVEL, while others will have a higher level of support descriptor given • Describe what you have DONE to support the student • Record any outside assistance the student is receiving or completed

Descriptors for

ADDITIONAL LEARNING NEEDS IDENTIFICATION AND TRACKING

Identification is made for the **NEXT** term – update needs and identify Category for the following term. Classify students as either **A, B, C, OR D AND/OR E, G.**

T4 for T1 following year = add the category to the bottom of the comment box for the next year's teacher to ENTER the appropriate category at the start of the year.

Category A: Very High Needs (MOE ORS funded),

Category B: High Needs (Students who require significant intervention from within the school and/or specialist services for learning or behaviour)

Category C: Moderate Needs (Students who are significantly behind their peers and require professional intervention / school programmes / outside professional support or assessments e.g. Ed psych, SPELD, significant and long standing outside tutoring)

Category D: Mild Needs (Students who are behind their peers in a particular area and may need in class support / school programmes and/or have outside professional support or tutoring)

Category E: ESOL

Category G: Special Abilities requiring enhancement and enrichment

Category X: Student is discontinued from the Additional Needs Register and will continue to be monitored in class.

Descriptors for

LEARNING SUPPORT IDENTIFICATION AND TRACKING

Support is recorded for the CURRENT term e.g. week 8 T2 - record support given within T2

Class: Support is given through teacher knowledge and inquiry into and differentiation within regular class practice by the classroom teacher. This is the default for most children.

Class Plus: Student receives 'In Class' additional programmes of support run and managed by the class teacher. This includes programmes delivered in class to individuals and small groups. Needs have been identified as requiring something a little different or extra e.g. differentiation or adaptation to work expectations, extra group or individual sessions, LSA supporting class tasks, parent helper etc.

Extra: Student receives support from within school expertise in addition to the class teacher, this includes LSA and SENCo. No referral to external support e.g. COSDMBRICKS, SPRING, Quick 60, STEPS, Lexia, Rainbow Reading, ESOL.

Extra Plus: Extra and specific specialist services such as SLT, OT, Tutors, Marinoto, Counselling, play therapists, Behavioural Optometrist, ACC, Physio, One Day School, paediatrician.

Specialist: Expertise sought from outside the school **by referral**. Personnel not employed by the school come in to work with the child or work with the school to add to capability of the teacher e.g. MOE, RTLB, RtLit, Ed Psych.

Learning Support Assistants








<u>Additional Needs Planning</u>	<ul style="list-style-type: none"> • Planning sheets to be stored in - Shared Drive/ Additional Learning Needs/Planning for LSA's • Teachers to plan for LSA's prior to the commencement of the week and make sure LSA's have access to a copy well in advance of them arriving in class • LSA's are to record brief notes on outcomes of student progress following the weeks work - LSA's should have some prep time included in their weekly timetable for this feedback • LSA's job is primarily working with students - those with the highest needs or supporting other students while the T works specifically with students with the highest needs • Support the LSA's by modelling what you want them to do or by ensuring they are skilled at delivering a specific programme
<u>Communication</u>	<ul style="list-style-type: none"> • Text or email directly if there are changes to usual activity - ask your LSA what communication mode suits them best • Verbal collaborative discussions on students is encouraged and should be conducted in a manner that supports progress • Teachers report to parents - not LSA's • LSA's are expected to follow the ADMIN meeting forum • Include LSA's in team meeting minutes

<u>Termly meeting for LSA's</u>	<ul style="list-style-type: none"> • Held at a time common to all LSA's and at the least disruptive to classroom programmes. Dates are emailed out to Teachers. • These include valuable PD and discussion time
<u>Additional Needs Resources</u>	<ul style="list-style-type: none"> • Refer to the list provided in Staff Shared - Additional Needs/Additional Needs Resources at St John's

Positive Behaviour For Learning

PB4L

Matrix of Expected Behaviours

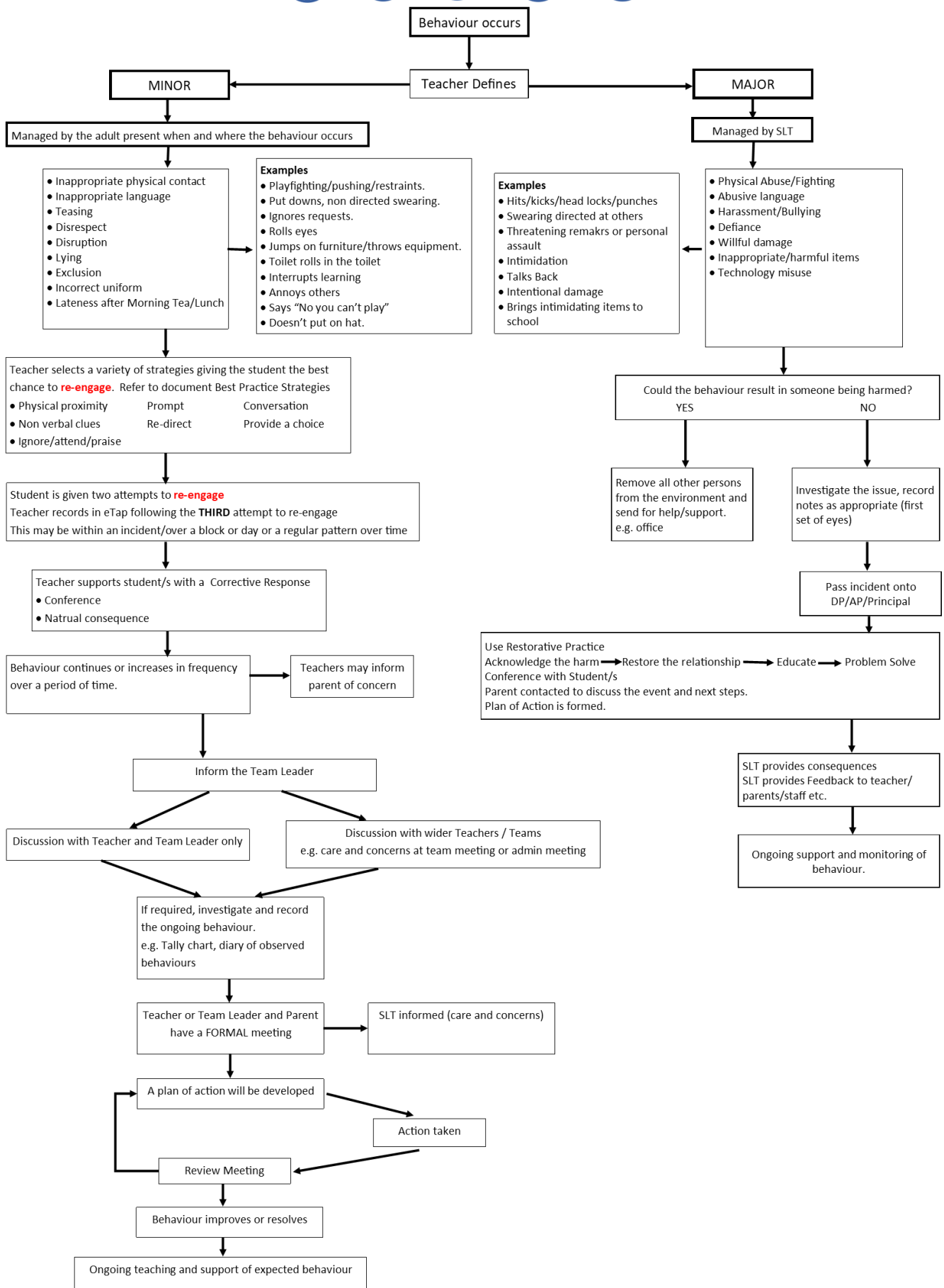
<div><div></div><div>St John's PB4L School Wide Matrix</div><div><u>BEHAVIOUR EXPECTATIONS</u></div></div> <div><div></div></div>				
<div><div></div><div>FAITH and WELL BEING</div><div>Use my hands, my heart and my voice for God's work.</div><div></div></div>				
AREAS	<div></div> RESPECT [others] Protect and Respect	<div></div> EXCELLENCE [self] Be the best I can be	<div></div> COMMUNITY [Parish/School] Be a contributor	
ALL AREAS	<ul style="list-style-type: none">• Use kind words• Be truthful• Use good manners• Use appropriate language• Keep your hands and feet to yourself.• Follow adult directions.• Use school property and equipment for the intended use.• Put litter in the bin• Be in the right place at the right time.• Toys stay at home	<ul style="list-style-type: none">• Wear the correct uniform• Be prepared and ready for learning	<ul style="list-style-type: none">• Include others• Be an active participant in all school activities.• Be helpful	
CHURCH	<ul style="list-style-type: none">• Enter and leave reverently• Bless with Holy Water.• Genuflect toward the tabernacle.• Kneel, stand and sit at appropriate times.• Receive communion/blessing with reverence and respect.		<ul style="list-style-type: none">• Actively participate in the mass	

LEARNING SPACES	<ul style="list-style-type: none"> • Always follow the cyber safety agreement. • Be an active listener. • Return equipment to its place • Put recycled paper into the recycle bin • Treat the prayer focus with reverence 	<ul style="list-style-type: none"> • Persevere till the task is complete • Be willing to give things a go • Start tasks promptly 	<ul style="list-style-type: none"> • Actively participate and share ideas. • Remain on task • Ask for help if needed • Work together cooperatively
ASSEMBLY	<ul style="list-style-type: none"> • Walk quietly into the hall • Wait quietly • Clap at the appropriate times. • Be an active listener 	<ul style="list-style-type: none"> • Prepare and be ready to present • Speak loudly and clearly • Follow the correct procedure for receiving certificates 	<ul style="list-style-type: none"> • Applaud those who have received an award and the winning house. • Actively participate in singing and prayers.
OUTDOOR SPACES <ul style="list-style-type: none"> • gully • field • turf • sandpit • car park and pick up / drop off areas • top court • far court • lunch eating • junior playground 	<ul style="list-style-type: none"> • Use equipment in the correct areas only • Stay within the correct areas (boundaries) • Line up quietly at the sports shed and wait to be given equipment • Return sports and play equipment after use • Keep sand in the pit • Water fountain is for drinking only • Eat in the correct areas only • Walk in the walk zones • Treat our spiritual taonga with respect 	<ul style="list-style-type: none"> • Use good sportsmanship • Move quickly back to class after the bell • Move quickly to the pick up areas • Stay seated and be quiet in the school car park, pick up areas • Before the 8:30 bell stay on the top court • Wear hats in term 1 and term 4 	<ul style="list-style-type: none"> • Agree to and follow the rules of game
TOILETS	<ul style="list-style-type: none"> • Respect others privacy • Use an inside voice • Use materials for the intended use only 	<ul style="list-style-type: none"> • Flush the toilet when you finish • Wash your hands. • Turn off the tap • Place paper towels in bins 	<ul style="list-style-type: none"> • Return quickly to class • Report wet floors to the office

Behaviour Procedure Flow Chart



Schoolwide Behaviour Procedure Flow Chart for Restorative Justice



Assessment and Reporting

Assessment Principles

We will focus on:

1. Assessment FOR learning: day to day, minute by minute, learning conversations - to adjust instruction and identify next steps.
2. Using and developing assessment tools that are valid and give teachers, students and parents the achievement information they need.
3. An increased understanding of how to use the assessment tools for maximum benefit for learning.
4. Analysing (what's happening), interpreting (why is it happening) and using (what am I going to do differently) student achievement information/data is used to inform students next learning steps and report to stakeholders.
5. Actively engaging children in the assessment process (including why they are learning something, why they are being tested); being transparent and honest with the children about assessment information so they can use it to take greater responsibility and ownership for their learning particularly in setting "next steps" goals and how to achieve them.
6. Children being able to talk about their own learning and next steps to their parents in a 3-way conference.
7. Getting maximum benefit for learning from the assessments we do and looking for authentic opportunities for assessment beyond the formal assessments of the school.
8. Sharing student learning with parents and being transparent and honest with them about achievement information, students' progress and their next steps.
9. Creating a seamless transition from the end of one year to the beginning of the next by reporting children's achievement information in Literacy and Numeracy and any particular points of note.
10. Reviewing current assessment processes on a regular basis.

Learning Progression Framework

This is an area under development for 2022 – See Professional Learning Priorities and Annual Plan

Assessment Timetable

Completion weeks	Term 1	Term 2
2		<ul style="list-style-type: none"> Basic Facts test - Y2
3	<ul style="list-style-type: none"> Meet the Teacher Information Zoom 	<ul style="list-style-type: none"> Reading Records completed and in eTap – whole school
4	<ul style="list-style-type: none"> PAT testing Yr 3-5 (Reading Comp, Reading Vocab, Maths, Listening) 	
5		<ul style="list-style-type: none"> Progress updates to Team Leader to check
6	<ul style="list-style-type: none"> Basic Facts test – Y3-6 	<ul style="list-style-type: none"> Speeches Y4-6
7	<ul style="list-style-type: none"> PAT testing week - Y6 	<ul style="list-style-type: none"> Progress updates to Principal
8	<ul style="list-style-type: none"> Reading Record (Yrs 1-3) recorded in eTap (For those children currently completing PA, testing will occur at the completion of the programme) 	<ul style="list-style-type: none"> Reading Record (Yrs 1-3) recorded in eTap
9		<ul style="list-style-type: none"> Parent/Teacher conferences – Progress Updates
10/11		

Completion weeks	Term 3	Term 4
2		<ul style="list-style-type: none"> Basic Facts test Y2-6
3		
4		<ul style="list-style-type: none"> Reading records completed and data in eTap - whole school
5		<ul style="list-style-type: none"> Reports completed for Team Leader
6		
7	<ul style="list-style-type: none"> Student led conferences 	<ul style="list-style-type: none"> Reports to Principal Reading Record (Yrs 1-3) recorded in eTap
8	<ul style="list-style-type: none"> Reading Record (Yrs 1-3) recorded in eTap Reading Record (Yrs 4-6 if required) recorded in eTap 	
9		

Note:

- Teachers can complete NE testing, Phonological Testing, GLOSS, and AsTTLe, Schonell at any time.
- RE, Mathematics, Science, Social Science and Technology assessments/OTJ will take place at the end of units of work.
- 6 Year Net on targeted children as necessary.
- Reading records Years 1-3 each term by week 8 and on targeted children throughout the year as necessary.
- Year 1 - 3 spelling tests ongoing throughout the year as necessary to inform teaching and learning programme.

Reporting

Reporting to parents happens in a variety of ways throughout the year. Parents should have some awareness of a child's progress prior to formal reporting. This is especially important for children who are not achieving at an expected level or making appropriate progress.

Written reports and conferences should not contain any surprises for parents. If you are communicating to parents that their child is below curriculum expectation, discussions with them about this should take place early on and certainly prior to the scheduled parent teacher conferences or written reports.

Achievement Expectations

Students progress and achieve at different rates. The following guidelines give a generic expectation of progress based on the expectations of the New Zealand Curriculum.

Expected Curriculum Level	Mid Year	End of Year
Year 1	Beginning Level 1	Developing within Level 1
Year 2	Progressing within Level 1	Achieved Level 1
Year 3	Beginning Level 2	Developing within Level 2
Year 4	Progressing within Level 2	Achieved Level 2
Year 5	Beginning Level 3	Developing within Level 3
Year 6	Progressing within Level 3	Achieved Level 3

Beginning indicates the student is showing an emerging understanding of objectives, skills and knowledge at this level.

Developing indicates the student has made progress and achievement within some of the objectives within this level.

Progressing indicates the student is developing consistency and elaboration in the application of skills and knowledge for this level. They have mastered some of the objectives.

Achieved indicates the student has mastered the majority of objectives at this level and is now ready to move on to beginning the next level.

When forming overall teacher judgements, students should be recorded at their instructional level.

Mathematics

Numeracy level / stage judgements should indicate a child's instructional level, i.e. they do not have to attain all skills and knowledge within a level before they are placed there. Their level should indicate the stage and curriculum level they are **mostly working within**.

When an Overall Teacher Judgement is made a child's **achievement** across all strands should be considered, not just their numeracy level. The Mathematics Progressions, National Standards document, New Zealand Curriculum, and elaborations found on NZ Maths website should be used to ascertain a child's level of achievement.

Reading

A reading level judgement should indicate a child's instructional level, i.e. the level they are **mostly working within**. Unseen texts may be used to assess a child's reading level but this information should be used in conjunction with observations made around a wide range of situations where children have the opportunity to display their reading behaviours.

When an Overall Teacher Judgement is made a child's **achievement** across in reading across the curriculum should be considered. The Learning Progression Framework, National Standards document and New Zealand Curriculum should be used to ascertain a child's level of achievement.

The Rangitoto Team will use the PM benchmark Reading Record testing kit and the colour wheel stages until the students reach Purple 2 level. They will then use PROBE 2.

The Waitematā Team will use the PROBE testing kit.

Writing

Students are expected to demonstrate, through a range of writing tasks, that they are gaining control of their own writing and can meet the standard independently. Evidence from a range of sources needs to be gathered in order to establish whether a student is able to do so.

A process of moderation should be used that includes comparing judgements within and across year levels. When an above or below OTJ is made teachers will cross-check samples of writing with the next or previous year level teacher. Teachers should use the LPF alongside the New Zealand Curriculum to form and confirm a judgement about student achievement.

Reporting timeline

When	Reporting
Term 1, Week 3 – Feb 15 th	Curriculum Meetings and Meet the Teacher Y1
The Year 1 teachers will make a video presentation for parents of children in their class to outline the Reading Programme, RE, Play Inspired Learning, Maths programme, how they can help at home etc. This will be made available online to parents	
Term 1, Week 3 – Feb 15 th	Meet the Teacher Conferences Y1-6
<p>There will be 10 minute Zoom conferences.</p> <p>The purposes of the Term One Parent Meetings are:</p> <ul style="list-style-type: none"> • For parents and teachers to meet one another • For parents to ask the teacher any questions they may have • To discuss children's social skills and progress around the key competencies • To discuss goals and next steps for the year ahead • To give teachers the opportunity to be proactive with parents for children who are working below expectation • This is a 80/20 conference (80% parent talk – 20% teacher talk) 	
Reports out Term 2, Week 8 - Thursday June 23 rd Conferences Week 9 - Tuesday, June 28 th	<p>Written Report given out Friday prior to Parent/Teacher Conferences</p> <p>Conferences 1:00 – 8:00pm</p>
<p>A mid year progress report will be written and sent home prior to the parent teacher conferences in Term 2.</p> <p>The purpose of the Term Two Parent Teacher Conferences is for parents and teachers to discuss next steps in Reading, Writing and Mathematics as well as how parents can help at home. If time permits other curriculum areas and key competencies may be covered during this time.</p> <p>Conferences will be 10 minutes in duration and will be held from 1:00- 8:10pm on a Tuesday. Students may attend if parents wish.</p> <p>Teachers will follow the School Assessments Principles when making judgements for reporting.</p>	
Term 3, Week 6 – Tuesday, August 30 th	Student Led Conferences 1:00 – 6:00pm
<p>SLCs help students become informed 'assessors' of their own and others' learning. As they prepare and conduct conferences about their learning, they are developing their knowledge and understanding of themselves as learners. They are also developing 'real life' skills in presentation, making the report process an authentic part of their learning.</p> <p>SLCs have the potential to strengthen partnership in learning between the learner, teacher and parent. They can support parents to become informed partners in the learning process, and support them to become more able to understand how learning can be supported at home.</p>	

Students will share and discuss their learning in particular areas, using work samples as the basis for discussion. Students will comment honestly on the things they have done and identify strengths and progress made.

Students will explain their goals (or what he/she is trying to get better at) and identify next learning steps. The teacher may use prompts as necessary to help draw responses out but is essentially present in a roaming capacity to facilitate and support the conference.

Before the conference teachers will guide the children in the collection of work samples ensuring a range of learning experiences are represented. They will provide conference skills practice for the children to ensure that the process is, in itself, a learning experience. Teachers will support the children as required and help to monitor the time so that children can show their work and displays during the conference period.

Conferences will be 15 minutes in duration and will be held from 1:00- 6:00pm on a Tuesday. As they are led by the students, there will be multiple families in the room at the same time. The conferences will have staggered start times (5 minutes apart) to allow for all families to be greeted by the teacher on arrival and for the teacher to assist the student if needed to start the conference discussions.

Students will take the lead role in SLCs while teachers provide support for students to explain their own learning progress and next learning steps.

Students will have received feedback from their teachers in class and during the SLC they will receive feedback from their parents about their progress, strengths and future goals.

The SLC will not give comparative data. It will not provide information about how children are progressing compared with National Standards.

Specific concerns or enquiries should be addressed by Teachers and parents prior to the conferences. Appointments may be made outside the conference time if needed.

The role of the parents is to let their child take the lead and direct any questions or comments to him/her. They might like to ask questions such as:

What is it about this piece of work that shows what you have learned?

What has been your proudest achievement so far?

What are you going to try to get better at next?

What support do you need to achieve your targets or goals?

How do you manage a difficult task?

Parents need to allow their child to proceed with their SLC and at all times provide encouragement, praise, feedback and reinforcement.

Term 4 End of Term	Written Report (EOY)
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An end of year report will be written and sent out on the last day of Term 4.

End of Year reports communicate the child's progress and achievement in Reading, Writing and Mathematics against the curriculum. They also include an RE comment, a general comment and identify what the child has been learning in other curriculum areas. Key Competencies will also be reported against.

All judgements, levels and effort, stated on the child's end of year report will reflect the child's overall 'best fit'.
Teachers will adhere to the School Assessments Principles when making judgements for reporting.

Report Writing Guidelines

In both mid year and end of year reports you will be making judgements about the student's participation and attitude towards RE. These are selected from a drop down menu.

There is an RE comment. While you can comment on what they have learned in RE this year, this is also the place to comment on (not place judgement on) how they exhibit the school values and their personal faith.

Both the mid year and the end of year reports include levels and comments for Reading, Writing and Mathematics.

Reading and Writing for Years 3-6 will be reported on using the LPF.

Year 1 and 2 Reading, Writing and Year 1-6 Mathematics will be reported on using the school drop down boxes for curriculum levels and effort.

Comments:

- Progress and achievement indicates what the student can do now.
- Next steps are the objectives, skills or knowledge that the student needs to work on next.

You will also make judgements about student performance against the key competencies. These key competencies are worded according to age groups. Select by clicking on the dot next to the word.

The general comment is the time to focus on the children as individuals and what you know about them, the progress they have made in their key competencies and learning and the contribution they have made to the class and school.

In the end of year reports you will be making comment about the children in other curriculum areas; Science, Social Science, Technology, Dance, Drama, Visual Art and Health and PE. These are a report on what the children have been learning this year and specific strengths, achievements, progress and/or learning needs. A good start is to create a range of specific comments for your class and then select those that are appropriate for that child. You can then add some personal comments related to that curriculum area where appropriate, particularly if it is a strength of that child or they have made noticeable progress in that area.

All comments and effort marks stated will reflect the child's overall 'best fit'.

Teachers will adhere to the School Assessment Principles when making judgements for reporting.

How to access reports on etap

- Go to Pupil Profile reports
 - Scroll down to the bottom of the page and on the left you will find both the 'mid report' and the 'end_report'
 - Click generate pupil profile
 - MID YEAR: There are 2 tab boxes along the top which will be used to write the report. One is for RE, Reading, Writing and Maths and general comment and the other is for the Key Competencies. You can do this for one pupil at a time or if you would like to put comments for the whole class in one subject area there is an option for this. Click on the blue hyperlink number to the right of each box and it will bring up all the children in your class for that comment.
 - END OF YEAR: There are multiple tab boxes along the top which will be used to write the report; Reading, Writing, Maths, Other Learning Areas, Key Competencies and General. You can do this for one pupil at a time or if you would like to put comments for the whole class in one subject area there is an option for this. Click on the blue hyperlink number to the right of each box and it will bring up all the children in your class for that comment.
- **Don't forget to save the changes**
- Comments for Reading, Writing and Mathematics are bullet point statements beginning with a verb. Although you can not see the bullet points when entering the statements, they will appear on the report.
 - Other subject comments are written in sentences (End of Year Report)
 - The general comment is written in sentences. Please include the child's name.

Presentation

The report will be seen by many people and should reflect well of the School.

Comments should be ...

- positive
- achievement orientated
- related to learning goals
- factual and able to be substantiated
- honest
- succinct
- free of opinion or value judgements (i.e. objective, not "loves this subject")
- directed towards the parents

Also note the following points:

- Spelling of:
 - co-operatively
 - proof reading (two words)
- 're-learn' (not to be used)
- Adverb to follow the verb, e.g. read fluently
- Check the number at the end of the box to make sure your comment fits in
- No exclamation marks or the abbreviated form of 'and' (&)

- Always refer back to the previous report
- **Write Reading, Writing and Maths comments in bullet points beginning with a verb.**
- Bullet points start with a capital
- Use of full stop at the end of bullet points must be consistent (there or not there)
- **Write the General Comment in full sentences**
- **Single space** after a full stop
- Please edit gender pronouns if cutting and pasting
- Combine the use of the child's name and pronouns

If in doubt share an example with your team leader.

Reports must be carefully proof read after editing for spelling and grammar **before** you pass them on to the team leader. You may wish to get a colleague to read over your reports before you pass them on.

Before passing them on check that all comments have fitted into the box. Please note that team leaders reading of reports is for your support as well as for comment suitability in relation to the child, **not proof reading for errors.**

You are asked to print out a copy of each report for your own proof reading purposes. Please be aware to pick them up immediately after printing. They are confidential.

Copies for the Team Leader must be the final copies. Due to variation in print quality, final copies need to be printed on the Front Office Copier. Marina is happy to print off if you do not have access to this printer.

Completed reports in class list order and in an envelope or folder (for safety), need to be handed to your team leader by

- **Friday of Week 5, Term 2**
- **Friday of Week 6, Term 4**

How to print a report from Etap

Ctrl shift P

Preferences

My Tab - Print type- 2 sided and change orientation to landscape

layout tab- Binding position-left bind

ok

print

SCHOOL PROCEDURES MANUAL

Familiarise yourself with this document...it is your 'go to' for everything

Please refer to:

Staff Shared Drive/AAA School Procedures Manual

(Hard copy available in the staffroom)