

**St Francis Catholic School Pt Chevalier**  
**Triennial Strategic Plan 2017 – 2019 for School Development and Self Review**

Our school's values and vision guide action, relationships and decision making in our school.

STRATEGIC AIM: All students are able to access The New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

MISSION STATEMENT: To provide challenges for all students enabling them to develop as well rounded individuals and socially responsible Catholics.

Three Year Strategic Pathway 2017 – 2019

2017	2018	2019
Catholic Character- Pastoral care	Catholic Character – Spiritual climate	Catholic Character -- Religious Education Curriculum
Numeracy Reading Health and Physical Education Science / Technology inquiry Garden to Table	Literacy Focus: Reading The arts Science Numeracy Digital fluencies /Te Reo Religious education	Literacy Focus: Writing Science Numeracy Digital fluencies Religious education
Building Enterprising Students Today Special needs/Gifted and talented. Te Reo / Tikanga.		

<ul style="list-style-type: none"> <li>▪ Goal setting and expectations for students</li> <li>▪ Embed the Barbara Brann foundation levels programme</li> <li>▪ Collaborative planning and inquiry</li> <li>▪ E- learning fluencies</li> <li>▪ ALIM 2</li> <li>▪ 4D Dyslexia programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional learning groups for priority and target students</li> <li>▪ In depth analysis of data to develop a responsive curriculum – numeracy</li> <li>▪ Professional opportunities for middle managers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appraisal /registered Teacher criteria / professional Standards</li> <li>▪ Ongoing In depth analysis of data</li> <li>▪ Review frameworks for planning of teaching and learning.</li> <li>▪ Professional development ESOL</li> </ul>
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<p>Development of the learner Hub on E-tap</p>	<ul style="list-style-type: none"> <li>▪ Review Pastoral care Plan in line with the Ministry document “Teaching for Positive Behaviour”</li> <li>▪ Investigation of assessment methods for reporting progress in learning</li> <li>▪ Review reporting to parents to show progress in learning</li> <li>▪ Unpack the revised registered teacher dimensions</li> <li>▪ Trial and implement bridging document for religious education.</li> <li>▪ Develop understandings of “Catholic Special Character Review for Development” draft document.</li> <li>▪ Digital fluencies school wide to support progress in learning and communication.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing communities of inquiry in mathematics. 3year contract with Massey University</li> <li>▪ Review strategies/ pedagogy for teaching and learning and school programmes</li> <li>▪ Continue the use of Google for documentation and reviews.</li> <li>▪ E –learning journal for Year 1 / 2 teachers’ registration.</li> <li>▪ Trial and implement bridging document for religious education.</li> <li>▪ Investigation of assessment methods for reporting progress in learning</li> <li>▪ Curriculum documentation for digital fluencies.</li> <li>▪ Digital fluencies school wide to support progress in learning and communication.</li> </ul>
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### **1 Teaching and Learning**

- Build teaching capability that enables the delivery of the curriculum giving priority to priority students achievement in Reading, Writing and Mathematics, against the National standards and across the curriculum.
- Develop understandings of how dyslexic students are catered for across the curriculum.
- Make visible effective teaching of reading using digital fluencies and collective capacity.
- Develop ways of moderating the National Standards in reading /writing across the school.
- Continue to trail and implement the curriculum overview for Te reo / Tikanga as part of curriculum planning and delivery.
- Further develop cultural inclusiveness in planning and delivery within all curriculum areas with a special connection to Tikanga Maori and Pasifika.
- Continue to embed assessment practices including moderation and in depth analysis of formative assessment data to provide teaching and learning outcomes.
- Development of indicators to support student agency in development of learning goals.

- Continue to develop connections with local schools for the moderation of writing.
- Ongoing development of a school wide culture of reflective practice through staff professional learning groups focusing on target students.
- Provide on- going professional development for teachers in religious education.
- BIG WRITING across the school to support the development of strategies for purposeful for writing.
- Establish group for accelerated learning for Mathematics school wide for – ALIM 2
- Participate in the digital fluencies contract with a cluster of schools.
- Connect the “Garden to the Table Programme” as part of the curriculum for Years 5 and 6.
- Continue to provide opportunities for students to participate in a wide range of activities that support the development of the key competencies.
- Further embed the learning process of the 5 E’s for students. parents and teachers.

### **2 School Planning and Reporting**

- Strengthen self review processes to inform ongoing development and improvement
- In depth analysis of formative assessment data to provide specific learning outcomes in order to raise student achievement especially priority learners
- Yearly review of school wide assessment timeline, recording and reporting practices.
- Report to the Board of Trustees and the Ministry of Education in the Annual financial report against the National Standards.
- Continue to build powerful educational connections with our Maori / Pacifica communities to improve student learning outcomes. Including reporting of student progress.
- Consult with and report to the Maori community on the achievement of Maori students and set goals.

### **3 Personnel**

- Provide professional development to support teacher’s appraisal inquiry that are linked to student learning outcomes.
- Provide professional development for all teachers to deepen their content knowledge and understanding of writing, reading and mathematics National Standards across the curriculum.
- Provide professional development for all teachers to implement a science curriculum based on inquiry learning both at school.
- Provide professional development for the leadership team to enable them to develop understanding of what effective leadership is and how to manage change.

- Provide professional development and support for the junior and senior team leaders to be able to provide effective leadership for their teams.
- Provide professional development opportunities for the Director of Religious Education, support staff. Board of Trustees and parents on the Religious education curriculum for the school.
- Professional development for the student leaders of the school.
- Provide professional development opportunities to deepen teacher's knowledge and understandings of Te reo / Tikanga and Pacifica culture.
- Provide professional development and support for Year 1 / 2 teachers.
- Provide opportunities for Board members to attend professional seminars and conferences.
- Provide opportunities for teachers to complete the Incredible Years professional Development.
- Undertake the Auckland Beginning Teachers Project.
- Enable the training of a Reading recovery teacher.
- Look at effective ways to powerfully engage our community in developing understandings about learning.

### **3 Finance**

- To allocate funds to reflect and support the School's strategic and operational plans.
- Continue to manage the budget so that resourcing is appropriate to the identified needs of the school.
- Re locate the finance manager to an area that supports efficient operations.
- To ensure that the school follows effective financial procedures – audit

### **4 Property**

- Ensure the school buildings and facilities provide a safe, healthy learning environment.
  - Implement an efficient programme of maintenance for school buildings and facilities.
  - Negotiate with the diocese to modify teaching spaces to provide innovative learning environments within single cell classrooms.
  - Continue to develop an environment to support sustainable ecological actions.
  - Complete the area for the "Garden to the Table Programme" to operate out of.
  - Continue to develop the gardens and provide shade areas around the school.
  - To organise a system for the appropriate access to science resources and other school resources.
- To purchase furniture to support innovative learning environments.

### **5 Health and Safety**

- Provide a safe physical and emotional environment for students, staff and parents.
- Support parents as the first faith educators of their children and celebrate rituals and traditions that nurture Catholic Spirituality.
- Investigate different programmes to support the hauora of all students.

### **6 Legislation**

- Continue to monitor absences and lateness to ensure maximum attendance at school.
- Ensure that the school complies with all legislation.
- Report to the Ministry on National Standards achievement  
Send the charter documents to the Ministry each year.