ST MICHAEL'S CATHOLIC SCHOOL

"CHRIST IS EVER PRESENT"

STRATEGIC AND ANNUAL PLAN 2024

GOAL 1: CATHOLIC CHARACTER
To weave our special faith in Christ through all dimensions of the school community.

Annual Goal: Dimension 3: Te Whakaatu Karaitiana / Christian Witness Focus area 1 - Catholic School Community - how does the school as an authentic Catholic School community, promote and support active Catholic witness and practice in the school and in the parish, of which is an integral part? What is the effect of this?		Annual Target: All Students		
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
Continue School and Parish working collaboratively to promote the involvement of tamariki/rangatahi and their whanau in the life of the Parish community.	Ann McKeown Georgina van Schaijik BoT Special Character subcommittee Fr Tony Teachers	● Links between School and Parish newsletters ● Regularly termly School Parish Masses ● School attending Liturgical Year liturgies or Masses ie: Ash Wednesday ● Annual surveys for whanau, staff and students		
Develop the awareness that School has an impact on the parish, the parish has an impact on school and actively promote the charism of school through Catholic identity and commitment to Jesus Christ.	All staff	● Participating in Josephite opportunities ● Fr Tony to continue leading weekly Meditation ● Encouraging altar serving training		

GOAL 2: CULTURE: To acknowledge the unique place of Māori in Aotearoa-New Zealand and commit to preserve, protect and promote this through specific curriculum objectives and in various ways through the life of the school.				
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
To work closely with the Kāhui Ako Across Schools and Within Schools Cultural Responsiveness Leaders	Rebekah Capon	● Attend regular Kāhui Ako meetings.		
Implement Kapa Haka online programme.	Philippa Barling	● Regular Te Reo lessons in classrooms. ● Teachers become more confident with teaching and regularly using Te Reo in the classroom.	$1,350	
Invite different cultural communities to engage with the school regarding their wishes (academically and culturally).	Rebekah Capon Ann McKeown / Whole Year Term 3	● Whanau engaging in cultural events throughout the school. ● Matariki Breakfast (Whole school event during Matariki) ● Teachers and children will have a deeper understanding of the cultures within their classrooms.		

GOAL 3: CURRICULUM: To empower all our students/akonga to progress and achieve to their highest possible educational potential.				
Annual Goal - Reading: For all children who are below their Curriculum level in Reading to make a shift towards their expected level		**Annual Target:** To increase the number of Year 6 students (2024) to reach their expected level in Reading.		
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
To track the ongoing progress of any students who are currently achieving "well below" or "below" the expected level in Reading (Tracker for Students at Risk).	Ann Lauren Catherine Pip Classroom Teachers Updated termly by teachers, and analysed by SMT.	● Termly reports of progress, PAT and e-asTTle (Reading) shared with the Board. ● Evidence of targeted teaching to ensure student progress in weekly Reading planning.		
To identify specific gaps in the learning of Year 6 target students and use a trained teacher to provide learning experiences to support progress towards the expected curriculum level in Reading.	Ann Catherine Lauren	● Initial assessment of students' Reading to identify gaps in knowledge. ● Weekly small group learning opportunities (outside the classroom). ● Reports of progress.		

Annual Goal - Writing: To increase the number of students who are achieving the expected curriculum levels in Writing		Annual Target: To increase the number of Year 6 (2024) students to reach their expected level in Writing.		
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
To track the ongoing progress of any students who are currently achieving "well below" or "below" the expected level in Writing (Tracker for Students at Risk).	Ann Lauren Catherine Pip Classroom Teachers Updated termly by teachers, and analysed by SMT.	• Termly reports of progress, PAT and e-asTTle (Writing) shared with the Board. • Evidence of targeted teaching to ensure student progress in weekly Writing planning.		
To implement The Code (Liz Kane) school-wide to increase student achievement in spelling.	SMT Classroom teachers / Term 2 onwards.	• Teachers attending professional development • Regular spelling lessons • Weekly tests in class	The Code PD $3,220 Teacher Release $3,600	
To use Writing Gap Analysis documentation to identify specific gaps in the learning of students who are achieving below the expected curriculum level.	SMT Classroom teachers	• Gaps in learning specifically identified, and targeted in planning. • Progress shown through OTJs.		
To work across schools within	SMT	• Consistency in levelling		

our area to create consistent moderation of Writing levels, and observe best practice in Writing.	Classroom teachers Across schools Kāhui Ako teacher	throughout classrooms. ● Working with Kāhui Ako across schools lead to ensure levels are recorded in the same way as schools within our area.		
To implement the use of specific Writing Progressions across the school.	SMT Lauren Classroom teachers	● Progressions on display in each classroom. ● Progressions used in daily Writing lessons. ● Progress shown through OTJs.		

Annual Goal - Mathematics: To increase the number of students who are achieving the expected curriculum levels in Mathematics.		**Annual Target:** To increase the number of Year 6 students (2024) to reach their expected level in Mathematics.		
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
To use moderation to ensure teacher consistency when making OTJs in Mathematics.	SMT Classroom teachers	● School-wide moderation of Mathematics OTJs to ensure consistency across classrooms and cohorts. ● Use of Maths No Problem chapter reviews to track progress.		
To implement the Foundations programme in Maths No Problem for Year 0 and Year 1 students.	SMT Catherine Charlotte Christine Isla Shari	● Maths No Problem Foundations programme implemented in daily classroom programmes		

GOAL 3: CURRICULUM:			Aotearoa New Zealand Histories Curriculum (ANZHC)	
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
To complete "Cycle B" of the Integrated Planning Overview Curriculum Map.	Catherine Pip Rebekah Tracey Pacheco	● Two-year Integrated Planning Overview Curriculum Map completed and implemented school-wide. ● Completed Curriculum Map published to the school website.		

GOAL 4: CARE AND WELL-BEING: To strengthen spiritual, physical, social and emotional well-being (hauora) of students, staff and community.				
WHAT	**Responsibility / Timeframe**	**Indicators of Progress (including What evidence does the BOT want)**	**Resourcing**	**Actual Outcome and Review**
Build the necessary and age appropriate skills, knowledge and understanding students need to nurture their own emotional wellbeing, and that of others (Mitey Programme).	Ann Teachers Term 2 onwards	● Staff attending professional development (April, 2024). ● Mitey incorporated into weekly planning (from Term 2 onwards).		
To take steps towards improving work-life balance for all staff at St Michael's.	BOT Ann Staff	● Ree George - Staff meetings. ● Mitey ● EAP Counselling ● Staff rep for social events	$500	

		● Staff meetings when required.		