

St Martins School



St Martins School

Kia Maiangi awe ake te mātauranga

Inspiring a passion for learning

Strategic Plan

2019 – 2021

Table of contents

Purpose	.....	page 3
Consultation	.....	page 3
St Martins School values	.....	page 4
Diversity Statement	.....	page 5-6
Strategic goals	.....	page 7
Strategic goals and objectives	.....	page 8 - 12
Enabling functions	.....	page 13
Annual Action Plan	.....	page 14 - 30
Annual Student Achievement Targets	.....	page 31 – 41
Appendix 1 – Internal Review Tool	.....	page 42
Appendix 2 – Consult, Report and Review Plan	.....	page 43
Appendix 3 – Pastoral Care Plan	.....	page 44

Purpose

This document outlines St Martins School's strategic direction for the period 2019 – 2021. It details four key focus areas which will support the school to establish a pathway for achieving equity and excellence: Wellbeing and pathways, Culture and identity, Community engagement, and Ako.

This plan is a living document that will be revised as needed to address changing needs or priorities, comply with Ministry requirements or incorporate national and international best practice. It is intended that this document will guide the Board's decision making, and ensure that both governance and operational decision advance the strategic goals outlined in this plan.

Consultation

This plan has been developed by the Board with input and information from a wide range of stakeholder groups. The School has carried out consultation in the following areas:

- Wellbeing – staff and student
- Overall curriculum delivery
- Caregiver Reporting - Goal setting conferences Year 3-8, Progress and Achievement Conferences
- Engagement with the whānau group

We have used a variety of methods – surveys, SWOTs, workshops, and staff meetings to gather voice from teaching staff and students. In considering consultation responses we use an internal self-review tool (refer to Appendix 1). Further consultation and review on areas related to this document is scheduled during 2019 (refer to Appendix 2).

St Martins School Mission Statement	<i>Kia Maiangi awe ake te Mātauranga. Inspiring a passion for learning.</i>
St Martins School Vision	<i>Our best always.</i>

St Martins School values

These values are deeply held beliefs highlighting what our school community considers most important for our learners so that they will thrive in diverse communities. These values will be reflected in all actions and interactions within the school.

“Our learning community is built on the foundation of RESPECT and CARING, providing opportunities to participate and contribute, to be RESPONSIBLE actively involved global citizens. We aim high to achieve PERSONAL BEST in all areas of our LEARNING.”

Whakaute - Respect	At St Martins all learners will show respect for others, the environment, and ourselves.
Manaaki tāngata - Caring	At St Martins we value caring as a way of relating to each other, our environment and ourselves.
Takohanga - Responsibility	At St Martins we value learners who are responsible, active citizens.
He tētēkura - Personal best	At St Martins we value a community in which all learners strive for personal best.
Akoranga - Learning	At St Martins we value learning. We believe learning is building on what we know and moving forward.

Diversity Statement

St Martins celebrates diversity in all its forms, including ethnicity, race, culture, gender, sexual orientation, religion, disability, and socioeconomic status. St Martins has core values of respect and care, supporting students to be global citizens with a strong sense of self, and who are respectful of others.

Our school community is increasingly diverse and multicultural, and we provide a welcoming and inclusive environment for students of all backgrounds. We particularly emphasise valuing the identity, language and culture of our Māori, Pasifika and tauwiwi (new migrants) students and whānau/aiga.

St Martins School ensures both the articles and the principles of Te Tiriti o Waitangi are reflected within our curriculum delivery programmes. The school further embraces its responsibility to ensure Māori success and upheld the cultural heritage of Aotearoa and our partnership with Māori through te Tiriti o Waitangi by ensuring in both policy and practice that Māori learners achieve educational success as Māori.

St Martins School recognises and celebrates the diversity of its students and community, particularly Aotearoa's unique bicultural heritage, through:

- Wherever possible, include whānau in the decision making of the school, particularly through consultation and collaboration with our whānau group;
- Incorporating components of te reo me ona tikanga Māori into the development of long-term plans;
- Incorporating and celebrating aspects of students' identity, culture and language in the classroom;
- Tuakana/teina roles included in teaching and learning for recognition of what students and staff are good at, and areas for growth and development;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs;
- Developing policies and practices which reflect the diversity of learners and whānau;
- Kaitiakitanga woven into the curriculum and physical school environment through community action;
- Hauora promoted as a framework of holistic wellbeing;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs; and
- Developing policies and practices which reflect the diversity of learners and whānau;

The board will also respond to requests from parents/caregivers of full-time learners for instruction in te reo Māori by:

- Summarising the current level of te reo and Tikanga Māori available at St Martins School; and
- Aligning students, based on their current level of te reo and Tikanga Māori, with services including:
 - In-house instruction from teachers with Māori expertise;
 - Dual enrolment with a correspondence school; and
 - Consultation with Māori school advisors.

Strategic goals



St Martins School views its mission as being achieved or upheld through focusing on its four key strategic areas.

This is depicted through the whare model shown to the left, in which the four strategic areas form the four pou (supporting pillars), which support the roof which is the school's mission statement.

At the base of the whare are the board's enabling mechanisms, through which these objectives are achieved. These are: property, health and safety, finance, and personnel.

Strategic goals and objectives

Area of focus	Strategic goal	Strategic objectives
Wellbeing and pathways	<p>The holistic wellbeing of students and whānau is nurtured and grown as students transition into, through, and out of St Martins School.</p> <p>This includes emotional, spiritual, physical and mental wellbeing.</p>	<p>2019 - 2020</p> <ul style="list-style-type: none"> ● Tamariki and parents will transition effectively to St Martins through strong ECE, school, parent/caregiver, and student relationships. ● Students' wellbeing and resilience will be nurtured through pastoral care programmes and networks, teaching and learning programmes, and relevant learning opportunities for parents/caregivers. ● Staff will role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing. <p>2020 - 2021</p> <ul style="list-style-type: none"> ● Students leaving St Martins for secondary school will have a strong sense of self and are guided by their values.
Community engagement	<p>Parents, whānau, community, and iwi feel a sense of welcome, belonging, and connection with the school, and engage in supporting both the learning of their tamariki and wider activities of the school.</p>	<p>2019 - 2021</p> <ul style="list-style-type: none"> ● St Martins School will develop a culture of community action which encourages participation and engagement in school events and community action.

		<ul style="list-style-type: none"> St Martins School will be leaders of action in the community on issues relevant and topical to the community.
Culture and Identity	St Martins School recognises, values, and celebrates the diversity that constitutes culture and identity in its various forms, and encourages students to have a strong sense of who they are and what they value.	<p>2019 - 2020</p> <ul style="list-style-type: none"> St Martins School culture will celebrate the diversity of all learners. St Martins School will develop a culturally rich and responsive environment built on the principles of Te Ao Māori. <p>2021</p> <ul style="list-style-type: none"> Students will demonstrate a strong understanding of the St Martins School values through their own actions and their interactions with others.
Ako – Everyone is a learner	Students receive high quality collaborative teaching and learning that promote both equity and excellence, with a focus on students who are not currently achieving or are at risk of not achieving, as well as supporting all students to achieve their personal best.	<p>2019</p> <p>Growing students</p> <ul style="list-style-type: none"> Students will have quality, effective, evidence based literacy and numeracy (mathematics) school wide learning experiences. Levels of student achievement in numeracy will be increased through embedding and enhancing mathematical community inquiries. Levels of student achievement in literacy will be increased through students developing an

	<p>Growing students</p> <p>All learners have agency and personalised learning opportunities to experience success in their learning.</p> <p>Students benefit from high expectations in a supportive, safe and inclusive environment.</p> <p>Growing staff/people</p> <p>All staff commit to leading innovative teaching methods and to develop learning communities, social capacity and to contribute as a whole to the wider Kāhui Ako.</p>	<p>understanding of languages, texts and literacy practices across the curriculum.¹</p> <p>Kaitiakitanga (caring for ourselves, others and the environment) will be embedded in teaching and learning programmes, co-curricular opportunities, and the physical school environment.</p> <ul style="list-style-type: none"> ● To serve the school and the wider community. ● To develop an understanding of environmental sustainability through active, engaging, inquiry based, environmental learning experiences. ● To be responsive to the bi-cultural and multi-cultural nature of the school, environment and local community and contribute to the richness that brings to our school. <p>2020</p> <p>Digital Technologies</p> <ul style="list-style-type: none"> ● Students have the technological capability for learning and to enhance their learning.
--	---	---

¹ The aim is to enable students to use texts (texts being digital, printed or multimodal) in the following ways: read and understand texts, construct texts appropriate to the area of study and think about, discuss, interact with, and use texts in subject specific ways.

		<ul style="list-style-type: none"> ● Students develop an understanding of digital literacy and global citizenship. ● Students use technology, navigate the internet and digital communication tools with understanding, integrity and safely. ● Ensure the school and staff/people have the technological capability for learning and to enhance learning. <p>2021</p> <p>Learning to Learn – St Martins School Inquiry Based Learning Model will be embedded across all learning programmes:</p> <ul style="list-style-type: none"> ● To ensure students have quality effective evidence based student centred authentic learning experiences across the curriculum. ● To enable students to make informed choices when engaging in their own learning inquiry regardless of the curriculum context. <p>2019</p> <p>Growing staff/people:</p> <ul style="list-style-type: none"> ● Teachers lead their own learning.
--	--	--

		<ul style="list-style-type: none"> ● Teachers professional learning programmes will continued to be aligned with teacher appraisal. ● Teachers engage with our ‘within school lead’ to continue to build innovative effective teaching programmes in literacy. ● Teachers participate and make contribution to the DMIC professional develop programme. <p>2020</p> <ul style="list-style-type: none"> ● Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods within the context of Kaitiakitanga. <p>2021</p> <ul style="list-style-type: none"> ● Teachers work collaboratively to ensure inquiry based learning programmes have deep, rich, cross curricular learning opportunities.
--	--	--

Enabling functions

The Board gives effect to these strategic goals through its enabling functions of property, health and safety, finance and personnel. The following table outlines the Board's short to medium term direction in each of these functional areas.

Property	Health and safety	Finance	Personnel
<p>Ensure the school's rebuild continues as planned and per the rebuild schedule and in line with the BOTs, Senior Management and Communities fundamental values and beliefs as represented in the original design brief.</p> <p>Source and purchase functional and aesthetic equipment and furniture to meet the needs of the new learning environments.</p> <p>Explore options for landscaping and outdoor play areas and courts as part of the school rebuild.</p>	<p>Meet the legal requirements implicit in the new Health and Safety Act.</p> <p>Improve the structure, organisation and actions of the Health and Safety Team.</p> <p>Improve personnel's capacity and understanding of procedures to ensure the safety of all.</p> <p>Continue to regularly meet with key stakeholders to ensure a highly effective Health and Safety programme.</p>	<p>Work closely with the MOE, Architect, Project Manager and BOT to ensure the build budget is effectively used to meet the brief outline and ensure a successful build outcome.</p> <p>Ensure budget prioritises the purchase of equipment and furniture for the new learning spaces.</p> <p>Ensure budget prioritises the ICT infrastructure and hardware of the whole school.</p> <p>Locally raised funds/SMART Community prioritised towards landscaping and outdoor play areas and courts as part of the school rebuild.</p> <p>Ensure effective use of the budget enhances learning and the learning environment at St Martins School.</p>	<p>Continue to recruit, employ and retain high quality, effective teachers, staff and leaders.</p> <p>Ensure ongoing professional learning and attestation programmes that enhance learning.</p> <p>Provide a high quality induction programme for new staff to ensure ongoing effective learning programmes and student outcomes.</p> <p>Introduce leadership coaching for new emerging leaders.</p> <p>Ensure a robust induction process is undertaken for incoming BOT members.</p>

Annual Action Plan for 2019

<p>Improvement Plan Domain: Wellbeing and Pathways</p> <p>Strategic Objective:</p> <p>Wellbeing:</p> <ul style="list-style-type: none"> • Students' wellbeing and resilience will be nurtured through pastoral care programmes and networks, teaching and learning programmes, and relevant learning opportunities for parents/caregivers. • Staff will role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing. <p>Pathways:</p> <ul style="list-style-type: none"> • Tamariki and parents will transition effectively to St Martins through strong ECE, school, parent/caregiver, and student relationships. 	
<p>Annual Goal:</p> <p>Wellbeing: Students and staff/people To better meet the wellbeing needs of all learners within the classroom wellbeing and mindfulness learning programmes.</p> <p>To ensure that the school is making effective use of the Mana Ake resources and developing structures through the Kāhui Ako - Te Mana Raupō.</p> <p>Pathways: To strengthening professional links with contributing ECEs and St Martins School.</p> <p>To develop curriculum pathways that ensure a connection between Te Whāriki and the New Zealand Curriculum.</p>	<p>Annual Target:</p> <p>Wellbeing: To increase the number of students having their wellbeing and pastoral care needs met within the classroom programme – Tier 1. (See appendix 3)</p> <p>To reduce the number of students accessing/needing the Pastoral Care Programme at Tiers 2-5. (See appendix 3).</p> <p>Pathways: To have all year 0-2 school teachers participate in at least two ECE Hui each year.</p> <p>All year 0-2 teachers will engage with Te Whāriki to support learning pathways from ECE into the first year of primary schooling.</p>

For students and their family/Whānau to develop a sense of belonging and connection to St Martins School.	To improve the number of students and families experiencing a positive transition from ECE to St Martins School.
---	--

Baseline Data:

Wellbeing:

St Martins School has developed a Pastoral Care structure that enable quick and easy access to wellbeing support. It consists of a 5 tier system starting with the idea that the majority of our students should have their wellbeing needs meet and enhance within the normal classroom wellbeing and mindfulness learning programmes (Health curriculum) – Tier 1 through to high level access to specialised mental health agencies.

Number of students accessing the Pastoral Care Programme:

Data collected at the end of 2018.

Tier 1: Within the classroom	77% (453 of 590)
Tier 2: Effective leadership support	6% (34 of 590)
Tier 3: School community development worker	11% (68 of 590)
Tier 4: In school social worker	3% (16 of 590)
Tier 5: Specialist support from external agencies	3% (19 of 590)

Pathways:

The data below is based purely on individual teacher judgement of children’s transition into school.

Data collected as part of the achievement challenge plan for Te Mana Raupō Community of Learning. (Data collected from Jan-June 2018)

Number of students transitioned successfully to school: 75% (39 of 52)

Number of students experienced challenging transitions: 25% (13 of 52)

“Challenging” – defined as reluctant to leave parent, difficulty settling, reluctant to engage with learning or other students, parents reported difficulty with encouraging their child to school.

See Appendix 3

Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress:
<p>Wellbeing Term 1 Term 3</p>	<p>Survey community of learners to determine the perceived effectiveness of students level of wellbeing, the schools ability to support wellbeing within the classroom, playground and through pastoral care programmes.</p>	<p>Deputy Principal</p> <p>Wellbeing team</p> <p>Across School Lead Teacher</p> <p>Principal</p> <p>Team Leaders</p>	<p>Reduction in the number of students being referred to the high levels of pastoral care support strategies – Tiers 2-5.</p>
<p>Ongoing</p>	<p>The Wellbeing Team to analyse the data to identify ongoing needs of students.</p> <p>Develop new and enhance existing programmes to better meet student wellbeing.</p>	<p>Classroom Teachers</p>	<p>Positive shift in Wellbeing survey results.</p>
<p>Ongoing</p>	<p>Engage with the new ‘Across Schools’ lead for Wellbeing to review current programmes and develop new programmes.</p> <p>Develop and engage Mana Ake resources to support the wellbeing of learners at St Martins. (Also part of outcomes for the Stewardship Team for the</p>		<p>Identified needs addressed and programmes developed and implemented within classrooms.</p> <p>Clear structures to refer and access Mana Ake resource.</p> <p>Clear understanding and knowledge of the resources on offer by our Mana Ake team.</p>

			Documentation of referral and access to resources, programmes and personnel.
Term 1 and Term 3	<p>To survey the staff to determine their perceived ability to role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing.</p> <p>To identify ongoing needs of staff to better develop their needs through professional development and management of workload.</p> <p>Major focus for teacher inquiry and professional goals is wellbeing and making a difference to students wellbeing.</p> <p>TOD – focus on wellbeing and making a difference – students, self and community</p>		<p>Improvement in survey data and job and wellbeing satisfaction indicators.</p> <p>Teachers are able to identify wellbeing needs of students in their PODs supported by Leading Lights portal.</p> <p>Teachers have developed effective classroom programmes to meets the needs of diverse learners.</p>
Ongoing			
29, 30 January			

<p>25 March</p> <p>Term 2 and 3</p>	<p>TOD – Focus on understanding students behaviour and how best to support wellbeing.</p> <p>Professional Development for new staff in Restorative Practices to ensure a consistency approach to behaviour and wellbeing management.</p>		<p>Teachers develop a range of skills to help support the needs of diverse learners.</p> <p>Teachers can evidence the changes in student wellbeing over the year.</p> <p>Effective use of restorative practices by new teachers and support staff at St Martins School.</p>
<p>Pathways</p>	<p>To engage in professional learning opportunities to improve our teachers understanding of Te Whāriki.</p> <p>To develop opportunities for ECE teachers, students and parents to visit St Martins School and participate in school activities prior to enrolment.</p> <p>Continue to enhance our transition programme through</p> <ul style="list-style-type: none"> ○ The SMART start events ○ Classroom visits prior to starting school ○ Mutukaroa Programme. 	<p>Explorers Team</p> <p>Team Leader</p> <p>New Entrant Liaison Person</p> <p>Across School Expert Teacher – ECE Transitions.</p>	<p>Visible evidence of a positive transitions to school by new entrant students.</p> <p>Increase in the number of students experiencing a positive transition to school.</p> <p>Teachers show clear learning pathways in all year 0-2 planning and assessments from Te Whāriki to Level 1 of the New Zealand Curriculum.</p> <p>Teachers are analyse and make use of the information coming out of the parent transition questionnaire to improve transition programmes.</p>

	<p>Introduce transition questionnaire to parents at the eight week milestone.</p> <p>Teachers will attend ongoing professional learning hui organised our 'Across School Teacher – Transitions'.</p>		
<p>Monitoring: Senior Leadership to ensure the above actions, surveys and or questionnaires are completed and analysed as outlined above and are used to inform and guide change. At the end of each Term the Wellbeing Team will meet with our 'In school social workers' and Mane Ake Team to review students outcomes and ongoing needs.</p>			
<p>Resourcing: 2019 budget to prioritise the above.</p> <ul style="list-style-type: none"> ○ Funds for the engagement of the social workers from CCM ○ Release for Wellbeing team to meet and plan actions. ○ Purchase of resources for classroom use. ○ Ongoing funding for Professional Learning programmes for teachers and parent workshops. 			

Improvement Plan Domain: Community Engagement	
Strategic Objective:	
<ul style="list-style-type: none"> ● St Martins School will develop a culture of community action which encourages participation and engagement in school events and community action. ● St Martins School will be leaders of action in the community on issues relevant and topical to the community. 	
Annual Goal:	Annual Target:
<ul style="list-style-type: none"> ● To ensure parents, whānau, community, and iwi have an understanding of the new buildings and how the teaching spaces will enhance learning for their children through collaborative learning practices. ● To engage with the local iwi through the Whānau Group to enable connection and understanding of our cultural narrative is reflected in aspects of the new buildings and planned landscaping. ● To hold regular parent workshops on relevant and topical issues – managing student behaviour at home, screen time, understanding our mathematics programmes and collaborative teaching pedagogy. 	<ul style="list-style-type: none"> ● To increase understanding of our pedagogy and practices by scheduling regular walk throughs for family and whānau to go through the new buildings and have opportunities to view learning as it is happening and to ask questions. ● To increase the community attendance numbers at information evenings and parent workshops. ● To increase the engagement of our community in responding to surveys and questionnaires.
Baseline Data:	
Anecdotal evidences over the past 5 years has indicated only a small percentage of parents will respond to community engagement events that are information or informative sharing strategies such as surveys or questionnaires.	

Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress:
Term 1, 2, 3 and 4	<p>Build updates emailed to community posted on website.</p> <p>Provided guided walk through of new learning spaces for whanau and community members.</p>	<p>BOT Principal</p> <p>Teachers</p>	Higher levels of community engagement and participation/contribution to key strategic goals.
Term 2, 3 and 4	Regular parent information giving and gathering around current collaborative practices and use of collaborative learning spaces. (Emails, workshops and information at parent teacher gatherings.)	All staff	
Term 1,2 3 and 4	Regular parent/Whanau Group information giving and gathering and iwi consultation around current St Martins cultural narrative and use of Māori names. How this will be expressed through signage and manifestations within the buildings and grounds. (Emails, face to face meetings, workshops and information at parent teacher gatherings.)	<p>BOT Principal Whānau Group Local iwi and Kaumatua Community</p>	

Term 1 and 3	Hold regular parent workshops on about digital citizenships, cyber safety and Screen time.	Principal Deputy Principal Teaching staff Outside providers	
Term 2 and 4	Regular drop-in sessions with Mana Ake team to provide ongoing information around 'Right time, Right Services' approach to wellbeing.	Principal Deputy Principal SENCO Mana Ake Team	
Monitoring: Monitor community engagement and analysis of data to ensure we are using efficient, effective and culturally responsive strategies to engage our community.			
Resourcing: 2019 budget to prioritise funds moneys for the following: <ul style="list-style-type: none"> ● Digital survey and questionnaire tools. ● Ongoing purchasing maintenance of school website and school links portal. ● Professional and parent information sharing initiatives such as workshops, drop-ins and information events. ● Locating, engaging and implementing our school and community connection and support of local Whānau Group, iwi and kaumatua. 			

Improvement Plan Domain: Culture and Identity

Strategic Objective:

- St Martins School will develop a culturally rich and responsive environment built on the principles of Te Ao Māori.
- St Martins School culture will celebrate the diversity of all learners.

Annual Goal:

- To incorporate tikanga, Māori values and Te Reo Māori across our range of Learning programmes.
- To ensure people have an understanding of where they come from and an opportunity to celebrate the diversity of our community.
- To develop an understanding of what 'our place' is about and ensure everyone can connect and feel included.

Annual Target:

- All School signage, displays, names, manifestations and landscaping will include appropriate design aspects from our local cultural narrative and in consultation with the local families and whānau / iwi.
- By the end of 2019 all inquiry based learning units, environmental sustainability and health and wellbeing programmes will include:
 - *Aspects of tikanga and Māori values that reflect the local tangata whenua.*
 - *Opportunities for student to share and celebrate diversity.*
 - *Connections to school based values and community.*

Baseline Data:

Our Place:

- Signage around the school is limited to the naming of office areas, toilets and staffroom.

- Translation of 'The SMART Way' is completed but has yet to be included on displays within classrooms and office areas.
- School song in Māori is used at cultural festivals or important events at school.
- School logo has Māori translations.
- Commissioned design for formal documents, displays and manifestations has been completed, but these have not yet been constructed and installed
- Design of new build manifestations and Waharoa is underway.

Our People:

- All teachers develop and teach programmes that include learning opportunities from Level 1 of Te Aho Arataki Marau mo e Ako i Te Reo Māori (*Curriculum guidelines for Teaching and Learning Te Reo Māori in English-medium Schools*).
- All teachers are able to use simple commands or sentences, however correct pronunciation varies across staff.
- All teachers have engaged with Tātaiako (*Cultural Competencies for Teachers*) as part of the school wide professional learning programme.
- Cultural responsiveness goals are included within school wide appraisals.
- It is unknown how effectively our teachers understand tikanga and Māori values from a Ngāi Tahu perspective.

Our Curriculum:

- All learners experience learning opportunities from Level 1 of Te Aho Arataki Marau mo e Ako i Te Reo Māori (*Curriculum guidelines for Teaching and Learning Te Reo Māori in English-medium Schools*).
- Te Reo Māori is reported on once yearly from Years 5-8.

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Our Curriculum: Ongoing	Develop curriculum delivery that moves beyond Level 1 of Te Aho Arataki Marau mo e Ako i Te Reo Māori.	Senior Leadership Team Curriculum Team All Staff	School wide curriculum will include learning outcomes beyond Level 1 of the curriculum.

	To develop assessment and reporting guidelines for Te Aho Arataki Marau mo e Ako i Te Reo Māori that include Years 1-4.	Whānau Group	Planning, assessment and reporting formats and learning programmes will show student learning and achievement beyond Level 1 of the curriculum.
Our People: Ongoing	<p>Develop and implement a professional learning programme for staff that includes:</p> <ul style="list-style-type: none"> ○ understanding of <i>tikanga and Māori values</i> ○ correct use and pronunciation of Te Reo Māori <p>Continue to include within the Teacher Appraisal programme professional goals for cultural responsiveness in line with Tātaiako.</p>	<p>Senior Leadership Team</p> <p>All Staff</p> <p>Whānau Group</p>	<p>School Leaders and Teachers will be able to model correct pronunciation of Te Reo Māori.</p> <p>School Leaders and Teachers will be able to model tikanga and Māori values.</p> <p>Students will demonstrate correct pronunciation of Te Reo Māori.</p> <p>Students demonstrate an understanding of tikanga and Māori values.</p> <p>Planning, assessment and learning programmes will reflect clear links to use of cultural competencies from Tātaiako.</p>

<p>Our Place: Term 1 and 2</p>	<p>Design and commissioning of Waharoa for entrance to school.</p> <p>Design and commissioning of Manifestations for new buildings and signage around the school.</p> <p>Design and commissioning of landscaping and playground.</p> <p>Work with the SMART community to raise funds to create the landscaping and playground of St Martins School.</p>	<p>Senior Leadership Team</p> <p>BOT</p> <p>Whānau Group</p> <p>Build Team</p> <p>Local artists and contractors</p>	<p>The environment will show:</p> <ul style="list-style-type: none"> ○ design of key landscaping elements that reflect our cultural narrative. ○ Bilingual signage throughout the school. ○ Design and staging of aspects of landscaping around the school will show key aspects of our cultural narrative, but also include Māori values around respect for and sustainability of the environment.
<p>Monitoring: Quality of learning programmes, student achievement outcomes and teacher competencies will be monitored through the school wide assessment and reporting evaluations and also the school wide professional learning and attestation programme.</p> <p>Senior Leadership to ensure the above actions and outcomes for ‘Our Place’ are achieved through regular meetings and consultation with Whānau Group and stakeholders.</p> <p>Regular reporting to the Whānau Group and BOT will include updates of progress in achieving the above goals.</p>			
<p>Resourcing: 2019 - 2021 budget to prioritise moneys for the following:</p> <ul style="list-style-type: none"> ● Professional development costs and release for staff to attend. 			

- Landscaping and building playgrounds
- The design and installation of the manifestations and bilingual signage.

<p>Improvement Plan Domain: Ako – Everyone is a learner (Part 1)</p> <p>Strategic Objective: Kaitiakitanga (caring for ourselves, others and the environment) will be embedded in teaching and learning programmes, co-curricular opportunities, and the physical school environment.</p> <p>To serve the school and the wider community.</p> <p>To develop an understanding of environmental sustainability through active, engaging, inquiry based, environmental learning experiences.</p> <ul style="list-style-type: none"> • To be responsive to the bi-cultural and multi-cultural nature of the school, environment and local community and contribute to the richness that brings to our school. • 	
<p>Annual Goal: To include in the all year 0-8 curriculum programmes environmental sustainability learning opportunities that enable students to successfully participate and make contributions to others and the world around them.</p>	<p>Annual Target:</p> <ul style="list-style-type: none"> • All learning teams will develop and implement an environmental sustainability programme that enable students to care for self, others and the environment. • All environmental sustainability programmes will provide authentic, hands on opportunities for students to actively participate in and make positive contributions to local self, others and the environment.
<p>Baseline Data:</p> <p>At present the only baseline data we have is anecdotal notes and reflections for the Environmental Programmes and the tracking of the number of students accessing the Pastoral Care System Support Network. (see above data). The capture of engagement, progress and achievement assessments and reflections will be a priority for development for these programmes.</p>	

Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress:
Term 1, 2, 3 and 4	<p>Inquiry planning units of work will include social action component that could include students working within the community.</p> <p>(Service to community)</p>	<p>Senior Leaders</p> <p>Staff</p>	<p>Reflection and evaluation of learning programmes will show students development of the NZCF key competencies and SMART Learners attitudes and dispositions.</p>
Terms 1,2,3,4	<p>Implementation of the Environment Sustainability programme in years 0-2, The Eco Explorers Programme.</p> <p>To continue to review, refine and improve the following programmes:</p> <ul style="list-style-type: none"> ● Eco Explorers (Year 0-2) ● Garden to Table (Year 3-4) <p>Eco Action Programme (year 5-6)</p> <ul style="list-style-type: none"> ○ Environmental Challenge Programme (Year 7-8) <p>(Service to the environment)</p>		<p>Reflection and evaluation of learning programmes will show students development of understanding toward environmental sustainability practices and Māori values in relation to care of our place.</p> <p>That students are actively engaged in environment programmes that make a difference to self, others, school and wider environment.</p>

<p>Terms 1, 2, 3, 4</p>	<p>Teachers will continue to develop and implement Health, Wellbeing and Mindfulness learning programmes to meet the needs of students within their POD and out to the wider Year group Team.</p> <p>The wellbeing team to develop an action plan to ensure continued improvement of learning programmes, student engagement and assessment for learning practices.</p> <p><i>(Service to Self)</i></p>	<p>Senior Leadership Wellbeing Team Staff</p>	<p>Students will be able to discuss and demonstrate an understanding of personal health, wellbeing and mindfulness in relationship to what they do in their daily life at school and home.</p> <p>Students will be able to use a variety of strategies to support theirs and others health, wellbeing and mindfulness.</p>
<p>Monitoring:</p> <p>Ongoing review by Team Leaders of the Environmental Sustainability learning programme at the end each Term to ensure effective, engaging learning programmes. (Eco Explorers (Year 0-2), Garden to Table (Year 3-4), Eco Action Programme (year 5-6), Environmental Challenge Programme (Year 7-8)</p> <p>Ongoing review by Wellbeing Team of the learning programme at the end each Term to ensure effective, engaging learning programmes.</p>			
<p>Resourcing:</p> <p>2019-2021 budget to prioritise moneys for the following:</p> <ul style="list-style-type: none"> ○ Resources required to maintain the programmes – equipment, staffing, transport. ○ Release for teachers to collaboratively plan the programmes 			

Improvement Plan Domain: Ako – Everyone is a learner (Part 2) **Student Achievement Targets**

Strategic Objective:

Growing students:

Students will have quality, effective, evidence based **literacy and numeracy** (mathematics) school wide learning experiences.

- Levels of student **achievement in numeracy** will be increased through embedding and enhancing mathematical community inquiries.
- Levels of student **achievement in literacy** will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum.
 - The aim is to enable students to use texts (texts being - digital, printed or multimodal) in the following ways:
 - read and understand texts
 - construct texts appropriate to the area of study and
 - think about, discuss, interact with, and use texts in subject specific ways.

Growing staff/people:

- Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods.
- Teachers understand and develop literacy learning programmes across the curriculum to enable students to develop the use of a range of texts, developing understanding of the language used in a given discipline.
- Teachers use effective analysis of student achievement information including individual, school wide and cohort tracking overtime in order to meet the needs/accelerate learning of the diverse learners at St Martins School.

Annual Goals to support the Domain of Ako

- To further develop our understanding of differentiation of learning to meet the needs of diverse learners.
- To develop an understanding of the term 'diverse' learners.
- To focus on and gain an understanding of the gender differences at the year 1-2 age group.

- To ensure there is wide and deep analysis of all variables that impact on learning – attendance, well, being and pastoral care, relationships, gender, ethnicity, timetabling, authenticity of content and relevance of learning to learners.
- To gain a better understanding of wellbeing and the concept of “making a difference” to support learners and learning as a guiding theme for 2019.
- To develop a deeper understanding of collaborative practices to support learning across the curriculum, whilst retaining a focus on Literacy and Numeracy.
- Cross curricular literacy and numeracy demands to ensure equal access to content and process adapting delivery of programme to support all learners – this includes inquiry-based learning, performance arts and sports and outdoor education programmes.

Reading – and literacy across the curriculum.	
Student Achievement Targets 2019	
<p>Strategic goal: Students will have quality, effective, evidence based literacy – reading school wide learning experiences.</p> <ul style="list-style-type: none"> ● Levels of student achievement in literacy will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum. To enable students in the use of texts (texts being - digital, printed or multimodal) to: <ul style="list-style-type: none"> ○ read and understand texts ○ construct texts appropriate to the area of study and ○ think about, discuss, interact with, and use texts in subject specific ways. 	<p>Student Focus Groups: Year 1,2 and 3 students</p>
<p>Annual Target: To accelerate the progress of learners' achievement in Reading to progress a minimum of two sublevels within the New Zealand Curriculum.</p>	<p>Who: All staff within the classroom Student Achievement Team Senior Management BOT</p>
<p>How: Actions to be taken - All Students – Diverse Learners</p> <p>Actions to be continued during 2019 will include:</p> <ul style="list-style-type: none"> ● Learning Support programmes reviewed and adapted to support 'at risk' learners. ● Continue to develop and support target students just below expected standard by each teacher developing an in class acceleration programme. ● Team leaders to continue to identify and monitor students achieving below expected levels throughout the year and make referrals for learning support through the St Martins School Curriculum Achievement Plan. ● Continue to hold regular fortnightly Student Achievement Team meetings to support student achievement, develop 	

effective programmes and monitor progress.

- Literacy Learning Team / Within School COL leader to reviewing and developing school wide assessment tools and teacher practice for reading.
- Continue regular meetings with the Student Achievement team to develop action plan for 2019 to meet the needs of our diverse learners, to look beyond the achievement to other factors that also affect learning – attendance, wellbeing and pastoral care register.
- Equality of access to across curriculum programmes - classroom programmes include the literacy demands required across the curriculum and are include in all planning to ensure students can access and be successful regardless of reading level.
- To ensure students who are above and well above needs are being meet through the GATE programme.
- Restructure of class descriptions to reflect our student and curriculum achievement plan – to better ensure consistent criteria for support and differentiation across PODs.

Actions to improve the achievement of student in the Year 1, 2 and 3 Sub Group.

Actions to be continued during 2019 will include:

- More intensive classroom reading programmes to meet the needs of students on entry and over the first 80 weeks at school.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting reading programmes for individual students – peer tutoring, volunteer programmes, Reading Recovery, and parent programme
- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home.
- Make use of the Community of Learning 'Across the COL' ECE Lead teacher to support transition to school and the new Diverse Learners Across COL lead.

Actions to improve the achievement of students who are 'well below' Expected Curriculum Level.

Actions to be continued during 2019 will include:

- Students achieving well below in Reading are referred to the SENCO, (Tier 3 Intervention Programme)
- Each student will receive a support package that includes: Teacher Aide in class support, ongoing monitoring of progress, IEP development to better meet needs.
- Supported reading programme taken by voluntary parents trained by reading recovery teacher to provide reading mileage and practice reading strategies.
- Reading Recovery Programme.

Actions – Māori and Pasifika

Actions to be continued during 2019 will include:

- Whānau Group to support student learning and complete the final work on School Strategic Plan to ensure Māori learn as Māori.
- Activities that support and develop Māori culture and identity.
- Access of priority students to the targeted learning programmes.
- Mutukaroa programme to support parents at home.
- ILP (Independent Learning Plan) for students below and well below.
- Ensure culturally appropriate resources and contexts included with programme design.
- At classroom level teachers to ensure that selection, purchase and use of reading material that is appealing to individual readers to ensure engagement, with specific focus of contexts and topics that are culturally responsive to all students, including Maori and Pasifika students.

Actions – Gender difference

- At classroom level teachers to ensure that selection, purchase and use of reading material that is appealing to individual readers to ensure engagement, with specific focus of contexts and topics of high interest to boys, boys topics, authors while also balancing topics of high interest to girls and that are culturally responsive to all students.

Writing – and literacy across the curriculum	
Student Achievement Targets 2019	
<p>Strategic goal: Students will have quality, effective, evidence based literacy – writing school wide learning experiences.</p> <ul style="list-style-type: none"> ● Levels of student achievement in literacy will be increased through students developing an understanding of languages, texts and literacy practices across the curriculum. To enable students in the use of texts (texts being - digital, printed or multimodal) to: <ul style="list-style-type: none"> ○ read and understand texts ○ construct texts appropriate to the area of study and ○ think about, discuss, interact with, and use texts in subject specific ways. 	<p>Student Focus Groups: Year 1,2 and 3 students Year 5,6 and 7 students Māori and Pasifika Boys</p>
<p>Annual Target 1: To accelerate the progress of learners' achievement in Writing to progress a minimum of two sublevels within the New Zealand Curriculum.</p>	<p>Annual Target 2: To accelerate the progress of underachieving Māori and Pasifika learners' achievement in Writing to progress a minimum of two sublevels within the New Zealand Curriculum.</p>
Annual Target 3:	
<p>Who: All staff within the classroom Student Achievement Team Senior Management BOT</p>	
<p>How: Actions - Our Diverse Learners Continued actions to address the needs of all students include:</p> <ul style="list-style-type: none"> ● Learning support programmes adjusted to support well below and well above achievers in order to provide appropriate support. ● Set up support programmes targeting students just below the national curriculum for writing. 	

- Provide continued professional development around effective teaching strategies for writing
- Classroom teacher's focus on the deliberate teaching of writing skills as developed through the professional learning programme.
- Team leaders to identify and monitor students achieving below expected levels throughout the year.
- Literacy Learning Team to develop school wide programme overview based on the Writing Learning Progressions / National Standards to clarify expectations and effective teaching strategies.
- Continue to maintain Tier 2 Intervention Programmes through sustainable funding and systems.
- Continue regular meetings with the Student Achievement team to develop action plan for 2019 to meet the needs of our diverse learners, to look beyond the achievement to other factors that also effect learning – attendance, wellbeing and pastoral care register.
- Equality of access to across curriculum programmes - classroom programmes include the literacy demands required across the curriculum and are include in all planning to ensure students can access and be successful regardless of reading level.
- To ensure students who are above and well above needs are being meet through the GATE programme.
- Restructure of class descriptions to reflect our student and curriculum achievement plan – to better ensure consistent criteria for support and differentiation across PODs.

Actions to improve the achievement of student in 1 -2 Year Sub Group.

Actions to be continued during 2019 will include:

- More intensive classroom Writing programmes to meet the needs of students on entry and over the first 80 weeks at school.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting reading programmes for individual students – peer tutoring
- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home.
- Make use of the Community of Learning 'Across the COL' ECE Lead teacher to support transition to school and the new Diverse Learners Across COL lead.

Actions to improve the achievement of student in Year 5, 6 and 7 Sub Group.

- More intensive classroom Writing programmes to meet the specific needs of the group.
- Students below and well below will receive Teacher Aide support in the classrooms to support literacy learning.
- Targeting writing programmes for individual students – peer tutoring
- Targeted writing programmes to support literacy across the curriculum
- Review of timetabling and hours spent on literacy at this year group.

Actions – Māori (Sustainability of achievement) and Pasifika (improvement of achievement)

Continued actions to address the needs of **Maori and Pasifika students** include:

- Whānau Group to support student learning and complete the final work on School Strategic Plan to ensure Māori learn as Māori.
- Targeting resource purchases that reflect needs and is culturally inclusive.
- Māori and Pasifika students have priority access to the Target Students programmes.
- ILP (Independent Learning Plan) for students below and well below, with a specific focus on Pasifika students.

Actions – Gender (Sustainability of achievement)

Continued actions to address the needs of gender **differences** include:

- Target boys who are just underachieving standard through planned classroom interventions
- Boys have priority access to Tier 2 Intervention Programmes

Actions - Senior School Focus (Sustainability of achievement gains)

- Ensuring students have consistent timetabling of Reading and Writing while reducing interruptions to the learning programmes.
- Literacy Team Leaders to work alongside the Senior school to support teaching learning programmes and student engagement and achievement.
- Student Achievement Team to plan and implement ongoing monitoring systems for track students' engagement, progress and achievement in writing.

Actions - Junior School (Sustainability of achievement gains)

- Continuation of the Mutukaroa programme to support and engage family and whānau to understand support their child's learning at home. (Tier 2 Intervention Programme).
- Make use of the Community of Learning (COL) across school ECE teacher to support transitions to school.
- Student Achievement Team to look at ways to support students over the first 40 weeks at school in line with the Mutukaroa programme.

Mathematics – and numeracy across the curriculum	
Student Achievement Targets 2019	
Strategic goal: Levels of student achievement in numeracy will be increased through embedding and enhancing mathematical community inquiries.	Student Focus Groups: Year 7 and 8 students Māori and Pasifika
Annual Target 1: To accelerate the progress of learners' achievement in Mathematics to progress a minimum of two sublevels within the New Zealand Curriculum.	Annual Target 2: To accelerate the progress of underachieving Māori and Pasifika learners' achievement in Mathematics to progress a minimum of two sublevels within the New Zealand Curriculum.
Who: All staff within the classroom Student Achievement Team Senior Management BOT	
How: Whole School Action – for our Diverse Learners Continued actions to address the needs of all students include: <ul style="list-style-type: none"> • Continue to monitor and analyse school wide achievement data through the Student Achievement Team and Learning Support. Continued identification and monitoring of students below curriculum level - development of ILP (Individual Learning Plans for priority students) • Implementation of short intensive learning programmes, specifically focusing raising student's achievement in Mathematics - delivered through Target Students Programme • Strengthen parental engagement to support student learning - regular meetings with parents of students participating in the Target Students programme. • Ongoing mentoring form Bubby Hunter's DMIC Mathematics Mentoring Team each term. • Ongoing monitoring of target students at classroom level, team level and school level through the Student Achievement Team. • Use of Teacher Inquiry as monitoring tools for review of Target Student Programme and the introduction of the 'Lesson Study' process to develop the capacity of our teachers to mentor others in mathematics. 	

- Community of Learning Across School and Within School leaders to support and review ongoing professional learning and achievement challenges in Mathematics.
- Continue professional development focus for 2018 for Mathematics. – Teaching strategies, assessment tools and moderation assessment practices, through engagement of Bobby Hunter and the DMIC Team.
- Ongoing review and redesign of mathematics delivery programme
- Team leaders facilitate ongoing monitoring of target students.
- Make ongoing use of the expertise of the COL Across School Mathematics Lead
- Make use of the new COL Across School Lead in Diverse Learners. – This may include looking wider to attendance, wellbeing and pastoral care

Actions to improve the achievement of student in Year 7 and 8 Sub Group.

Actions to improve the achievement of student across the school who are well below ('at risk') National Standard.

Continued actions to address the needs of **well below, 'at risk'** students include:

- Students achieving well below in Mathematics are referred to Learning Support.
- Each student will receive a support package that includes: Teacher Aide in class support, ongoing monitoring of progress, IEP development to better meet needs.
- Continue to strengthen the monitoring of students.

Actions – Māori and Pasifika

Continued actions to address the needs of **Māori and Pasifika students** include:

- Whānau Group to support student learning
- Activities that support and develop Māori culture and identity
- Access to learning support programmes – priority
- ILP (Independent Learning Plan) for students below and well below.
- Teacher pedagogy around cultural responsiveness with Bobby Hunter's Team of Mentors

Appendix 1

Internal Self Review Tool

The school will employ a self-review strategy that is learner focused, evidence based, evaluative and improvement driven. Woven throughout the process will be ongoing capturing of learner and community voice. We have classified our review priorities in a similar way as outlined in the ERO evaluation Indicators.

1. Strategic Evaluations – These reviews focus on activities related to the vision, values, goals and targets of the school community.
2. Regular Evaluations – These reviews are business-as-usual evaluations or inquiries, where boards leaders and teacher gather data, monitor progress towards goals, and assess the effectiveness of programmes and interventions.
3. Emergent Evaluations – These evaluations are a response to an unforeseen event or an issue identified by routine scanning or monitoring.



Appendix 2

Schedule of consultation, review and reporting for 2019

	Term 1	Term 2	Term 3	Term 4
2019 - Consult	Wellbeing	Caregiver Reporting	Wellbeing	Curriculum Development
2019 – Review	Environmental Sustainability Programme.	Culture and Identity Strategic Objectives in relation to learning programmes	Environmental Sustainability Programme.	Culture and Identity Strategic Objectives in relation to learning programmes
2019 – Report	Variance Report Student Achievement	Wellbeing and Pastoral Care Programme	Student Achievement Progress Report for 2019	Wellbeing and Pastoral Care Programme

Appendix 3

Pastoral Support Plan

Plan is supported by the staff at St Martins School.

