



*We are a Catholic School that is Christ centered and lives Mercy values.*

*Our mission is to nurture faith, to grow community, and to achieve excellence.*

School Charter  
Strategic and Annual Plan for  
Our Lady of Victories School

2017 -20

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

## Our Lady of Victories School 2017 -20 Introductory Section - Strategic Intentions

### **School Statement**

We are a State Integrated decile 6 Catholic full-primary school situated in Sockburn, Christchurch. We were opened in 1956 and were initially staffed by the Sisters of Mercy and became an integrated State School in 1982.

We ended 2016 with a roll of 183 and have started 2017 with a roll of 178. We have a stable staff with all teachers returning in 2017. Two of these are in fixed term positions that will become permanent in 2017. The acting DP was appointed permanently at the end of 2016 and the AP position is currently being made permanent.

We provide a well-balanced curriculum designed to meet the spiritual, social, emotional, academic and physical needs of our students.

The Catholic Character of our school ensures that the teachings of the Catholic Church are lived, valued and respected. Our staff, students and parent community reflect these beliefs in their relationships with others. We integrate a values programme to support the Catholic Character of our school based on the values of the Mercy Sisters who founded the school.

Our school curriculum has a strong emphasis on pupils living our values and following our one school rule; Respect God, others and the environment. We intend to review this as our professional development focus for 2017.

Relationships with parents and the parish are valued and we promote this through involving parents in liturgies, Masses, educational evenings and assemblies. We have an active Parent and Friends Association in the school, and new parents are welcome in this group.

We were able to elect our own Board of Trustees in late 2016 after having a MOE appointed Board since 2014.

We have a positive relationship with the Parish Priest and the parish community.

Teachers and students use the Teaching as Inquiry model to direct their planning, teaching, learning and assessment.

All students will have the opportunity to reach their full potential through appropriate programmes, both learning support and extension is provided. We increased our student leadership during 2016 by selecting a Student Council and Head Students. We will further develop student opportunities for

	<p>leadership in 2017.</p> <p>We implement restorative justice to manage student behaviour.</p>
<b>Vision</b>	<p>We are a Catholic School that is Christ centred and lives Mercy Values. Our mission is to nurture faith, to grow community and to achieve excellence.</p>
<b>Values</b>	<p>We value our faith, learning and our community. This is demonstrated through the Mercy values of Respect, Excellence, Service, Sustainability, and Social Justice.</p>
<b>Principles</b>	<p><b>Christ Centred</b></p> <p>The curriculum offered at OLV is a reflection of an inclusive Catholic view of the person and society. It supports and enhances the faith life of students as a relationship with God the Father, through the Son Jesus Christ, in the power of the Holy Spirit.</p> <p><b>High Expectations</b></p> <p>The Religious Education Curriculum, being the prime essential learning area of OLV Catholic Curriculum, supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances. It provides objectives and opportunities for children to experience, learn and grow in faith and awareness of Catholic morality, taking into account their ability, background and family situations.</p> <p><b>Inclusion</b></p> <p>OLV recognizes the growing diversity of cultures represented in its community. In particular we have a growing Filipino community which currently is a little more than 30%.</p> <p>OLV will ensure it provides fully inclusive education by developing confident children and confident parents.</p> <p>Confident children feel welcomed and supported by their school and the people in it. They are involved in the life of the school and enjoy interacting with and learning alongside their peers. Confident children learn and succeed because of the training and commitment of their teachers. They receive the services and support they need because everyone expects they should. Confident parents are well</p>

informed about the education system, know it is fair and are sure about what they can expect from it. They know they are partners in their child's education.

They are an important member of the multi-agency team that supports their child at school and at home. We recognise the importance of reporting on their child's progress in a way that they understand.

Parents develop confidence in the system when it anticipates their child's needs and is flexible in its approach.

As a result of self-review and our growing diversity we have identified cultural inclusiveness as an area for development.

### **Learning to Learn**

OLV seeks to make a difference. OLV Curriculum encourages all students to reflect on their own learning, progress and to learn how to learn in an inclusive environment. It establishes direction for teaching, learning and assessment to meet the needs of all students. Student agency is a key focus. Children must have an understanding of and ownership of their learning.

It is open to signs of the time and reflective and fosters a quest for truth.

### **Community Engagement**

OLV education in and for the community. OLV Curriculum has meaning for students that connects with their wider lives and engages the support of their family-whanau, parish and wider communities and encourages children to be committed to the truth of the Gospel, to share in it and to live the Gospel Values in their communities.

### **Coherence**

The OLV Curriculum is cyclical in its framework, indicating specific areas to be covered in each area of schooling. It offers all students a broad education that makes links within and across learning areas, provides for coherent transition and opens up further pathways for learning.

### **Future Focus**

The OLV Curriculum encourages all students to look at the future by exploring significant future focus issues. The curriculum develops the student's awareness of social justice issues in light of the Catholic social teaching and promotes an attitude of respect and stewardship for the earth.

<p><b>Maori Dimensions and Cultural Diversity</b></p>	<p>As New Zealand is a bi-cultural country bound by Treaty of Waitangi obligations, OLV will celebrate our cultural heritage by having procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. In recognising the unique position of the Maori culture OLV will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and Te Reo Maori. (Maori Language)</p> <p>Teaching staff will be encouraged and fully supported with professional development to extend their current abilities in Te Reo. We will be active participants of the URLC Maori PD project.</p> <p>The components of Tikanga Maori and Te Reo Maori will be integrated into all aspects of the school curriculum, particularly our Religious Education Programme.</p> <p>We will report to the BOT on Maori achievement.</p> <p>The BOT and Principal will use a range of communication strategies to consult with the parents of the students identified as Maori and achievement data of Maori students will be shared.</p> <p>Our school's cultural self-review will involve all stake holders: The BOT, teachers, students, Maori parents, whanau and the wider community.</p>
<p><b>Pasifika dimension</b></p>	<p>We believe Pasifika people have a particular set of demographics that distinguish them from other ethnic groups in New Zealand and require a different approach for education policy and initiatives. In primary education the focus is on increasing achievement in early literacy.</p> <p>We will: Participate in the URC Pasifika PD.</p> <ul style="list-style-type: none"> <li>• Extend the existing programmes if and as appropriate and provide in-school support and resources to further enhance inclusion of Pasifika within the child's classroom.</li> <li>• Provide opportunities for Pasifika students to communicate in a Pasifika language and also to learn more about their cultural identity and understandings.</li> <li>• Involve Pasifika parents and caregivers in their child's learning within the school. Invite students to allow their cultural backgrounds, where appropriate, to be a part of the classroom culture.</li> <li>• Further enhance the home/school partnership to support the children's learning.</li> </ul>

<p><b>Special Needs</b></p>	<p>At Our Lady of Victories School we aim to recognise, respect and respond to the diverse needs of all students and to align the teaching and learning experiences for all students with the New Zealand Curriculum.</p> <p>Learners with special education needs have the same rights, freedoms and responsibilities as people of the same age who do not have special education needs.</p> <p>The primary focus of special education is to meet the individual learning needs and developmental needs of the learner.</p> <p>Partnership between parents and education providers is essential in overcoming barriers to learning. All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the learner.</p> <p>A learner’s language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.</p> <p>Learners with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>Ensure that effective and inclusive teaching practices are in place.</li> <li>Ensure that resourcing is requested to support our student’s needs and that this is used to specifically support these students in their learning.</li> <li>Identify and provide possible adaptations to the curriculum and to the delivery of the programme.</li> <li>Identify and provide additional or specialised equipment necessary.</li> </ul>
<p><b>Catholic Character</b></p>	<p>OLV is committed to providing opportunities for learning, which are grounded in Gospel values, the founding spirit of Catherine McAuley and the teachings of the Catholic Church, which affirm the dignity and work of every human person. Mercy education is aimed at empowering students to achieve to their full potential and in creating a more just and peaceful world. Mercy charism has a particular concern for the poor, uneducated and disadvantaged in whatever cultural or social context it operates.</p>

### Baseline Data or School Context

#### Student's Learning

Programmes are designed to meet the needs of the students.  
Pupils are encouraged to reflect on their learning and set goals to improve their own achievement.  
Relevant assessment data is gathered and analysed.  
The Special Needs programme is reviewed to ensure individual needs are met. Both learning support and extension programmes are provided for students. All resourcing is used to benefit each students' needs.  
The National Standards will be used to report on student achievement and identify areas of need.  
Professional development is focused on improving teaching and learning.  
ELearning Strategic Plan will be implemented.  
School wide professional development is aligned with the needs of the school, individuals and national priorities.

#### Student Engagement

Learning programmes are authentic and stimulating. This is evident through explicit and rigorous planning and teaching. Student voice is used to capture this.  
Teaching as Inquiry and the Inquiry process are used throughout the school.  
ICT is incorporated as a learning tool.  
ELearning Strategic Plan will be implemented.  
The learning environment is attractive, stimulating and current.  
Learning intentions are shared with the students.  
Students know where they are currently at and what they need to do next. They will set achievable learning goals and will be fully supported in achieving these.  
Teachers will fully collaborate to ensure that all children are able to access the curriculum at their level so that all can experience success.

<b>School Organisation and Structures</b>	<p>Behaviour expectations are clearly outlined and consistently applied within a restorative justice model.</p> <p>Staff are proactive in all situations, dealing with issues when and as they arise.</p> <p>Regular hazard management checks are carried out around the school.</p> <p>A safe work environment is maintained and monitored.</p> <p>Every effort is made to be a good employer as defined in the State Sector Act.</p> <p>Recruitment procedures attract quality staff.</p> <p>Staff are valued and supported with ongoing appraisal, training and development.</p> <p>All regulatory and legislative requirements are complied with.</p> <p>The resources of the school are well managed and support the strategic planning of the school.</p>
<b>Review of Charter and Consultation</b>	<p>The BOT consulted all stake holders and from this the vision and strategic goals of OLV were collaboratively developed.</p> <p>OLV will ensure effective communication with its community by maintaining and reviewing its communication procedures and practices. These practices will include both formal and informal opportunities and will cover all aspects of the school's programmes.</p> <p>Student achievement targets will be developed and shared with the community at the beginning of each year. Results will be shared at parent meetings as well as through the school newsletters.</p> <p>Pasifika and Maori community groups will be maintained and consulted with.</p>

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 – 2020
<p>Student's Learning NAG 1 &amp; 2 &amp; 3</p>	<p>Each child reaches their full potential</p>	<p>Use the National Standards and standardised testing effectively to support improvement in student achievement. This will be closely monitored and reported to the BOT both mid and end of year particularly to identify areas of need.</p> <p>Programmes through pedagogy are designed to meet the individual needs of the students. Teachers know students well and what is their next step.</p> <p>Pupils are encouraged to reflect on their learning and set goals to improve their own achievement.</p> <p>Individual learning styles and cultural needs are identified and catered for.</p> <p>Relevant assessment data is gathered and analysed.</p> <p>The learning programme is reviewed to ensure that individual needs are met.</p> <p>A Special Needs Programme is in place.</p> <p>Appraisal and professional development is focused on improving teaching and learning.</p> <p>School wide professional development is aligned with the needs of the school, individuals and national priorities.</p> <p>Home/school partnership is strong.</p> <p>Parents are kept informed on student's achievement, next learning steps and how they can support learning at home.</p> <p>Leadership opportunities will be provided for senior students.</p>
<p>Catholic Character</p>	<p>Catholic/Mercy values unite our school community.</p>	<p>The Priest, Principal and DRS provide leadership and sound management in Religious Education.</p>

<p>NAG 1 &amp; 2 &amp; 3</p>		<p>The Religious Education Programme is delivered using current pedagogy.  The school provides opportunities for regular RE professional development and spiritual formation for staff.  School supports parents in their faith development.  RE assessment practices are reviewed and reported.  Staff work collaboratively for the good of their students and school community.  School-wide behaviour programme is based on OLV's Mercy values.  Mercy values to be visible throughout the school.</p>
<p>Student Engagement and Transition  NAG 1 &amp; 2 &amp; 3</p>	<p>Each child reaches their full potential</p>	<p>Programmes are designed to meet the needs of students within current pedagogy  Pupils are encouraged to reflect on their learning and set goals to improve their own achievement.  Individual learning styles and cultural needs are identified and catered for.  Relevant assessment data is gathered and analysed to inform teaching and learning.  The Special Needs programme is reviewed to ensure individual needs are met and that resourcing is being fully utilised to meet the needs of these students.  The National Standards will be used to report on student achievement and identify areas of need.  Appraisal and Professional development is focused on improving teaching and learning.  School wide professional development is aligned with the needs of the individual, school and national priorities.  All teachers embrace and implement teaching as inquiry pedagogy.  Provide daily opportunities for student reflections on learning and teaching.  Use questioning strategies that make all students think and answer.  Ensure learners know why they are learning.</p>

<p>School and Finance &amp; Property NAG 4</p>	<p>Each child reaches their full potential</p>	<p>Monitor the implementation of the Property Development Plan Operate within annual grants through sound management of finances. Implement 10 Year Property Plan. Continually upgrade and beautify environment. Align fund-raising to strategic plan.</p>
<p>Health and safety NAG 5</p>	<p>Each child reaches their full potential</p>	<p>Maintain current safety audits and report monthly to BOT. Maintain regular hazard management checks. Implement changes arising from safety audits. Provide a safe work environment. All regulatory and legislative requirements are complied with.</p>
<p>Personnel NAG 3 &amp; 5</p>	<p>Each child reaches their potential. Catholic/Mercy values unite our school community Roll grows to sustainable levels</p>	<p>Staff to be proactive in all situations, dealing with issues when and as they arise. Make every effort to be a good employer as defined in the State Sector Act. Ensure recruitment procedures attract quality staff. Ensure staff are valued and supported with ongoing appraisal, training and development that promotes high level of performance. Provide a safe work environment. All regulatory and legislative requirements are complied with. The resources of the school are well managed and support the strategic planning of the school. Complete EEO requirements annually.</p>

<p>Community Engagement NAG 2</p>	<p>Catholic/Mercy Values unite our school community Roll grows to sustainable levels</p>	<p>Achieve Goals 1 and 2 and roll growth will occur. Retain Year 7 students. Ensure quality appointments and quality up to date staff. Continue to communicate progress with the BOT/Staff/Community Website regularly maintained and first port for information. Maintain the news section of the website, so that visitors gain a professional impression of what we do. Classroom blogs on website. Students engage with people outside the community in a variety of ways. Strong relationships with local preschools to assist transition to school. Comprehensive information offered to new entrant parents to ensure smooth transition to school. Ensure that all key marketing literature reinforces positive messages. Ensure school newsletter/magazine provides a vehicle for promoting what we do. Actively cultivate links with key influencers in our community – newspaper, editors/journalists, politicians, business figures, local dignitaries.</p>
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## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target Short Report
Students Learning	Each child reaches their full potential	<p>Increase student achievement in all areas.</p> <p>Review of School Curriculum and it's delivery to be the focus for PD.</p> <p>Ensure all teachers understand and implement teaching as inquiry.</p> <p>The child is the focus of all planning, resourcing and delivery. They know where they are at currently and what they need to do next. They are fully involved in their learning.</p> <p>Individual learning styles and cultural needs are identified and met.</p> <p>Implement the outcomes of teaching as inquiry.</p> <p>Ensure professional discussions of assessment data to provide focus for future learning and resource accordingly.</p> <p>Consistency of assessment, planning, delivery and reporting is evident throughout the school.</p> <p>Parents are reported to in clear language on their child's achievements, next learning steps and how they can help at home.</p> <p>Resourcing is a reflection of identified needs.</p> <p>Appraisal and Professional development is focussed on school and individual goals.</p> <p>Implementation of e-learning strategic plan</p>

<p>Community Engagement</p>	<p>Roll grows to sustainable levels.</p>	<p>An agreed vision of a preferred future.  Success in Strategic goals 1 &amp; 2.  Retain Year 7 students through high quality curriculum delivery, communication/reporting to parents along with opportunities and activities that challenge, engage and meet the needs of these students. (Particular focus on boys)  Communicate regularly and effectively about school activities and programmes.  Celebrate and inform about our successes.  Update and utilise school web site. All classes to have blogs.  School to be active in the parish.  Extend communication with Early Learning Centres.  Ensure we have a high quality professional staff who ensure that the child is the centre of learning and that parents are fully involved as partners.  Attract high quality new employees as required.  Utilise the talents and attitudes of the students to market the school to the wider community.  Ensure that the students/staff and wider school community give positive messages through their attitudes and behaviours.  Implementation of e learning strategic plan.</p>
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## Numeracy Improvement Plan 2017- Domain: Learning

### Strategic Goals

Enhancing student achievement in all areas so each child reaches their full potential.

### Annual Goal

To increase the number of students achieving at or above the National Standards in Mathematics and Statistics.

### Annual Target

To increase the % of Pasifika to at and above the national standard to 45%.

To increase the % of Year 4 students working at the National Standard to 70%.

To increase the % of Year 8 students working at or above the National Standards to 60%.

### Baseline data

Analysis of school wide Mathematics data for the 2016 school year has indicated that 71% of all students are working at or above the National Standard in Mathematics.

53% of Year 3 students are working at or above the National Standard in Mathematics.

85% of Year 4 are working at or above the National Standard in Mathematics. This is an 18% increase from previous year.

70% of Year 6 students are working at or above the National Standard in Mathematics.

44% of Year 7 students are working at or above the National Standard in Mathematics.

69% for Year 8 students are working at or above the National Standards in Mathematics. This is a 5% increase from the previous year.

84% of Maori students are working at or above the National Standard in Mathematics. This is a 9% increase from the previous year.

27% of Pasifika are working above the National Standard in Mathematics.

3 students have moved from well below to below the national standards in Mathematics.

### Key Improvement Strategies

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Review 2016 end of year data for target groups and identify priorities.	Lead Teachers	Baseline data analysed, target students identified.

Term 2/3	School wide expectations will be continued around the teaching of Mathematics. This will be monitored at team meetings and during observations of numeracy.	Lead Teachers	
	Plan programmes of work catering for needs that have been identified, ensuring coverage across the 3 domains. COL learning goals in numeracy focuses on Pasifika students achievement. Staff will participate in professional learning to assist here.	Lead teachers Teachers	Consistency in planning and practice across teams/school Target students identified evidence of this in teaching.
	Numeracy will be taught in prime teaching slots for 1 hour a day 5 days a week.	Teachers	High quality planning Differentiated teaching and learning Evidence in planning/e learning evident Student and teacher modelling books
	Frequent assessment. Both formative (ongoing) and (once a term) summative as per schedule		
	Frequent observations of teaching (at least once per term by Lead Teachers).	Lead teachers Teachers	Accurate assessment
	Planning and assessment moderating across the school by team leaders. Using a variety of assessment tools and methods to assess the progress and moderate at both team and staff meetings.	Teachers	Students talking about mathematics Students engaged Rich tasks evident Student voice
	Staff meetings, observations, modelling, team teaching.	Teachers	Teachers talking about effective mathematics practices.
		Lead teachers	Teachers using the Numeracy Framework well.

<p>Term 1</p>	<p>Review 2016 end of year data for target groups and identify priorities.</p> <p>School wide expectations will be continued around the teaching of Mathematics. This will be monitored at team meetings and during observations of numeracy.</p> <p>Plan programmes of work catering for needs that have been identified, ensuring coverage across the 3 domains.</p> <p>COL learning goals in numeracy focuses on Pasifika students achievement. Staff will participate in professional learning to assist here.</p> <p>Numeracy will be taught in prime teaching slots for 1hour a day 5 days a week.</p> <p>Frequent assessment. Both formative (ongoing) and (once a term) summative as per schedule</p>	<p>Lead Teachers</p> <p>Lead Teachers</p> <p>Lead teachers Teachers</p> <p>Teachers</p>	<p>Baseline data analysed, target students identified.</p> <p>Consistency in planning and practice across teams/school</p> <p>Target students identified evidence of this in teaching.</p> <p>High quality planning</p> <p>Differentiated teaching and learning</p> <p>Evidence in planning/e learning evident</p> <p>Student and teacher modelling books</p>
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Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	8	4.7%	42	24.4%	97	56.4%	25	14.5%	172
Maori	1	5.3%	2	10.5%	10	52.6%	6	31.6%	19
Pasifika			8	72.7%	2	18.2%	1	9.1%	11
Asian	4	6.1%	13	19.7%	41	62.1%	8	12.1%	66
NZ European/Pakeha/Other European	3	4.1%	19	25.7%	42	56.8%	10	13.5%	74
Male	5	6.7%	13	17.3%	42	56%	15	20%	75
Female	3	3.1%	29	29.9%	55	56.7%	10	10.3%	97

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			1	4%	23	92%	1	4%	25
After 2 years at school			5	25%	14	70%	1	5%	20
After 3 years at school	2	13.3%	5	33.3%	6	40%	2	13.3%	15
End of year 4			3	15%	9	45%	8	40%	20
End of year 5	2	6.5%	7	22.6%	17	54.8%	5	16.1%	31
End of year 6	2	10%	4	20%	8	40%	6	30%	20
End of year 7	2	8%	12	48%	9	36%	2	8%	25
End of year 8			5	31.3%	11	68.8%			16

## Literacy – Reading 2017 - Improvement Plan - Domain: Learning

### Strategic Goals

Enhancing student achievement in all areas so each child reaches their full potential.

### Annual Goal

To increase the number of students achieving above the National Standards in Reading.

### Annual Target

To increase the percentage of all students working at the National Standard to 90%.

To increase the percentage of Year 8 students working at or above the National Standard to 85%.

To increase the percentage of males reading at or above the National Standard to 85%.

### Baseline data

Analysis of school wide Reading data for the 2016 school year has indicated that 84% of all students are working at or above the National Standard in Reading.

82% of Pasifika students are working at or above the National Standard in Reading

90% of Maori students are working at or above the National Standard in Reading.

### Key Improvement Strategies

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Review the assessment data and determine target students at the national standard for reading.	Principal Team leaders	Baseline data analysed, target students identified.
Term 1	Plan appropriate programmes to best meet the needs of these students.	Teachers Team Leaders	High quality planning. E learning evident in both planning and teaching.

Ongoing	<p>Differentiated learning needs to be implement and evident in weekly and group planning.</p> <p>Cater for the learning needs of these students in the classroom programme.</p> <p>Running records, work samples, formative assessment data.</p> <p>Frequent assessment as per Assessment and Reporting Schedule.</p> <p>Introduce e-AsTTLE – twice a year – Year 7 &amp; 8.</p> <p>Frequent observations of teaching.</p> <p>Monitor the progress of target students.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Explicit teaching of identified strategies to enhance learning.</p> <p>Evidence of student’s work.</p> <p>Students engaged.</p> <p>Elearning evident to classroom programme.</p> <p>Students talking about their learning practices. Student voice.</p> <p>Accurate assessment as per school wide literacy requirements.</p>
Term 2 Mid Year	<p>Collect interim results and analyses.</p> <p>Ongoing formative and summative assessment collected.</p> <p>Review progress at weekly team meetings.</p> <p>Inform parents of progress, working with parents to support the student’s learning.</p> <p>e-asTTle, running records, ARBs, samples of work for OTJ</p>	<p>Team Leaders</p>	<p>Reports to the BOT</p>
Term 4	<p>Analyse end of year data to inform progress and plan next steps.</p> <p>Report to the Board of Trustees on Progress.</p>	<p>Team Leaders</p> <p>Principal</p> <p>Teachers</p>	<p>Student voice.</p>

**Monitoring** *How are we going – check student outcomes every term?*

*Where are the gaps? What needs to change if this is not working?*

Ongoing evaluation and monitoring of focus groups at team level.

**Resourcing** *How much money and time is needed? Who will help us?*

Funding for resources.

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	5	2.9%	23	13.4%	91	52.9%	53	30.8%	172
Maori			2	10.5%	9	47.4%	8	42.1%	19
Pasifika			2	18.2%	7	63.6%	2	18.2%	11
Asian	4	6.1%	10	15.2%	33	50%	19	28.8%	66
NZ European/Pakeha/Other European	1	1.4%	9	12.2%	41	55.4%	23	31.1%	74

Male	4	5.3%	13	17.3%	45	60%	13	17.3%	75
Female	1	1%	10	10.3%	46	47.4%	40	41.2%	97

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			3	12%	19	76%	3	12%	25
After 2 years at school			4	20%	12	60%	4	20%	20
After 3 years at school			1	6.7%	11	73.3%	3	20%	15
End of year 4			4	20%	5	25%	11	55%	20
End of year 5	1	3.2%	3	9.7%	18	58.1%	9	29%	31
End of year 6	1	5%	4	20%	9	45%	6	30%	20
End of year 7	3	12%	4	16%	10	40%	8	32%	25
End of year 8					7	43.8%	9	56.3%	16

<p><b>Strategic Goals</b> Enhancing student achievement in all areas so each child reaches their full potential.</p>			
<p><b>Annual Goal</b> To increase the number of students achieving at or above the National Standards in Writing</p>		<p><b>Annual Target</b> To increase the % of students working at or above the National Standard in Writing to 75%. To increase the % of males working at or above the National Standard in Writing 70%. To increase the % of students working at or above the National Standard in Year 4 to 60%. To increase the % of students working at or above the National Standard in Year 5 to 70%. To increase the % of Year 3 students working at or above the National Standard to 70%. To increase the % of Year 8 students working at or above the National Standard in Writing to 70%.</p>	
<p><b>Baseline data</b> 65% of students are working at or above the National Standard in Writing. 64% of Pasifika students are working at the National Standard in Writing. This is a 4% increase from the previous year. 63% of Maori students are working at the National Standard in Writing. 51% of males are working at or above the National Standard in Writing.</p>			
<p><b>Key Improvement Strategies</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i></p>			
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Term 1	Review 2016 End of year data for target group students and identify priorities. These will be identified on teachers Class Profiles.	Teachers Team Leaders	Consistency in Literacy Pedagogy, practice and programmes across the school. High quality planning.
Term1	Plan programmes of work catering for needs that have been identified.		Target groups. Student and teacher modelling books.

<p>Ongoing</p>	<p>COL learning goals in writing focuses on boys. Staff will participate in professional learning to assist here.</p> <p>Differentiated learning needs to be implement and evident in weekly and group planning.</p> <p>Cater for the learning needs of these students in the classroom programme.</p> <p>Frequent observations of teaching.</p> <p>Moderate both at team level and school wide once per term using e-assTTle.</p> <p>Monitor the progress of target students.</p> <p>Collect interim results and analyse.</p>		<p>Evidence of students work.</p> <p>Student engagement.</p> <p>E-learning evident in classroom programme.</p> <p>Students talking about writing.</p> <p>Teachers talking about effective literacy practices.</p> <p>Accurate assessment.</p> <p>Teachers moderating well.</p> <p>Using e-asTTle (Y0-8) consistently.</p> <p>Student voice.</p> <p>Regular reports to the BOT</p> <p>Moderating across the school.</p> <p>Progress.</p>
<p>Term 2</p>	<p>Ongoing formative and summative assessment collected.</p> <p>Review progress at weekly team meetings.</p> <p>Inform parents of progress, working with parents to support the student's learning.</p> <p>Analyse mid of year data to inform progress and plan next steps.</p> <p>Report to the Board of Trustees on Progress.</p> <p>Share data and expectations with staff.</p> <p>Include discussion of data at team and staff meetings.</p>		

Term 1	Review 2016 End of year data for target group students and identify priorities. These will be identified on teachers Class Profiles.	Teachers Team Leaders	Consistency in Literacy Pedagogy, practice and programmes across the school.
Term1	Plan programmes of work catering for needs that have been identified.		High quality planning. Target groups. Student and teacher modelling books. Evidence of students work.
Ongoing	COL learning goals in writing focuses on boys. Staff will participate in professional learning to assist here.		Student engagement. E-learning evident in classroom programme.

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
3463	Our Lady of Victories	March annual charter update	10	1

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	16	9.3%	45	26.2%	101	58.7%	10	5.8%	172
Maori	1	5.3%	6	31.6%	9	47.4%	3	15.8%	19
Pasifika	2	18.2%	2	18.2%	7	63.6%			11
Asian	6	9.1%	19	28.8%	39	59.1%	2	3%	66
NZ European/Pakeha/Other European	7	9.5%	18	24.3%	44	59.5%	5	6.8%	74
Male	11	14.7%	26	34.7%	37	49.3%	1	1.3%	75
Female	5	5.2%	19	19.6%	64	66%	9	9.3%	97

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			2	8%	23	92%			25
After 2 years at school			8	40%	12	60%			20
After 3 years at school	2	13.3%	6	40%	6	40%	1	6.7%	15
End of year 4			8	40%	9	45%	3	15%	20
End of year 5	4	12.9%	7	22.6%	19	61.3%	1	3.2%	31
End of year 6	2	10%	6	30%	12	60%			20
End of year 7	7	28%	5	20%	13	52%			25
End of year 8	1	6.3%	3	18.8%	7	43.8%	5	31.3%	16

**Our Lady of Victories School**  
**CURRICULUM ACTION PLAN 2017**

<b>Objective</b>	<b>Current Position</b>	<b>Targets</b>	<b>Action</b>	<b>End of Year</b>	<b>Report</b>
<b>Religious Education</b> <input type="checkbox"/> <b>That the school helps to fulfill the teaching mission of the Church by living and teaching the values of Jesus Christ.</b>	Carried out Review of Catholic Community Dimension. DRS has been in role for a year. School has positive relationship with parish team and parish community. Children are actively involved in the Mass. Parts of Religious Education being included in Inquiry. School attends Mass fortnightly and Sunday Mass once a term. Most teachers gained qualification in RE 101.	Consider suggestions of Catholic Community Review. For DRS to prepare and deliver on Action Plan related to role. To maintain working relationship and routines with Father Michael/parish. Actively promote school and student involvement in the parish. Review Pastoral Care Dimension. Teachers to study for RE 102 qualification. Set annual Prayer and Religious Education targets. Develop Annual Action Plan.	Carry out suggestions of Catholic Community Review. DRS to implement new systems as recommended or required. Maintain positive communication and relationship with Father Michael along with parish community. Ensure school and students are involved in parish life. Carry out Pastoral Care Review led by Principal/DRS. Carry out school wide review to set annual targets in Prayer and Religious Education. Compile and complete Annual Action Plan.	Report outcomes of reviews. Make changes to any systems and procedures related to Catholic Community and Pastoral Care DRS to be proactive and confident in role.	BOT December Diocese December
<b>Curriculum</b> <input type="checkbox"/> <b>To review and further develop the OLV Curriculum.</b>	Curriculum document in place. Mission and values agreed to. Five Core Beliefs and actions agreed to. Inquiry model in place. Teaching as inquiry pedagogy understood.	Update curriculum document and format for learning areas review as part of MOE Contract. To ensure a focus on NZC Principles, Key Competencies and teaching as inquiry to ensure high quality curriculum delivery to enhance student learning.	To implement changes decided on as part of the contract to enhance teacher practice and student learning.	Curriculum updated and delivered in a high quality fashion.	BOT December.
<b>Assessment</b> <input type="checkbox"/> <b>To ensure our assessment systems and procedures are imbedded so as to improve student learning and achievement.</b>	Have assessment policies and procedures in place.  eTap now used for assessment. This includes report format and National Standards reporting.  Teachers understand that assessment provides the information for the next learning step.  Class Profiles give a clear picture of current position, needs and	To ensure we are implementing our assessment policy and procedures so as to improve student achievement and learning through focused assessment  To utilize eTap for reporting.  Continue to enhance teacher assessment and knowledge practice.  Develop coherence between assessment processes, practices	Utilise agreed resources and assessment tools to focus learning as per policy and procedures. Ensure that these are used to assist to make OTJs for National Standards.  To source advice on how to utilize eTap for planning and reporting.  Be clear on how to/ what to assess and analyze data. So what? Move from individual/class to whole groups/school to give	Self-Review undertaken by staff led by leadership team.	BOT December

	<p>next step learning.</p> <p>Three way Learning Plan Conferences are student led and held twice yearly.</p> <p>Report against nationally norm tests.</p> <p>OTJ's practices in place for National Standards.</p>	<p>and systems so that they promote better learning.</p> <p>To review and further develop our OTJ practices to ensure accurate judgments are made.</p>	<p>overall data for analysis.</p> <p>Continue development of evidence based learning for sustained improvement.</p> <p>Report to parents so they clearly know where their children are achieving against expectations.</p>		
<p><b>Mathematics and Statistics</b></p> <ul style="list-style-type: none"> <li><b>To practice and embed systems and procedures in order to shift teacher practice and improve student achievement.</b></li> </ul>	<p>Variety of assessment tools are utilized to gather data.</p> <p>School wide targets are established to meet needs indicated by these assessments and to meet National Standards requirements.</p>	<p>Data to be collected and analyzed to focus future teaching and identify target groups.</p> <p>Plan collaboratively for mathematics.</p> <p>Maintain ongoing assessment to determine next learning steps. Develop consistency in OTJs.</p>	<p>Conduct modeling, observations, moderation and feedback sessions to further develop teacher practice.</p> <p>Ensure all staff understand links between NZ Curriculum, National Standards and Mathematics and Statistics.</p> <p>Ensure all staff are understanding correct planning and assessment procedures in mathematics and statistics.</p>	<p>Mathematics targets reported on. Class Profiles reflect programme needs.</p> <p>Mathematics and statistics programmes altered as necessary.</p>	BOT December
<p><b>Literacy</b></p> <p><b>To develop and implement school wide systems and procedures in all areas of literacy to ensure reflective teacher practice resulting in improved student achievement.</b></p>	<p>Staff work effectively to gather data in order to identify needs for all students in literacy.</p> <p>READING: 84% of students achieving at or above the National Standard in Reading.</p> <p>WRITING: 65% of students achieving at or above the National Standard in Writing.</p> <p>49% of boys are below National Standard in Writing.</p>	<p>Whole staff collaborate together in professional learning sessions in order to develop a consistent approach to Reading and Writing across the levels incorporating - improved teacher practice – planning, data gathering and analysis, teaching towards needs.</p> <p>Increased student motivation to read and write</p> <p>Maintenance of ongoing assessment to determine next learning steps to ensure consistent OTJs</p> <p>Use of appropriate and meaningful ICT and Web tools to enhance student progress and interest.</p>	<p>Steps to achieve this: -unpack "The Literacy Learning Progressions" and the Literacy National Standards</p> <p>-review the OLV English curriculum document with reference to the above</p> <p>-review and implement collaborative planning practices</p> <p>maintain on going assessment and moderation practices to ensure consistent OTJs</p> <p>research, trial and evaluate appropriate ICT and Web tools, apps, hardware and software which could enhance literacy learning across the levels</p>	<p>Improved teacher practice in all areas of literacy.</p> <p>Collaborative practices in planning and assessment, data analysis and moderation well established.</p> <p>School wide systems established and utilized.</p> <p>Literacy targets developed, implemented and reported on.</p> <p>Quality and consistent OTJs made.</p> <p>Use of appropriate and meaningful ICT and Web tools is in common practice across the school.</p>	BOT December

<p><b>Maori</b></p> <p>❑ <b>To provide opportunities and experiences in Taha Maori, from which children will gain an intrinsic understanding about the bicultural nature of Aotearoa.</b></p>	<p>Kapa haka across the school.</p> <p>Te Reo plan is included in Curriculum Document.</p> <p>Part of URLC Maori PD</p>	<p>Utilise Ka Hikitia and Tataiako (cultural competencies for teachers of Maori learners) to enhance success of Maori as Maori.</p> <p>Involvement in URLC PD.</p> <p>School whanau engagement with hui and consultations through the year.</p> <p>Review progressions of school wide te Reo and Tikanga Maori programme, aligned with resources in the school.</p> <p>Implement a marae experience programme.</p> <p>Ensure implementation of Te Reo Plan.</p>	<p>1. Organise hui with whanau.</p> <p>2. Staff to work together as a team to explore and utilise Tataiako and Ka Hikitia.</p> <p>Contact other schools to find examples of progressions in te reo and tikanga Maori across all levels.</p> <p>Curriculum leaders with local iwi, our school whanau community, kapa haka tutors and TRM (Maori Resource Teacher) as required, will support staff to implement regular te reo Maori sessions in class.</p> <p>Undertake marae visit.</p> <p>Key resources to be used by staff are : Toku Reo <a href="http://www.tokureo.maori.nz/index.cfm/1,186,0,43.html">http://www.tokureo.maori.nz/index.cfm/1,186,0,43.html</a> Ka Mau Te Wehi  <a href="http://www.tki.org.nz/r/language/lls/wehi/index_e.html">http://www.tki.org.nz/r/language/lls/wehi/index_e.html</a></p>	<p>Te reo and tikanga Maori programme completed and trialed with sections evaluated for success.</p> <p>Staff have better understanding of success of Maori as Maori.</p> <p>Whanau community respond re consultation and engagement.</p> <p>Students have increased knowledge through marae experience.</p>	<p>BOT December</p>
<p><b>ICT eLearning</b></p>	<p>ICT is integrated into teaching and learning at all levels in the school.</p>	<p>To expand utilization of ICT in teaching and learning to ensure that it is a fully functional tool for learning.</p> <p>Update eLearning Strategic Plan</p>	<p>To fully utilize ICT as a tool for teaching and learning programmes. Provide PD for all staff to ensure this happens.</p> <p>Upgrade eLearning strategic Plan.</p> <p>To develop policies and procedures for Bring Your Own Device (BYOD).</p>	<p>Review eLearning Strategic Plan and resources.</p>	<p>BOT December</p>

# Resourcing Action Plan 2017

What	Who	When	Resources	Comple
<b>School Maintenance – as per 10 Year Plan</b>	To be advised.	October	\$10000.00	November
<b>Purchase library books</b>	Teacher/Librarian	Throughout year	\$2000.00	End 2017
<b>To provide adequate ICTs</b> <ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Enhance Website</li> <li>• Fully utilise S.M.S.</li> <li>• Purchase and maintain hardware</li> <li>• Employ firm/person to carry out technical repairs</li> <li>• iPads/Chrome Books</li> <li>• Purchase Chrome Cast and large TVs.</li> </ul>	I.C.T. Leader Principal	February - December  March	I.C.T. Budget \$21,000.00  Capital Expenditure \$15,000.00 By way of grants.	December  April
<b>Continue Grounds Development</b> <ul style="list-style-type: none"> <li>• Prune trees/shrubs – landscaping</li> <li>• Carry out project developed by children</li> <li>• Maintain Student involvement</li> </ul>	Parents Students Caretaker	February - December	\$1500.00 Volunteer labour	End 2017
<b>Meet Treaty of Waitangi Obligations</b> <ul style="list-style-type: none"> <li>• Maintain consultation with Maori Community</li> </ul>	Prin/Teacher with responsibility for Maori with support from advisors.	At Learning Plan Conferences in March/June	Maori Budget \$3500.00	End 2017
<b>Resource Staff Development as per Curriculum Plan, Appraisal and teaching as inquiry.</b>	Principal	February - December	Staff Training and Dev. \$10,000.00 Plus relief teaching	End 2017

