

Key Highlights during this period:	<ul style="list-style-type: none"> - May - St Patrick's and St Joseph's days this week. Aroha led our St Joseph's Day mass preparation. House tabloid sports were postponed due to wet weather. - Copies of the 2020 Handbook for Boards of Trustees of NZ Catholic State-Integrated Schools have been distributed to Board members. - Teachers had a collaborative zoom meeting to discuss the RE tasks. - DRS led a zoom meeting for all staff that needed help with their RE 501 assignment. - August - DRS led a staff meeting for staff helping them to complete their RE 501 assignments. - DRS used Catholic elaborations to assess where staff need to go with their commitment to the Catholic character of our school and in observing classes found areas that each team could develop. DRS has sat with one teacher in particular and helped develop their RE plan to fit their students. - Once each team had an area of the RE curriculum to work on, DRS helped them to set collaborative goals for developing their RE units and will revisit their classes in Term 4 to assess then outcomes. - All staff except for 3 completed the RE 501 paper and assignments. - Anna led a staff meeting on the theological focus of each strand and staff were given time to develop their summary of this for their unit this term and next. - Anna led a staff meeting focusing on the prayers of the faithful for Friday masses and a collaboration to complete prayers that all staff can use when leading Friday mass, school liturgies and school masses. - Anna led a staff meeting on meeting the children where Jesus is in line with the new RE curriculum to be instituted. Where students need to have a personal relationship with Jesus Christ.
Key Issues needing to be addressed:	<ul style="list-style-type: none"> - Encourage all teachers to complete RE501 assignments (optional) to gain most credits from their participation in this course. - COVID-19 meant f2f staff meetings were presented in two zoom sessions - engagement
Key Risks:	<ul style="list-style-type: none"> - NZCPA Conference in June has been cancelled. - Due to Covid-19 many events were cancelled, however our main goals were still developed and happened when we were able to attend school again.
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 1: Our Catholic Character <u>Annual Goal 2:</u> To facilitate a genuine and ongoing encounter with Christ.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> ● The children will participate in Catholic Sacraments regularly. ● Enable ākongā to be present with Jesus Christ daily through classroom prayer and meditation/mindfulness. ● Team Leaders/DRS to observe team and classroom prayer each term. ● The children will participate in School Liturgies and Masses regularly. ● Assembly values awards will be part of School Assemblies, with follow-up on these in the School Newsletter, so that a school culture of Christ's LOVE is promoted. ● Prayer Kete will continue to go home so that each child receives it at least once per term. ● Kaiako will provide opportunities for akonga to reflect on their relationship with Christ. ● Adoration will be available to all students in the school year and the Reconciliation will be made available to Year 5-8 at least twice a year. ● Teachers will be encouraged to participate in the Diocese-wide dedication mass as well as school assisted masses each term. ● Teachers will be encouraged and assisted to make their classrooms a place where Jesus Christ and our Catholic faith is clearly on display. 	18/02/20	O O O O O O O O A O	O O O O O O O O O	O O A O O O O I A O
Student Achievement					
Professional Development	<ul style="list-style-type: none"> - PD on Catholic Mindfulness at staff meeting 14/05/20 - PD feedback on prayer in the classroom and observations. - PD on Prayers of the Faithful - collaborative prayer reflections. 				
Resourcing	<ul style="list-style-type: none"> - 				
Key Highlights during this period:	<ul style="list-style-type: none"> - May - Representatives of staff and students attended the ordination of the Auxillary Bishop of Auckland, Michael Gielen. Bishop Michael is, our acting DRS, Anna Francis' brother and for the last two years had assisted her in running our Year 8 Retreat. - Holy water added to our Kete so that students can use it to bless themselves and their families. - Adoration has begun in our Junior school year 0-2- our children loved the time to reflect and be in sacred silence. - Great turn out for our teachers participating in our Diocese Dedication Mass. 10 staff were present at the mass. - Staff PD on Catholic mindfulness which strengthens our teachers knowledge in prayer and helping our children to encounter Christ. - August - Mindfulness bought into classrooms and students able to use it to self-regulate emotions. - DRS developed a prayer assessment format for observations in line with our goal to improve our prayer in school. This format gives teachers a guideline for what is expected with the prayer focus and the structure of prayer in their classroom. - Anna completed the observations of each classes prayer and gave feedback at staff meeting on where to next for our school prayer. - Staff attended a zoom cluster meeting on prayer. - We had online liturgies for our staff led by the Anna during our time in lockdown. - Prayer Kete resumed and Holy Water was added to classrooms again. 				

Professional Development	- Working alongside Jacque Allen to build student self regulation and reflection capabilities
Resourcing	- The HAL programme was only in the scoping and observation phase before Lockdown so no specific programmes have been put into place as of yet - Samples of writing were to be collected after all Asttle writing assessments were completed. Lockdown interrupted this process.
Key Highlights during this period:	<p>May Teachers were able to cross moderate Asttle writing samples at a staff meeting, many expressed more confidence in the moderation process Not using the Asttle provided prompts allowed teachers to provide more authentic writing topics around the term's concept and local curriculum Teaching teams all using the Literacy progressions in their writing programme</p> <p>August -Jacque Allen has spent 2 sessions with our team leaders to drive Team initiatives in Writing with a focus on Feedback and Students Self Regulation -Teaching Teams all continue to develop the Learning Progressions for Writing into their teaching and learning programme - Y 3- 4 have specific handwriting lessons built into their literacy lessons, this is supported with a handwriting practise book. Teachers also take fun lessons using whiteboards to help increase students' ability to physically write with ease. - Y 3- 4 have developed and modified their buddy writing programme from last year to focus on giving peers giving each specific feedback. All teachers are using small groups to teach specific learning intentions.</p> <p>November Two further sessions with Jacque Allen looking at how collaborative practice will work in a hub of three teachers and an island of two teachers. Planning formats, learner agency strategies to be used, assessment strategies, timetabling and organisation of how hub teachers will work together were discussed. Planning templates were developed for writing and weekly planning. Placement of furniture in the hub was also discussed. All students in year 3 and 4 using a buddy editing checklist which allows all students the opportunity to give and receive feedback on their writing. All Teams felt they provided authentic writing opportunities for the students and have clearly established Learning Progressions, feed forward and will look at using student exemplars for students to use - teachers continue to use a high level of modelling for the students (high expectations) Switch On / Brain Gym has been pushed over to 2021 due to Lockdowns. To compensate for this we have used the Foundation Skills Activities developed by Healthy Active Learning (HAL) Wellbeing Initiative as brain breaks</p>
Key Issues Needing To Be Addressed:	Possible regression of students' progress due to Lockdown Oral language affects the ability to write.
Key Risks:	Sustaining progress through COVID 19 interruptions to the school year. Maori and Pasifika students were not engaged through Covid Lockdowns
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Strategic Goal 2: Student Achievement					
<u>Annual Goal 2:</u> To raise student achievement through enhanced teacher practice through Mathematics					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> Teachers will work alongside the DMIC facilitators to strengthen their ability to deliver DMIC approaches in their maths programmes Teachers will be observed by the DP/Lead Teacher of Maths throughout the year on their delivery of maths with one formal written observation being completed in Term 2 or 3 Teachers will attend a TOD at the beginning of the year on the implementation of DMIC maths programmes into their classrooms Teachers will participate in at least 2 staff meetings a term around the implementation of DMIC maths Teachers will determine their team's Target students in Maths and create working groups to provide extra sessions to these students to encourage an acceleration of progress in Maths to the expected curriculum level Teachers will use the St Joseph's Maths Progressions to set goals alongside students for the term/year in maths Teachers will complete school-wide assessment tasks - IKAN, Gloss, DMIC Assessments, Basic Facts and Asttle Maths to determine students strengths and areas of future focus All teachers will use collaborative and personal inquiries through their appraisal process to develop and reflect on programmes of learning which will lead to accelerated achievement for target students in Maths 	<p>25-29/6/20</p> <p>30/1/20</p> <p>24/11/20</p> <p>13/11/20</p> <p>13/11/20</p> <p>13/11/20</p> <p>10/11/20</p>	<p>O</p> <p>O</p> <p>A</p> <p>I</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>O</p> <p>A</p> <p>O/I</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>O</p> <p></p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>
Student Achievement	- Measured by OTJ's and IKAN, Gloss, DMIC Assessments, Basic Facts and Asttle Maths results				
Professional Development	- DMIC facilitators provided by Massey University for 2019-2022				
Resourcing	<ul style="list-style-type: none"> Assessments provided by Massey University Researchers. Provision for PLD days for Leadership and Teachers in our annual budget. 				
Key Highlights during this period:	<p>May</p> <p>DMIC TOD provided hands on and practical approaches to teaching DMIC maths</p> <p>DMIC facilitators provide many resources and assessment tools to be used</p> <p>The school has begun to build a DMIC folder of resources - teachers collaborating across levels</p> <p>Each teacher had at least 2 sessions working alongside a facilitator - lots of positive feedback from facilitators - Int Team ready for next level - working on assessment capabilities</p> <p>Teachers were able to have a Peer Appraisal Session where many chose to explore their maths programmes</p> <p>August</p> <p>Students have all completed DMIC assessments which are currently being assessed by the Massey Facilitators</p> <p>Staff Meeting held by Lori to address key concerns with implementing DMIC programme to date and to remind staff around the "Why" behind this shift in our pedagogy</p> <p>Once we moved to Level 2, we were able to conduct multiple in-class support sessions from the DMIC mentors held over the last 10 weeks</p> <p>Researchers from Massey University conducted 3 observations of staff conducting DMIC sessions on the 29th June. Feedback was extremely positive</p>				

	<p>Teachers are all using a collaborative template for planning Maths for the term</p> <p>Lori completed Maths Observations for all staff members, returned the feedback and identified two teachers needing further support. She has worked alongside these teachers to model and develop a successful maths programme with them.</p> <p>All teams met over the holidays for a planning session to develop their problems collaboratively to be used throughout the term</p> <p>Regularly scheduled assessments such as Asttle maths, Basic Facts and IKans have been completed</p> <p>Student progress data for term 3 has been collected and analysed and students have been identified that will need further targeting over the coming weeks to raise their achievement in maths.</p> <p>Once we returned to level 1, our DMIC facilitators were able to come back into the school to offer in class support and conduct staff meetings. Teachers were observed at least 4x this term and given time after the session to get support around developing their maths programmes. Staff meetings were held around planning and assessment.</p> <p>DMIC researchers from Massey provided moderated student assessments for staff to look over and compare with their own assessments building teacher confidence in assessment practices.</p> <p>DP observed all staff in their delivery of the maths curriculum and provided them with a written observation and feed forward</p> <p>DMIC facilitator held a session with the Junior Team around planning rich 3 tiered problem solving tasks in maths.</p> <p>Teams are all now planning maths collaboratively and providing DMIC sessions for their students using a collaborative planning doc that works off the Maths progressions</p> <p>Target groups were worked with (the DP took a small Yr 5 targeted group) to accelerate achievement in maths</p> <p>Maths inquiries were completed as part of staff's appraisal requirements</p>
Key Issues Needing To Be Addressed:	<p>Specific teachers capability in Maths needs to be strengthened</p> <p>COVID-19 has interrupted progress over many weeks</p> <p>DMIC facilitators will not be able to come onsite to work alongside teachers for the remainder of Level 2</p> <p>Entering Level 3, we will not be able to conduct the In Class Support and Staff Meetings originally organised for the coming weeks- will we be able to reschedule?</p>
Key Risks:	<p>Sustaining progress through COVID 19 interruptions to the school year.</p> <p>Absenteeism of some students.</p>
<p>Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern</p>	

Strategic Goal 3: Collaborative Practice <u>Annual Goal 1:</u> Strengthen teacher pedagogy and teaching practice to support the embedding of the school-wide initiative towards collaborative practice. (2020- 2022)					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> ● Work alongside external facilitator Jacque Allen to scaffold individual teams in their collaborative practice pedagogy ● Provide opportunities for teams to meet within and out of the classroom setting to strengthen their teams collaborative practices ● Consult with shareholders (staff, BOT, whanau) around their understanding, expectations and goals around collaborative practice within our school ● Staff develop a personal inquiry goal focused on Collaboration that they will develop with the support of staff through their appraisal process ● Teams given opportunities at staff meeting to share any readings, practices, systems etc that they have implemented on collaborative practice and found to be successful ● Provide resources on developing collaborative practice pedagogy 	<p>10/11/20</p> <p>10/11/20</p> <p>10/11/20</p> <p>11/11/20</p>	<p>O</p> <p>O</p> <p>I</p> <p>O</p> <p>O</p> <p>O</p>	<p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>A</p> <p>A</p> <p>O</p> <p>A</p> <p>A</p> <p>O</p>
Professional Development	<ul style="list-style-type: none"> - Provided by external facilitator Jacque Allen 				
Resourcing	<ul style="list-style-type: none"> - PLD Funding - MOE - Provision for PLD days for Leadership and Teachers in our annual budget. 				
Key Highlights during this period:	<ul style="list-style-type: none"> - May - sessions working with Jacque for teams both in and out of the classroom - Teams developed collaborative inquiries to work through for the year - August - Jacque Allen has spent 2 sessions with our team leaders to drive Team initiatives in Writing with a focus on Feedback and Students Self Regulation - Jacque and teams have consulted with shareholders (staff, students and parents) around their understanding of the school's goals around collaborative practice - Team Leaders have had a session with CoL Across School members to work on their ability to Lead Change within the school and their teams - Teachers have had two more opportunities to get together with their Peer Appraisal Groups to feedback on the progress of their team and personal Inquiries - TOD organised for Sept 11th - teaching teams will present their on their progress to date - Teams all have an assigned afternoon each week where they meet to plan collaboratively for the week ahead - All planning docs are available for any staff members to access - Team Inquiries continue to develop over the school year - opportunity given for staff to work on their inquiries - November - Held a TOD on Sept 11 where staff could feedback their ideas around how collaborative practice has been progressing within their teams and across the school. Teams were also able to feedback the progress of their collaborative inquiries around writing - Our external facilitator has held 2 half day sessions with the teaching teams moving into the new building. Systems and processes, timetables, and physical layouts were all addressed alongside determining the role of the collaborative teams, teaching teams and kaitiaki teams - A new PLD application for working alongside Jacque Allen for 2021 has been submitted, awaiting approval, if successful we will utilise these hours to support teams who have moved into new teaching teams/spaces for 2021 				

	<ul style="list-style-type: none"> - The first of two Leadership days were held where Senior Leadership were able to meet to discuss the classroom layout for 2021, and restructure the organisation of the teams within the school to cater for the shift into the new building in 2021.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Finding an opportunity for Jacque to meet with BOT and parents - Covid-19 has delayed these meeting opportunities - With the new restrictions in place, there could be limits on certain aspects of collaborative practices- teachers will need to adapt their teaching programmes to accommodate these changes - Still struggling to find an opportunity for Jacque to consult with the BOT to gain their voice - Covid-19 could impact future PD and Teacher Only Days planned - November - we will still need to organise some information evenings for key stakeholders around the structure of the new building, and how our teams will operate within the new spaces.
Key Risks:	<ul style="list-style-type: none"> - Building will not be ready to occupy for the start of the year.
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Strategic Goal 3: Collaborative Practice Annual Goal 2: To work alongside the Project Team and the Staff in the establishment of our new building/flexible learning space.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> ● Preparation and research ● Regular meetings with the Project manager and required personnel around decisions required to complete the building project ● Furniture- purchase of furniture and selection of furniture to be placed within the new building reflect and compliment the collaborative approach to teaching ● Consideration given to the the Physical layout of the furniture in the new spaces, adhering to a collaborative pedagogy ● The purchase of new technology, and the placement of Technology within the new building takes into consideration the collaborative teaching pedagogy ● Ensuring the new build has the proper resources available to run efficiently, and the storage of existing school resources are installed in the new build effectively ● Pricing and purchasing of new materials, resources, technology etc. is monitored and kept within the established budget 	Nov 2020	S I I O I O O	S O O O O O	O O A O O O
Professional Development	Unable to attend the Conference around Learning Spaces - cancelled due to virus				
Resourcing	●				

Key Highlights during this period:	<ul style="list-style-type: none"> ● May - quotes have been submitted and work was to begin during the school holidays ● August - Building project has begun and project ahead of schedule to date ● The Leadership Team has met to discuss the different possible scenarios of where classes and year levels could be placed next year so that we can plan for the type of furniture required in the new building. ● Quotes obtained on TV's for the new building ● November - regular building project meetings have been held biweekly to discuss the progress of the new building ● A timetable around possible shifting days for the school and the logistics around the tasks to be carried out before end of school, and/or before moving in day has been created. ● Furniture quotes have been obtained and awaiting confirmation with delivery to be done at the start of the new year. ● Stocktake has been done to track which furniture and technology we will need to keep, give away or repurpose for the start of the new year. ● Teams have been consulted around the furniture being selected to move into the new spaces for 2021
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> ● May- Delays caused by Level 4 and 3 Lockdown ● Waiting for the commencement of the build ● Entering lockdown Level 3 and possibly moving to Level 4 will impact on construction team's progress ● Firming up the date when students will be able to begin occupying the new space ● How we will facilitate moving resources and furniture to the new spaces.
Key Risks:	
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 4: Digital Technologies Annual Goal 1: Build teacher fluencies in teaching the Digital Technology Curriculum					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> ● Develop resources to promote the new facet of the NZ curriculum under Digital Technologies; computational thinking for digital technologies (CT), designing and developing digital outcomes (3DO) . ● Provide PD in digital technologies. ● Run teacher workshops to share DT ideas and DT curriculum knowledge with other teams ● Use the STEAM room as a resource hub/learning space for every team. ● Introduce and demonstrate new technologies, apps, resources and programmes. ● Promote the DT Learning Progressions -i.e What a DT programme looks like at each year level. 	 13/10/2020 13/10/2020	 O O O O O	 O S S O O	 O A A O O

Student Achievement	<p><u>May</u></p> <ul style="list-style-type: none"> • Students were able to use DT at home to complete home learning tasks during the lockdown period. • Many students are now frequent users of Google Meet to engage in remote lessons and face-to-face meetings with their teacher and peers. <p><u>August</u></p> <ul style="list-style-type: none"> • Te Ropu Arahi students used Makey-makey's, Scratch Coding, Stop-Motion filming to present Matariki based activities to the whole school. • Te Ropu Ako is using Code.org to teach coding. As well as integrating Computational Thinking through the algebra stand in Maths. <p><u>November</u></p> <ul style="list-style-type: none"> • 13/10/2020 Staff meeting based around DT and new learning apps • Te Ropu Ako and Piripono is currently using Scratch and Code.org to learn JavaScript block coding.
Professional Development	<ul style="list-style-type: none"> • Family Zone conference called to set up the Family Zone app school wide.
Resourcing	<p><u>May</u></p> <ul style="list-style-type: none"> • Chromebooks were sent home to families in need prior to lockdown. • The Ministry of Education is rolling out internet and chromebooks to those students whose needs were identified - unsure of progress of this scheme as of 15 May. • Google Meet (video conferencing) was enabled and pushed out to all staff and student chromebooks. <p><u>November</u></p> <ul style="list-style-type: none"> • Purchase of new Sphero's to replace the old set that no longer work - allows easy robotics and coding for all curriculum levels.
Key Highlights during this period:	<p><u>May</u></p> <ul style="list-style-type: none"> • Our day-to-day integration of DT across the curriculum paved the way for a smooth transition to learning from home - we didn't have to change much, or introduce programmes during lockdown that the students hadn't already used at school. • Students, Teachers and Management have worked extremely well in providing and implementing remote learning through DT during the lockdown period. Due to the COVID-19 lockdown all teachers have all coped well and deepened their understanding of the flexibility and practicality of online learning tools like Seesaw, Google Classroom and Google Meet/Zoom. The Intermediate and Senior Teams have seamlessly rolled over the use of classroom online learning into the home, and the Middle team were able to set up Google Classroom prior to the lockdown and have been using it effectively. • Home/School communications have been excellent due to our frequent use of email, Seesaw, Google Classroom. <p><u>August</u></p> <ul style="list-style-type: none"> • DT (as well as Technology & Science) teacher resources were amalgamated in the STEAM room. • DT resources from CS Unplugged were shared to all teachers as a way to teach Computational Thinking and computer science to students of any level. • DT report presented to the BOT in June 2020 <p><u>November:</u></p> <ul style="list-style-type: none"> • Staff got 'hands-on' using Augmented Reality (AR) and coding apps that Lori had researched. • STEAM room iPads have been linked together on iCloud under one account. This allows the main computer terminal in the STEAM room to act as the gathering place for all photos & videos taken on any STEAM iPad, making access to student work for projects/assemblies etc possible.

Teacher/Student Achievement	<ul style="list-style-type: none"> Blanket DT contracts were sent home and signed by both students and parents. The agreement is recorded in eTap and the contract is stored in the child's cumulative progress folder meaning these are not needed to be filled out every year. STEAM club has begun looking into JavaScript text coding.
Professional Development	<ul style="list-style-type: none"> Family Zone conference call to set up the Family Zone app school wide.
Resourcing	<ul style="list-style-type: none"> Family Zone app rolled out across the school
Key Highlights during this period:	<p><u>May</u></p> <ul style="list-style-type: none"> Cyber-Safety talk run by Sunil Hagler from Family Zone. Digital overview of St Joseph's presentation run by Alan and Lori. Family Zone PD conference calls to learn how the family zone filters and reporting works. X <p><u>August</u></p> <ul style="list-style-type: none"> STEAM club resumed on Wednesdays after school (3 - 4pm). Chromebooks have been sent home to enable home learning in preparation for an extended COVID-19 lockdown (13/8). Many more chromebooks have been arranged to be sent home for this possible extended lockdown than the March lockdown. <p><u>November</u></p> <ul style="list-style-type: none"> STEAM club resumed in Term 4 focusing on coding and programming computer games. FamilyWise weekly email reports are regularly reviewed to enable fast action in inappropriate device use. Planning for Collaborative Learning in next year's hubs will be aided greatly by Google Classroom's and SeeSaw's integration into daily school life this year (aided by COVID-19 lockdown home-learning).
Key Issues Needing To Be Addressed:	<p><u>May</u></p> <ul style="list-style-type: none"> Reports from the Family Zone app need to be looked into followed up (ie. red flags, blocked sites) Due to COVID-19 procedures the STEAMclub will not run for the remainder of Term 2. Further work with the Family Zone app to set parameters on student internet accessibility will need to take place in Term 2. <p><u>August</u></p> <ul style="list-style-type: none"> Getting up to date data on internet access at home would help in organising lockdown access to online learning. Some students received Government funded modems and internet packs without us knowing. <p><u>November</u></p> <ul style="list-style-type: none"> Further development on Family Wise to fully understand how to control filtering and enact changes suitable for our school's digital environment. Set up a cohesive Cyber safety programme across the school to begin 2021 now we have FamilyWise installed on all school devices.
Key Risks:	
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Strategic Goal 5: Wellbeing

Annual Goal 1: To develop a culture within YO-2 to promote responsibility and readiness for learning.

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> - Work with Mana Potential facilitator to develop and strengthen this pedagogy within the Junior School - Teachers to attend a day with Kathryn Berkett "Raising Resilient Kids" - Implement Circle Time Sessions weekly within our learning spaces - Teachers to attend Incredible Years in T3 and T4 and report back to the Ministry in the time frame allocated - Acceptance to Wellbeing Initiative and submit reports according to reporting schedule - Implement Healthy Active Learning programme within Y0-2. Nikki Johnson and Tracey Lee (?) to attend Team Meeting 20 Feb to run through the programme with teachers. - Unpack Key Competencies - Managing Self and Relating to others. - Build resilience in students through embedding Afol practices within the team - what makes a great classroom, what is a great learner, growth mindset, learning pit, learning about the brain / muscle for learning, new pathways. 	<p>I 3/02/20</p> <p>T M 20/02</p>	<p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>	<p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>
Student Achievement	<ul style="list-style-type: none"> - Measured through observation of students taken by HAL facilitators during the first 2 blocks on one day. They recorded what they noticed within the students and the areas of need they see as being an area to address 				
Professional Development	<ul style="list-style-type: none"> - Healthy Active Learning provided by Counties Manukau Sport - Raising Resilient Kids by Kathryn Berkett - Incredible Years Programme provided by Ministry of Education 				
Resourcing	<ul style="list-style-type: none"> - URF funding for at risk group of boys. 				
Key Highlights during this period:	<ul style="list-style-type: none"> - Attended TOD at Patamahoe School with Kathryn Berkitt "Raising Resilient Kids" - 17/02 HAL facilitators presented at Staff Meeting to unpack the programme - HAL facilitators met with Aroha teachers to discuss the needs of the students in Y0-2 and set dates for observations - 24/02 HAL facilitators (2 of them) were in school for the first 2 blocks of the day. They identified the same needs as we had highlighted in the students. Planned another observation where all three facilitators could be present for Week 9 (30/03) and then the programme would begin at the beginning of Term 2. - Wellbeing Initiative report submitted 15/03 <p>August</p> <ul style="list-style-type: none"> - HAL facilitators in school PD with Aroha on Monday of Week 1, Term 3 - HAL facilitators presented Aroha teachers with a book with activities to develop foundation skills for formal learning- these covered the areas of visual skills, auditory skills, language skills, motor development and senses (vestibular, vision, hearing, smell, taste, touch, proprioceptive or kinesthetic senses - Aroha have focused on the area of senses and implementing these in both Learning through Play and as brain breaks during class - HAL facilitators emailed out activities to teachers 				

	<ul style="list-style-type: none"> - Check in B for Wellbeing Initiative - Report to be submitted by 21 August - Aroha have been working alongside Jacque Allan to evaluate and improve Learning Progression for Writing and make them more kid friendly / visual for the students to know their next steps for learning in writing and have agency over their learning <p>November</p> <ul style="list-style-type: none"> - Contacted / emailed Wellbeing Initiative re final report on October 6 but have not had a reply - Names forwarded to Incredible Years 2021 for 4-5 teachers - Incorporate fundamental skills from HAL into brain breaks during teaching day
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Covid 19 affected the implementation of HAL. Second observation with all 3 facilitators was planned for Week 9 of Term 1, with the aim to implement a fitness / fine and gross motor / PMP type programme to run following Learning Through Play from 9:15 - 9:35 Monday to Friday. - Follow up with SENCO to ensure we have been registered for Incredible Years for T3/4 <p>August</p> <ul style="list-style-type: none"> - Incredible Years for T3/4 not going ahead due to Lockdown in Term 2. This will be carried over to 2021 Term 1/2. Senco to follow up on this <p>November</p> <ul style="list-style-type: none"> - Incredible Years 2021 - names of teachers submitted - Second lockdown in Term 3, student absences due to levels, chicken pox outbreak in Term 4 across team.
Key Risks:	<ul style="list-style-type: none"> - Funding being carried over from Wellbeing Initiative for 2021 (Incredible Years)
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 5: Wellbeing <u>Annual Goal 2:</u> Provide an induction programme that fully supports the growth of our three Provisionally Registered Teachers as they work towards full qualification					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> ● Working alongside Mentor Teacher to follow guidelines set out by the Education Council to support teachers to develop positive professional relationships with mentor teachers and the wider staff. ● Growing collaborative practice through peer teaching opportunities in developing flexible learning spaces. ● Work with in-school experts on an induction to our school, covering our school history/charism and traditions, school systems, processes, and guidelines, including our staff handbook, behaviour management handbook, Health and Safety guidelines and other policy documents. ● Provide opportunities to attend workshops specifically designed to support Beginning Teachers according to availability and their individual needs ● Promote opportunities to observe best practice in our school and the wider COL. ● Be supported as active members of peer appraisal sessions. ● Be supported in developing their appraisal blog to store evidence against the teaching Standards and Catholic elaborations. 	Term 1	O O A / O O O O O	O O A A O A A	O/C/A O O A
BT Achievement	<ul style="list-style-type: none"> - Meetings each week to discuss students learning and wellbeing, plus mentor available for things that occur, - Roll and prayer done together each day - Collaborative planning - BLOG to meet all PTC's - check on these, set goals where there is gaps - Assessments, role model first one, check after the first few probes are completed. - Understands expectations for level of teaching, have time with others in the school teaching at different levels. - Develop different teaching strategies, self evaluate what's working - Observations - Celebration of Full Registration for AC and CF. 				
Professional Development	<ul style="list-style-type: none"> - RE501 - DMIC - Raising Resilient Kids - Kathryn Berkitt - PRT2 courses at Kohia for appropriate year level - CF & AC - Samuel attended Teacher's New To Catholic Schools PLD day - PRT1 at Manukau - SK - Collaborative practice - Jacque Allen <p>August</p> <ul style="list-style-type: none"> - RE 501 continued to July and submitted assignments - DMIC - Kohia courses - Maths Knowledge; Andy Butler - Reading and Literacy, Behaviour Management (how to deal with students coming out of Covid); Teacher Wellbeing; The Arts - Dance and Drama and how to use this from storybooks eg role play, feelings and emotions - Healthy Active Learning (HAL) 				

	<ul style="list-style-type: none"> - PD in Your PJ's (Seesaw PD) <p>October/November</p> <ul style="list-style-type: none"> - PD in DMIC - PD through Jacque Allen implementing writing initiatives. - Ashley taking on responsibility for Kapa Haka. - PD with Jacque Allen re collaborative practices for 2021 - moving into the new build, develop planning docs, layout of learning spaces
Resourcing	-
Key Highlights during this period:	<ul style="list-style-type: none"> - BT's are placed in a Peer Appraisal Group which are mixed levels. Have had one Peer Appraisal Sessions where they reported back to their group one of their goals. Their fellow group members recorded and documented evidence according to the PTC's. They in turn did so for their group members. This document has been added to their blog. - Have attended PRT first year and second year workshop at Kohia - Completing RE501 paper - Collaboratively planning with their respective teams - Attended PLD provided in school - DMIC, Kathryn Berkitt "Raising Resilient Kids", Jacque Allen "Collaborative Practice", - PRT's made aware of School Docs website, had time at Team Meeting to explore website and asked to explore this site further in their own time. Have been requested to read through the Employer Responsibility Policy due for review in Term 2. - August - PRTs have worked collaboratively within their teams to deliver learning at home programmes, both in hard copy and online versions. - PRT taking responsibility for a Kapa Haka group, choosing songs for them to learn and teaching them. This shows a willingness to contribute to the wider school community. - PD around Giving effective feedback was given at team meetings and discussed. A team approach to effective feedback was developed. - PRT is involved in simplifying Learning progressions to make them more agentic for our learners. - PRT's compare what they are doing for students with learning needs and discuss these with Mentor Teachers - Developing relationships with whanau <p>November</p> <ul style="list-style-type: none"> - PRTs applying for full registration, awaiting final appraisals. Graduation Dinner booked. - PRTs continued to be supported by collaborative practice. - PRTs continued to receive support through one day a fortnight / week classroom release. - PRT's met / contacted parents of risk students to discuss learning / behaviour - PRT's involved in collaborative discussions / decisions with team members regarding placements of the levels of students they teach - Claudia presented to parents at the New Parent Evening 2020 - Completion of end of year reports 2020 - RE observation by RE advisor (Term 4) and DMIC in class support
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - PRT PLD continuing via zoom meetings during COVID- 19 - not meeting up with peers.
Key Risks:	<ul style="list-style-type: none"> - Wellbeing of PRT due to a range of students with challenging behaviour and learning needs in one class (students new to school and placed in the same class, not aware of the needs when enrolled)

Code: A = Achieved - Completed

O = On Track

S = Scoping to be done - slow progress

I = Issues with resourcing/concern