

St Mary's School Board of Trustees Plan of Action for Year 2022

Variance Report

Focus: *Special Character (To ensure that the special Character is a paramount feature of our school)*

Goal: *To carry out the next step of the Religious Education review through reflection on the local curriculum learning framework using the bridging document as the cornerstone. To review and develop school links/ties with the parish and to engage the community in developing further their understanding of religious education.*

Strategies and actions	Indicator	Outcome	Evaluation
To work closely with our parish community to develop our relationship and achieve mutually beneficial goals.	We have an open and ongoing relationship with the parish and work closely with them on mutually beneficial goals.	Working within the constraints that covid has enforced on us we managed to work closely with the parish and to achieve mutually agreed goals around attending the mass and parishioners helping within the school.	We will continue to have this as an action and with Covid 19 not being a factor we will be able to continue the development of our relationship with the parish.
Continue to develop and expand our work with: the NCRS, Catholic education offices and the Kahui Ako to support teaching and learning in RE.	We are using actively, on an ongoing basis, resources and also interacting with NCRS, the Catholic Education Office and The Kahui Ako as appropriate.	We are very actively involved with all of the aforementioned groups and have used resources both physical and human.	With the beginning of the roll out of the new RE curriculum and the included "jumbo day", we will be working more closely with NCRS next year. We will continue to work closely with the COL and CEO.
Utilize the Faith Alive website to access RE curriculum and resources.	The staff are using the faith alive website to access curriculum and resources on an ongoing basis.	The staff use the Faith alive website on an ongoing basis.	We will continue to use the Faith Alive website to access resources and to develop our use of the new RE curriculum.
To explore ways of involving the parish more actively in the school daily life.	We have identified ways of involving the parish more closely in the school live and we are beginning to implement some of these ideas.	We have discussed ways that the parish can be more actively involved in the school's daily life. We have begun some initiatives including: having the parishioners work with the children, attending week day masses and inviting the clergy into the school for morning teas.	We will work closely with father Michael to ensure that we continue to have the parish
RE teaching staff will attend Twilight PLD meetings each term (as available).	The staff have attended the available meetings.	Due to covid there was little opportunity to utilize this resource this year.	With Covid 19 no longer being a major factor Twilight meeting will begin again.
To use our new website and our face book pages to share learning in RE and special character activities.	The website and face book pages are being used to share learning in RE and special character activities.	The new website is good and the face book page actively used. It could be used more to support RE and special character activities.	We will make a concerted effort next year to ensure that the website and face book pages are developed to be better used to support RE and special character activities.
To use our bridging document and the new curriculum as the corner stone for teaching and learning in RE.	The bridging document is being used as a key resource for teaching and learning in RE.	The bridging document is being used by all staff to plan and teach RE. We have also begun to look at the ne RE curriculum.	We will continue to use the bridging document as appropriate and to support the implementation of the new RE curriculum.
To participate fully in the establishment, visioning and planning of the achievement challenges for the "Dunedin Catholic Schools Community of Learning" in partnership with sister schools and Kavanagh College.	Our school is fully involved in the development and establishment of the COL achievement challenges.	We have taken on a leading role within the COL and helped shape the achievement challenges.	We will continue to take a lead in the development of the COL achievements challenges.

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Focus: Student Performance in the Curriculum (To improve student learning outcomes)

Goal: To review the reading programme with a view of using a mix of learning support through reading recovery, phonetics and structured learning skills.

Strategies and actions	Indicator	Outcome	Evaluation
Continue ongoing review and development of our reading programme.	We have reviewed our reading programme and developed a plan going forward.	We reviewed the junior reading programme and the teacher have implemented a programme that used components of structured literacy (including aspects of BSLA). We have developed a school wide spelling programme to support reading progress.	We will continue the review of our reading programme next year and look to integrate changes school – wide rather than just in the junior school. We will continue with the school wide spelling programme and use this support reading school wide.
Implement a structured literacy approach to support reading and writing development.	We have implemented a structured literacy approach to support reading and writing development.	We have continued to develop aspects of structured literacy in our reading and writing programme. The key aspect was the introduction of a school wide spelling program.	We have introduced and maintained a school – wide spelling programme this year. It has worked well and we will continue with it next year.
<u>Kiwi Sport is a Government funding initiative to support students' participation in organized sport. In 2022 the school received total Kiwi sport funding of \$12025.04</u>	<u>The funding was spent on: new equipment and coaching in cricket, golf, netball, and miniball. It also enabled children to take part in sports tournaments where children participated in rugby, basketball, netball, football, golf and cricket.</u>	<u>Due to the opportunities that kiwi funding allows our children we maintain participation rate of over 90%.</u>	<u>Next year we will continue to use our Kiwi sport funding for the same framework as the results were solid.</u>
Develop a school wide spelling programme, initially focusing on the junior school, especially the transitioning students. The programme will use a mix of supports: reading recovery, phonetics and structured learning skills.	A school wide spelling programme has been developed.	We began the implementation of our school wide spelling programme in term 2. Given the short exposure that the students have had we have seen pleasing improvement.	A school spelling has been in operation all year and has worked well to support the spelling level of our students. We will continue to develop it in 2023
Use evaluative practices to identify our priority learners and add to our learning support register.	Priority learners have been identified and added to learning support register.	We have identified priority learners and used the learning support register to support their progress.	The identification of our priority learner has helped us to put the support in place that will support their progress.
Put in place a learning plan for our priority learners with agreed goals and an ongoing plan to support their progress.	A learning plan has been put in place to support priority learners.	A learning plan was developed for all priority learners.	The register was used to identify the priority learned and we then put in place a plan to support their progress: some plans were class teacher led and some were put in place by the LSC / SENCO.
Additional teaching support to advance skills and provide enrichment during literacy / mathematics time.	Additional teaching support has been put in place.	A teacher was employed to work with these groups, this has proved highly beneficial.	A teacher was put in place to support access to enrichment activities. We will continue with this plan in 2023.
Continue weekly teacher support to provide support for particular groups of students in literacy and mathematics.	Weekly support has continued.	Students who were identified as needing support received it from a teacher.	We put in place a teacher to support students who had learning needs in literacy and maths, this was successful and will continue in 2023.
Monitor progress against learning progressions and school expectations.	Progress has been monitored against learning progressions and school expectations.	Progress was monitored against the progressions and expectations.	Using the learning progressions and our CaAp has meant consistency of assessment data and we will continue this going forward.

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Focus: School performance through planning and Self-Review (To ensure that our school has in place efficient procedures that ensure excellent consultation, self review and reporting protocols are in place and are adhered to.)

Goal: To develop the next review and build into this the next cycle of review of policy and procedures, and carry out consultation as a part of the annual cycle.
To build on the next stage of digital technology review and the external support through UTB

Strategies and actions	Indicator	Outcome	Evaluation
To update and develop a new planning reporting and review framework.	A new planning reporting and review framework has been developed.	We have developed a new: planning reporting and review framework.	We will utilize this framework in 2023 and going forward.
To continue to develop the teaching of technology in our school using the UTB resource.	Teaching in our school has been developed using the UTB framework.	We continued to develop the teaching of technology at our school but deviated from using UTB as a primary resource.	We will explore other ways of accessing technology PLD to support the teaching and learning of technology going forward.
To complete our local curriculum for digital technology.	Local Digital technology curriculum has been developed.	We have continued to develop our digital technology curriculum. It will remain an ongoing focus while the curriculum refresh is bedded in.	We will continue to develop our local curriculum including digital technology in light of the curriculum refresh.
To consult on history teaching to develop a local curriculum for history teaching.	Consultation has taken place and a new local curriculum has been developed for teaching history.	We have consulted with staff and families on the new ANZ histories curriculum and we have begun to develop our local curriculum.	We will continue to teach the new ANZ curriculum in line with our local curriculum.
To use consultation as a key component of strategic planning.	Consultation has taken place with key stakeholders.	WE have consulted with key stakeholders in several areas this year including: Māori, health and strategic planning.	We will continue to consult with our community as per our consultation timetable.

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Focus: *Resource Management (To be a good employer by developing and implementing personnel, industrial, property and financial policies which promote high levels of staff performance).*

Goal: To build staff confidence in their understanding of the new Teaching council professional growth cycle and how that this reflects on their practice and best practice across the school.

To engage with UTB and the COL professional growth plans in relation to knowledge-based learning and what this looks like for the school's local curriculum.

To build the new management team's understanding.

Objectives	Indicator	Outcome	Evaluation
To develop a PLD plan based on individual needs and the schools' areas of annual foci.	A PLD plan is developed to meet the individual needs of the staff and the requirements of the school's annual foci.	A PLD plan was written and implemented that meet the individual needs of our staff and the school's annual foci.	A PLD plan is a vital tool in the school moving a unified strategic direction. We will develop a new one for the 2023 school year.
To utilize all appropriate community of learning professional development.	The staff attend all appropriate COL based PLD.	The staff attended most PLD offered by the COL.	We will access all possible COL based PLD next year.
To ensure that a budget is developed and that it addresses the strategic needs of the school, and supports teaching and learning.	A budget that addresses the strategic needs of the school and supports teaching and learning is developed.	A budget was developed and implemented to support the strategic needs of the school and the teaching and learning at our school.	A refined budget will be developed in 2023 to more exactly focus the areas of spending.
To use our UTB contact to support the professional learning of the staff.	The UTB contact is used to support the professional learning of the staff.	We used the UTB contact but found that it did not meet the needs of our staff to the level that we anticipated.	We have applied for a ministry contract and if successful then we will use a new provider in 2023.
To enroll the two Assistant principals in a course to support them in their new responsibilities.	The two AP's are enrolled and attend a course to support their development going forward.	One of the AP's attended the "aspiring principals" coursed. The other AP accessed a range of other management focused PLD.	We will continue to support the two AP's to access the best middle management pld possible.

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