

Bishop Edward Gaines Catholic School (1607)
Mossop Road, Tokoroa

SCHOOL CHARTER

2023

Believe-Enrich-Glorify-Serve

BISHOP EDWARD GAINES CATHOLIC SCHOOL – 2023 CHARTER

Our Mission

BELIEVE - ENRICH - GLORIFY - SERVE

We **believe** that we are unique individuals created by God in his image to carry out His great plan of creation. We strive for excellence to **enrich** our lives and the lives of others, **glorifying** God's name, spreading the Good News and living our lives as Jesus did in the **service** of others.

Our Vision

Our learning community's vision for graduate students is to empower them to be confident, connected, actively involved lifelong learners instilled with Gospel values so that they are well prepared to *Believe, Enrich, Glorify and Serve* as 21st Century citizens.

“Taha Wairua, Taha Hinengaro, Taha Tinana, Taha Whānau”

Our Values

As Bishop Kids we strive to uphold the B.I.S.H.O.P values and centre their wellbeing around the Catholic faith:

- B-Belief We believe in God the Father, Son and Holy Spirit
- I-Integrity We act and speak with respect for ourselves and others and this shows integrity
- S-Service We willingly take opportunities that are around us to help and serve others
- H-Honesty We are honest and speak with truth
- O-Openness We are open to new challenges showing confidence and self-belief
- P-Participation We participate in our community of learning

Our Charism

Bishop Edward Gaines Catholic School embraces the charism of St Mary of the Cross MacKillop:

- “Attitude of Gratitude”
- “Do Your Bit”
- “Listen for God’s Call”
- “Make Room in Your Hearts for All”

To Achieve Our Vision We Will

- Teach and model what it means to live our Gospel values
- Underpin teaching and learning programmes with Learner Agency pedagogy
- Provide coverage of all curriculum areas with emphasis on the core learning areas: Reading, Writing, Mathematics and Religious Education and Maori Tikanga
- Engage and work with parents and the Parish Community
- Encourage participation in extracurricular activities

National Education & Learning

Priorities(NELP)

Learners at the centre: Learners and their whanau are at the centre of education

- Ensure places of learning are safe, inclusive and free from discrimination, racism and bullying
- Have high aspirations for every learner and akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Barrier free access: Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Maori and Pacific learners, disabled learners and those with learning needs
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy
- Identify learners not achieving and seek additional support where possible

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whanau

- Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have skills, knowledge and pathways to succeed in work & education
- Begin to break down ethnic and socioeconomic stereotypes

School Priorities

- Special Catholic Character
- Promoting best teaching practice
- Māori learner achievement
- Health promoting school
- Inclusive school
- Accelerated progress in core curriculum areas
- Shared teaching pedagogy
- Literacy
- Numeracy
- Teaching as Inquiry and Professional Growth Cycle
- Distributive leadership model
- Assessment for Learning
- Learner Agency
- Digital learning platforms

Faith-based Kāhui Ako Vision

- Hauora
- Learner Agency
- Cultural responsiveness

Achievement Challenges:

- Oral Language
- Writing
- Mathematics
- Science

Key Competencies

From the New Zealand Curriculum

- Thinking
- Relating to Others
- Using Language, Symbols and Texts
- Managing Self
- Participating and Contributing

Tātaiako Cultural Competencies

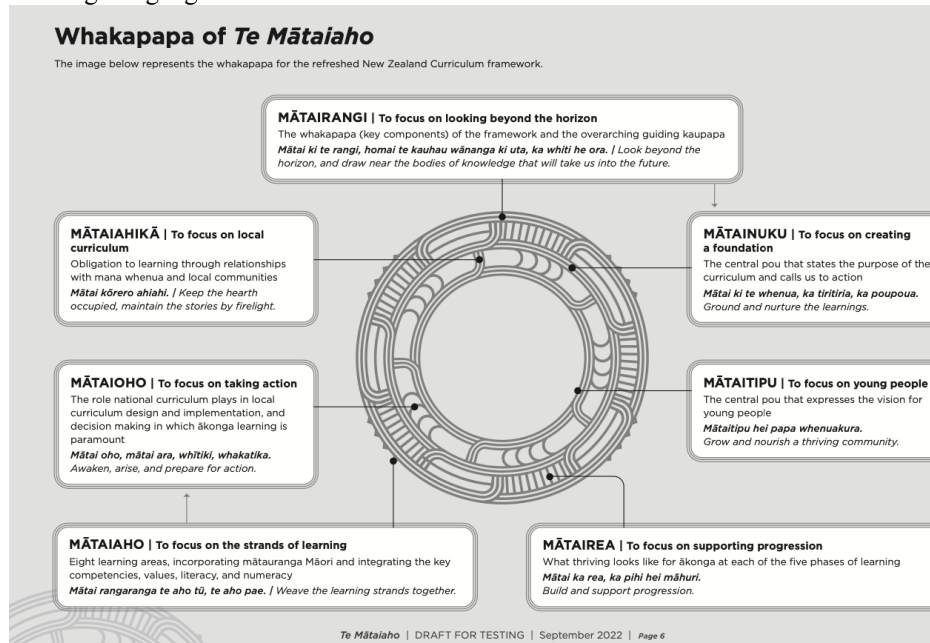
- Ako
- Whanaungatanga
- Tangata Whenuatanga
- Manaakitanga
- Wānanga

The New Zealand Curriculum

“Young people who will be confident, connected, actively involved, lifelong learners.”

This is achieved through teaching and learning based on the following Learning Areas.

- English
- Mathematics and Statistics
- Maori
- Religious Education
- Science
- Technology and Digital Technology
- Social Sciences
- The Arts
- Health and Physical Education
- Learning Languages



Religious Education

Jesus, and the encounter with him, is at the centre of what we do.

Children’s developing spiritual identity and their relationship with Jesus are bound together. This is at the core of what we are about in Religious Education. It is more than knowledge and experience, but is informed and nourished by what happens in Religious Education. There is always the understanding that Jesus is active in the relationship not an outside observer or an ephemeral goal.



OUR SCHOOL

Brief Description

Bishop Edward Gaines Catholic School is a full primary catering for Year 1 to Year 8 operating as a Catholic Integrated School. The school values its Special Character and maintains a close relationship with St. Pius X Parish.

The school roll is culturally diverse. Our biggest ethnicities represented are Māori, and NZ European/Pākehā, coming in third is other ethnicities with minorities from the Cook Islands, Samoa, Zimbabwe, Korea and Thailand.

Bishop Edward Gaines Catholic School is located in the predominantly timber industry town of Tokoroa. It maintains an attractive campus situated between St. Pius X Church and Papa o te Aroha Marae.

The school currently comprises a modern learning environment with flexible learning spaces and kitchen facilities as well as a prefab block that contains the toilet facilities, school library and a multi-purpose classroom space (designated areas for: art, music, indoor games and science). We have an Astroturf court area, large playing field and one junior playground and a new senior playground. We have a fully covered sunshade to provide sun shade in the hot months. We also have a bike track and are developing our environmental area.

The school is well equipped with digital learning tools. Each classroom is fitted with digital display screens and has sets of chromebook or tablet devices. The learning spaces within our modern learning environment ensure openness, access and flexibility and are able to be well ventilated. These spaces are kitted out with flexible furniture options that suit individual learning styles and can facilitate collaborative, independent and whole class learning.

Staff and Students

Approximately 80% of pupils live with both parents. 20% of children live with one parent or parent and step parent. There are very few families on Government Benefits. Following the Ministry of Education Equity Index of 461. The school has six allocated non-preference enrolment positions. At the end of 2022, two of these positions were full and we had information that a family of non preference would be moving to Hamilton in term 2 2023. This means that 90% of the nominal roll children at the school have an association with the Catholic Church and are acknowledged as preference enrolments.

The school offers a friendly and enthusiastic staff. Teachers work together in a collaborative manner. At present we have two classes operating. There is a junior class teacher (Years 1-3) and a senior class teacher (Years 4-8). We offer transition periods for students by cross-grouping to cater for learning needs between the classrooms. We also employ a support staff member who works mainly as a Teacher Aide for classroom learning support 12 hours a week. An Office Administrator is employed for 15 hours a week. We have a mahi ako space designed for the year 7&8 students to use for passion projects and research projects and mentorship programmes.

Catholic Schooling Philosophy

Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment which enables young people to develop the attitude, knowledge and skills to become active and committed members of the Faith Community and to contribute positively to the world community.

Catholic integrated schools live and teach the values of Christ Jesus. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishops act in unison in determining the essentials of the philosophy and its underpinning values.

RE and the NZ Curriculum Key Competencies
"For young people in Catholic schools, developing the key competencies in a Catholic environment is an important aspect of growing their personal capabilities as maturing members of the Catholic community".

TEACHING AND LEARNING PROGRAMMES AT BISHOP EDWARD GAINES CATHOLIC SCHOOL

Implementation	Monitoring
<ul style="list-style-type: none"> ● Learner Agency is promoted in our school, where students set individual learning goals to strive for and learning progressions guide student progress and achievement. ● We provide a balanced integrated curriculum for all students, using a number of approaches, including inquiry approach, blended learning, and participation. ● Learning programmes are based on the principles, key competencies, values and national achievement objectives of the revised NZ curriculum. ● We use a range of assessment practices to gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated. (NELP 3 (6)). ● We give priority to learner wellbeing and hauora so students can learn to regulate themselves so can effectively access school and learning. (NELP 2(3)) ● We give priority to learner progress and achievement in literacy and numeracy ● We identify students/groups of students who are not meeting or are at risk of not meeting the expectations of the curriculum and develop and implement teaching and learning strategies to target their needs, including those with special abilities/giftedness.(NELP 1 (2)) ● We monitor the progress of Māori and Pacific learners and report to the families on their achievement and targets for improvement. (Nelp 3 (5)) 	<ul style="list-style-type: none"> ● School wide data for achievement in Reading, Writing and Mathematics are analyzed against the curriculum level expectations and reported to the Board of Trustees and Faith Based Kāhui Ako. (NELP 3 (6)) ● Trends are identified in the data collected and this guides the implementation of classroom teaching and learning programmes as well as any extension or support required for individual/groups of learners. (NELP 3 (5)) ● Targets and strategies implemented to improve learner achievement.(NELP 3(5)) ● Professional Development supports the targets and strategies identified and implemented to raise learner achievement. (NELP 3 (6)) ● Reporting to parents includes written reports, digital portfolios and goal setting against learning progress and achievement in Reading, Writing and Mathematics, and RE and across the wider NZ Curriculum and RE Curriculum. NELP 1 (2) ● Staff use of new RE Curriculum and unpacking to build teacher capability and knowledge around curriculum.

BOARD OF TRUSTEES UNDERTAKINGS

Board Undertakings/Consultation

The Bishop Edward Gaines Catholic School Board of Trustees consults at least annually with Māori and the wider community. Formal opportunities for consultation include school newsletter, BOT meetings, staff meetings, parent hui/fono, one to one conversations, and community surveys and FB, Educa platforms.

The school maintains an open-door practice encouraging families to approach the school and individual interviews with parents are held in conjunction with student-led conferences, highlighting the three way partnership between teacher/school, parents/family, and child.

Ratification of Bishop Edward Gaines Catholic School Charter

The 2023 School Charter was shared in draft in November and ratified at the March 2023 meeting of the School Board of Trustees (refer to BOT minutes).

School Charter and Annual Report

A copy of the Bishop Edward Gaines Catholic School Charter will be sent to the Ministry of Education by End of April 2023.

Planning Year

Bishop Edward Gaines Catholic School's planning year is November 1st to November 1st. The implementation of the school's plans is from the beginning of the new school year.

Cultural Dimensions

Bishop Edward Gaines Catholic School recognises the principles of the Treaty of Waitangi – participation, protection and partnership. The curriculum reflects the unique position of Māori within New Zealand society, and provide students with experiences and understandings in cultural traditions, language and local and national histories. The school will continue to maintain and further develop the communication lines with the Māori community, taking into account aspirations of whanau in strategic planning, and maintaining partnerships developed in 2019 through whānau consultation and hui. We are building a relationship with our neighboring Marae, Papa O Te Aroha, as it has been recently changed into Ruakawa hands. This Marae has Catholic foundations, and we are re-establishing connections with Ngati Raukawa, our local iwi. Bishop is also now part of the group of MAC Maori Achievement Collaborative. Under Te Tiriti o Waitangi we recognize and acknowledge the shared responsibility in partnership arrangements, expectations on our school to protect that which is important in the interests of Maori and provide opportunities for Maori learners to achieve success as Maori.

Te Reo me ōna Māori

The priority is for Māori students to feel proud and positive about being Māori within our school environment. All students will become familiar with greetings, national anthem in Māori and English, social phrases, instructions, waiata, karakia and mihi through Te Reo in an effort to normalise Te Reo in our school. Bishop Edward Gaines School participates in the local and Catholic cluster Kapa Haka Festivals. Teachers undergo Te Reo & Tikanga courses.

School Operation, Governance and Management Section:

Curriculum

Key school documents relating to curriculum

- New Zealand Curriculum Framework
- Curriculum Implementation Plans
- Student Individual Achievement Records
- Te Takanga o Te Wa and Aotearoa NZ Histories
- Associated Policies
- Charter and Annual Plan
- Annual Budget
- TŌ TĀTOU WHAKAPONO-OUR FAITH
- Te Mātaiaho

Human Resources

Key school documents relating to human resources

- Job Descriptions
- Performance Agreements
- Professional Growth Cycle
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Annual Plan: Strategic Aims and Targets

BISHOP EDWARD GAINES CATHOLIC SCHOOL'S STRATEGIC AIMS – 2023 to 2025

As a result of recognised Government priorities, community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the Board has identified the following strategic aims:

Strategic Aims	2023	2024	2025
<p>1. Special Catholic Character: <i>To show faith in action</i></p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.1 Through enhancing prayer life and charism: Continue to increase consistent student led meditation and prayer</p> <p>Regular, timetabled, whole school meditation Explore prayer elements from other cultures especially through Maori lens, and represented in the community</p> <p>Children and teachers able to recall patronage of the school and it's significance for our community with explicit connections made between house patrons, charism and motto</p> <p>Establish a liturgy committee (RE Leaders) of senior students to help plan and coordinate school liturgies, Masses Embed bicultural elements – Māori spirituality, customs, language, karakia which are part of the daily life of the school to enable Maori customs, waiata and karakia in daily prayers</p>	<p>1.1 Through enhancing prayer life and charism: Build on liturgy committee of students, planning for celebrations for Sunday Parish Mass and special occasions</p> <p>To Increase knowledge of hymns and Catholic songs, Andrew Chinn, and develop a singing group to support Masses</p> <p>Build on school /parish connections to represent school at Sunday Masses, special feast days, weekly Masses</p> <p>Bicultural and multicultural elements brought into school Masses – responses, prayer, hymns, other cultural practices.</p>	<p>1.1 Through enhancing prayer life and charism: Build on school /parish connections to represent school at Sunday Masses, special feast days</p> <p>To Increase knowledge of hymns and Catholic songs and develop a singing group to support Masses</p> <p>Possible visitations to significant sites that relate to our significant people-Marae, Churches, Diocese</p>

	<p>1.2 Through the implementation of the RE Curriculum: Teachers learning to plan for deliberate acts of integrating RE into other subject areas (arts, social sciences, literacy, drama) Breaking open the new RE curriculum to identify main themes and cross themes Begin to identify connections between themes and our local curriculum</p>	<p>1.2 Through the implementation of the RE Curriculum: Teachers learning to plan for deliberate acts of integrating RE into other subject areas (arts, social sciences, Maori, and literacy) Breaking open the new RE document to identify main themes and cross themes Begin to identify connections between themes and our local curriculum</p>	<p>1.2 Through the implementation of the RE Curriculum: Teachers' knowledge expanded to incorporate effective ways to integrate the RE into other curriculum areas. Embed RE into connected curriculum planning with attention to local curriculum</p>
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<p>1. Special Catholic Character: <i>To show faith in action</i></p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.3 Through strengthening Parish/School partnerships: Encourage children and families to commit to ministries for Sunday Mass (serving, gifts, reading)</p> <p>Sacramental programme taught by Parish and teachers</p> <p>Regular attendance at week day Mass by children and classes & /or school</p> <p>Invitations extended to Parish for school events</p> <p>Report to parish school news/events</p> <p>DRS/Principal to attend Parish council meetings</p> <p>1.4 Community outreach Develop a student army (RE Leaders) to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising, responding to current events in our local environment</p>	<p>1.3 Through strengthening Parish/School partnerships: Continue to encourage children and families to commit to ministries for Sunday Mass</p> <p>Sacramental programme taught by Parish and teachers</p> <p>Students participation in weekday Mass increases to include reading, song or prayer of the faithful, singing groups begun</p> <p>1.4 Community outreach Continuation of student army -RE Leaders to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising</p> <p>Continue to establish stronger links with Society of St Vincent de Paul and Catholic Women's League through assisting with acts of service</p>	<p>1.3 Through strengthening Parish/School partnerships: Increase Catholic community of the school</p> <p>Increase representation of children at the at parish masses and events</p> <p>Continue to deliver an annual programme taught by Parish and teachers for Sacramental programme & RCIA</p> <p>Students participation in weekday Mass increases to include reading, song or prayer of the faithful</p> <p>1.4 Community outreach Continuation of student army to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising.</p>

	<p>Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions.</p> <p>Seniors planned visits in the community(food banks, cards to rest homes, Christmas appeals) Volunteer for community projects in local areas</p> <p>Mentorship through NET team, Next Gen</p>	<p>Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions.</p> <p>Seniors – planned visits in the community – visit the elderly, food bank etc.</p> <p>Begin pathways and opportunity for Bishop Gaines to lead/host RE events in the Kahui Ako and Catholic School levels</p>	<p>Frequent assistance given to Society of St Vincent de Paul and Catholic Women’s League.</p> <p>Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions.</p> <p>Bishop Gaines to lead/host RE events in the Kahui Ako and Catholic School levels</p>

Strategic Aims	2023	2024	2025
<p>1. Special Catholic Character: <i>To enhance the Special Character of the School</i></p> <p>1.1 Enhancing Prayer life and charism</p> <p>1.2 Implementation of RE Curriculum</p> <p>1.3 Strengthening Parish/School partnerships</p> <p>1.4 Community outreach</p> <p>1.5 Professional development</p>	<p>1.5 Through self review and professional development: Developing a system to gather supporting evidence in reviewing the four dimensions:</p> <ol style="list-style-type: none"> 1. Encounter with Christ, 2. Growth in knowledge, 3. Christian witness, 4. Safeguarding and strengthening <p>Implementing individualised staff development programmes to support teaching and learning in RE and in staff faith formation</p> <p>Regular staff meetings regarding the RE Curriculum</p> <p>Catholic Character Review due T 2 2023</p> <p>Developing stronger links to community outreach and social justice</p> <p>NET Team to work alongside our yr 7&8</p> <p>Unpacking new RE Curriculum</p> <p>Professional Growth Cycle aligns to RE and Maori</p> <p>RE Papers undertaken by staff</p>	<p>1.5 Through self review and professional development: Regular self review process using the four dimensions in place and gathering of evidence</p> <p>Individualised staff development programmes to support teaching and learning in RE</p> <p>Attendance at Diocese events</p> <p>Work to gain Catholic teachers in the school</p> <p>Embedded RE Curriculum across all levels and subjects</p> <p>NET Team to work alongside our yr 7&8</p> <p>Unpacking & Using new RE Curriculum, building resources</p> <p>Professional Growth Cycle aligns to RE and Maori</p> <p>RE Papers undertaken by staff</p>	<p>1.5 Through self review and professional development: Regular self review process using the four dimensions in place and gathering of evidence</p> <p>Individualised staff development programmes to support teaching and learning in RE</p> <p>Work to gain Catholic teachers in the school</p> <p>NET Team to work alongside our yr 7&8</p> <p>Unpacking & Using new RE Curriculum, building resource</p> <p>Professional Growth Cycle aligns to RE and Maori</p> <p>RE Papers undertaken by staff</p>

Strategic Aims	2023	2024	2025
<p>2. Learner Agency <i>To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.</i></p> <p>2.1 Learners engaged with their own learning and progress</p> <p>2.2 At risk learners</p> <p>2.3 Teachers pedagogical knowledge</p> <p>2.4 Practicing Learner Agency</p> <p>2.5 Professional development</p>	<p>2.1 Learners engaged with their own learning and progress: Students in Year 2 and up will be beginning to talk about what they are learning, why they are learning it and their next steps in literacy and numeracy.</p> <p>Continue to build on from 2022 initiative of seeking opportunity for teaching inquiry and play-based and project-based learning (agentic practices)</p> <p>Continue 2022 initiative of the Year 7 & 8 mahi ako space for passion projects</p> <p>Involve senior students in mentorship programme so they can work alongside other youth on community or school projects</p> <p>Hybrid learning opportunities initiated and taught</p> <p>2.2 At risk learners: Continuing use of learning progressions (PACT site) to track progress and achievement of all students.</p> <p>SENCo register review and coordinate with LSC register of learners</p> <p>Establish links with outside school agencies to help children at risk</p> <p>Coordinate YMCA with mentorship programmes</p> <p>Whole school assessment data will also include progress made by each child whose learning and achievement needs acceleration in Reading, Writing and Mathematics.</p>	<p>2.1 Learners engaged with their own learning and progress: All students will be able to discuss their learning in terms of what they are learning, why and their next learning steps.</p> <p>Play-based and project-based learning becoming more established and financed for</p> <p>Opportunity for teaching inquiry into workshops and negotiated choice</p> <p>Involve senior students in mentorship programme so they can work alongside other youth on community or school projects</p> <p>Hybrid learning opportunities embedded</p> <p>2.2 At risk learners: Continue to use learning progressions to assist planning to cater for diverse needs and abilities.</p> <p>SENCo register kept up to date to track at-risk learners. Coordinate with LSC register</p> <p>E-asttle Reading and Mathematics tool used to identify class trends and needs</p> <p>Establish links with outside school agencies to help children at risk</p> <p>Coordinate YMCA with mentorship programmes</p>	<p>2.1 Learners engaged with their own learning and progress: Senior students will be able to articulate their learning in terms of their learning pathway.</p> <p>All students will be able to articulate next learning steps.</p> <p>Play-based and project-based learning fully implemented into classroom programmes for literacy /numeracy connections</p> <p>Use of student workshops and negotiated choice introduced into daily programmes, mahi ako space for seniors</p> <p>Involve senior students in mentorship programme so they can work alongside other youth on community or school projects</p> <p>Hybrid learning opportunities embedded</p> <p>2.2 At risk learners: Continue to use learning progressions to assist planning to cater for diverse needs and abilities.</p> <p>SENCo register kept up to date to track at-risk learners. Coordinate with LSC register</p> <p>E-asttle Reading and Mathematics tool used to identify class trends and needs</p>

	Continue 2022 initiatives of E-asttle implementation for assessment of Reading and Mathematics to use for class trends and needs		

Strategic Aims	2023	2024	2025
<p>2. Learner Agency <i>To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.</i></p> <p>2.1 Learners engaged with their own learning and progress</p> <p>2.2 At risk learners</p> <p>2.3 Teachers pedagogical knowledge</p> <p>2.4 Practicing Learner Agency</p> <p>2.5 Professional development</p>	<p>2.3 Teachers pedagogical knowledge Teaching staff are developing a shared understanding of Learner Agency</p> <p>Teachers will identify themselves on the Learner Agency self-assessment continuum, setting goals as part of their inquiry and appraisal accordingly</p> <p>To continue to build teacher capacity with readings, sharing, observations and purposeful visits to other schools, PLD, growth cycles</p> <p>Be up to date with latest research on learner agency-look into flipped classroom models</p>	<p>2.3 Teachers pedagogical knowledge Teaching staff will continue to build a learner agency into their programmes</p> <p>To continue to build teacher capacity with readings, sharing, observations.</p> <p>Teachers will continue to move on the Learner Agency self-assessment continuum.</p> <p>Be up to date with latest research on learner agency-look into flipped classroom models</p>	<p>2.3 Teachers pedagogical knowledge Teaching staff will continue to imbed learner agency.</p> <p>Teachers to revise and refine their teaching practices in relation to learner agency</p> <p>Be up to date with latest research on learner agency-look into flipped classroom models</p>
	<p>2.4 Practicing Learner Agency: Establish cross grouping to meet the needs of all learners</p> <p>Sharing learning progressions with students</p> <p>Establishing digital portfolio system and opportunities for student reflection on their own learning</p> <p>Use of Daily 5, Daily 3 and Must do/Can do</p> <p>Investigate play based and project based learning and see how this is applied to increase learner agency Flipped Classroom Model introduced</p>	<p>Practicing Learner Agency: Continue cross grouping with teachers taking student workshops, some senior students opting in.</p> <p>Students identify themselves within learning progressions</p> <p>Continue digital portfolio system and opportunities for student reflection on their own learning</p> <p>Established project and play based learning and see how this is applied to increase learner agency</p>	<p>Practicing Learner Agency: Continue cross grouping with all senior students and some Year 3/4 students opting into workshops</p> <p>Students identify next learning steps</p> <p>Continue a digital portfolio system and opportunities for student reflection on their own learning</p> <p>Established project and play based learning and see how this is applied to increase learner agency</p>

		Flipped Classroom Model strengthened-visit Ashhurst School FLM	Visit Ashhurst School PLD on Flipped Classroom Model strengthened
	2.5 Professional development: Play based learning A form of structured literacy being used Literacy/RE Project Based Inquiry Learning	Professional development: Look into possibility for PLD in Learner Agency Play based and project based learning PLD	Professional development: PLD in Learner Agency Play based learning PLD

Strategic Aims	2023	2024	2025
3. Local Curriculum Development <i>To reimagine a responsive curriculum where every person can see themselves as active contributors within.</i> 3.1 Community Voice 3.2 Graduate Profile 3.3 Local Curriculum Development 3.4 Professional Development	Community Voice Use data gathered from assessment in 2021 and 2022 to inform curriculum design -PLD needs for BEGS Consultation opportunities for learners, families, wider community and staff-delivery options varied, face to face, written, online , individual group. Modifying school camps that better reflect local curriculum, community barriers to going to a camp, and building on student culture and identity	3.1 Community Voice Ongoing internal reviews and consultation with all stakeholders-learners families wider community and staff Community events to share in local curriculum understanding Modifying school camps that better reflect local curriculum and building on student culture and identity	3.1 Community Voice Ongoing internal reviews and consultation with all stakeholders-learners families wider community and staff School camps better reflect our school community needs and local curriculum and The Treaty of Waitangi
	3.2 Graduate Profile Full review of current graduate profile Build Graduate profile that is reflective of learner, parent/whanau, iwi, and future focused research voices 3.3 Local Curriculum Development Unpack common values and learning philosophies that drive learning at school Develop rich learning experiences that are built on our values, mission, local context and graduate profile Develop a common 'why' to our collective 'who'	3.2 Graduate profile Graduate profile reviewed annually to ensure the curriculum is still responsive to the aspirations of the community Local Curriculum Development - Local curriculum in practice and reviewed annually to ensure the curriculum is still responsive to the aspirations of the community; is our curriculum still reflective of our kura's mission, context and values. -Using TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum	3.2 Graduate profile Graduate profile reviewed annually to ensure the curriculum is still responsive to the aspirations of the community Local Curriculum Development-- Local curriculum in practice and reviewed annually to ensure the curriculum is still responsive to the aspirations of the community; is our curriculum still reflective of our kura's mission, context and values. Using TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum

	<p>Develop seamless transitions across the curriculum and integrated teaching and learning</p> <p>Start to unpack TE Takanga o Te Wa and NZ Histories</p> <p>Start to unpack refreshed curriculum Maths and Literacy</p> <p>Start to unpack new curriculum RE</p>		
	<p>3.3 Professional development: SL year 0-2 Play & project based learning initiatives established for junior school</p> <p>Literacy and Numeracy PD on learning progressions and assessment Momentum Learning</p> <p>New RE curriculum PLD around planning RE</p> <p>PE & Health with Sport Waikato at BEG</p> <p>Maori Achievement Collaborative-Waikato MAC</p> <p>PB4L continue to build teacher /community knowledge around his</p> <p>Unpacking TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum</p>	<p>Professional development: Look into possibility for PLD in Learner Agency</p> <p>Play based and project based learning embedded</p> <p>Using New RE document</p> <p>Using PE & Health action plan</p> <p>MAC in local curriculum context</p> <p>PB4L more integrated across school</p> <p>Unpacking TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum</p>	<p>Professional development: PLD in Learner Agency</p> <p>Play based learning PLD</p> <p>Using new RE document</p> <p>Using New RE document</p> <p>Using PE & Health action plan</p> <p>MAC in local curriculum context</p> <p>PB4L more integrated across school</p> <p>Unpacking TE Takanga o Te Wa and NZ Histories & New Zealand Curriculum</p>

Special Catholic Character

Bishop Edward Gaines Catholic School is proud to be Catholic, embracing the charism of Mary Mackillop. The school enhances the Catholic Character through:

- Implementing the RE document with Christ centred curriculum planning
- Enhancing and embedding the prayer life of the school
- Celebrating Catholic character by recognising school patronages and charisma
- Frequent and meaningful participation -Sacraments, Mass, service
- Work to establish ties with JPC as the Catholic School to further Catholic Education for our Bishop tamariki from year 9.

Legislation and Administration

Bishop Edward Gaines will adhere to all legislative MOE & Diocese requirements:

- Completing March/July returns to MOE and CISO
- Passing Charter and annual plan and send to MOE
- Compliance with hours of operation, length of school year and attendance
- Compliance – building codes
- Opportunities for Professional Development from NZSTA and Catholic Diocese

Community Partnership & Special Events

Bishop Edward Gaines Catholic School is committed to maintaining a sense of whanaungatanga within the community through:

- Refine and refresh the school website, FB, Eduac platform, newsletters
- Liase with local kindergartens and high schools to share events /PLD opportunity
- Invite community groups and parent helpers into the school
- Learning celebration evenings, students leadership opportunities, house events, international feast night, FOTS initiated
- Whanau group meetings, Studenty Led Conferences,
- Parish involvement and invitation to school events
- Work together within community groups and Diocese, New Board, & Parish, to establish BEG as a school of choice for new families in the area and wider zones.**

NELP 1 (1 & 2) Curriculum NELP 3 (5, & 6)

Bishop Edward Gaines Catholic School is committed to raising the achievement of its learners:

To meet the needs of ALL learners.

To ensure opportunities for Māori to achieve success as Māori are inclusive and enhance learning for Pasifika students. "By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings." (NZ Curriculum, p14).

Accelerate achievement in core subjects of Reading, Writing and Mathematics for all at risk learners.

Strategies from Learner Agency are used effectively to improve learning and teaching in relation to the Curriculum Levels.

BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL PLAN 2023

School wide goals for improving learner achievement:

To show our faith in action

To implement principles of Learner Agency to accelerate achievement across the curriculum

To use summative assessment information (data) and formative assessment practices (learner agency) to inform and improve teaching practice and student learning in literacy and numeracy

Health & Safety

Bishop Edward Gaines Catholic School will strive to be a healthy and safe place for all.

- Continue to implement plan for h7S at work Act 2016 and Vulnerable Children's Act
- Embedding PB4L
- Continue to implement Health Promoting Schools Kaupapa
- Promote and supply healthy lunches
- Develop Bishop as an enviro school
- Support safety education around water with water safety skills programme and road safety education through bikes in schools and bike track on site
- Promote a broad range of sports opportunities and sports access for our tamariki

NELP 2 & 3 & 4 used alongside Self Review and Strategic Documentation

The Board of Trustees of Bishop Edward Gaines Catholic School will attend to self-review and strategic plan by:

- Reviewing Catholic Character according to the 3-year schedule and Encounter with Christ, Growth in Knowledge, Christian Witness, or Safeguarding and Strengthening Catholic Character
- Following the timetable for policy review
- Adhering to the programme for self review
- Implement and monitor strategic plan and charter

NELP 3 (5 & 6) used alongside Personnel Goals

2023 team at Bishop Edward Gaines Catholic School:

- Continue to grow positive and cohesive, collaborative team across the school
- Opportunities for Professional Learning and Development:
 - Using the e-asttle tool and a form of SL and new curriculums
 - RE – Curriculum delivery
 - Job descriptions and appraisals annually
- Define & refine roles of support staff to better align to student needs and school budget**
- Establish a positive relationship with our wider community

NELP 2 alongside Finance

Through use of evidence based decisions:

Assessing priorities for budgeting to meet resourcing needs for effective teaching and learning

Property/Assets:

Respond to ongoing maintenance needs, schedules and plans

Work alongside Diocese to establish attractive outside school environment

BOT to be actively assisting Principal and helping in coordinating sourcing of funding for school projects around H & S , Curriculum & Environment in 2023

PROFESSIONAL LEARNING DEVELOPMENT PLAN 2023

PLD Opportunity	Timeframe	Responsibility	Aims
Religious Education	2023-2025	Principal/DRS	<ul style="list-style-type: none"> Plan from the new RE Curriculum Enhancing prayer life of the school with school wide DAT practice Teachers new to Catholic Schools to do course and RE papers through TCI/Te Kupenga/Diocese
Play based and project based learning	2023-2025	PLD opportunities through our Kahui Ako, Principal	<ul style="list-style-type: none"> Teaching and learning through play & project learning based on overseas research Assessment through play & project learning-formative Examine the role of the teacher in provoking authentic play in the student—centred classroom environment Discuss and practice key strategies for scaffolding children’s learning through play & project learning Work with experienced teachers in schools to understand how to identify the learning occurring through authentic play/project opportunities Practice (with support) the ways to document learning observed through play/project activities of students
E-asttle tool	2023-2025	Principal	<ul style="list-style-type: none"> To utilise e-asttle in accurately assessing Reading and Mathematics (2022-2024)
PE & Health Plan	2023-2025	Principal/Sport Waikato	<ul style="list-style-type: none"> To build a holistic approach to wellbeing across the school for all students To promote sporting participation in local community Develop sporting skills across all levels Introduce and develop safety programmes for water & bikes
Maori Achievement Collaborative (MAC)	2023-2025	Principal/MAC Waikato	<ul style="list-style-type: none"> To influence better outcomes for Maori learners To develop authentic learning programmes for Maori
PB4L	2023-2025	Principal/MOE	<ul style="list-style-type: none"> Develop school wide practice of effective student behaviour management Nurture student understanding of emotional identification and regulation
Assessment for Learning & design of local curriculum/Hybrid Learning	2023-2023	Principal/Mary -Anne Murphy -MOE	<ul style="list-style-type: none"> Utilising best practice and tools for assessment Developing teacher awareness of data findings as to next steps in teaching Utilising local context to capture student engagement and voice Establishing literacy programmes and assessment that help accelerate student progress

Literacy	2023-2023	Structured Literacy	<ul style="list-style-type: none"> ● Utilising local curriculum to assist learning for understanding and success ● PLD on numeracy around new Curriculum -Te Mataiaho
Numeracy	2023-2025	Maths-MOE/Tokoroa Schools PLD	<ul style="list-style-type: none"> ● Establishing numeracy programmes and assessment that help accelerate student progress ● Utilising local curriculum to assist learning for understanding and success ● PLD on numeracy around new Curriculum -Te Mataiaho
Te Takanga o Te Wa & NZ Histories	2023-2025	Principal/MOE/Tokoroa Schools PLD	<ul style="list-style-type: none"> ● Collaborating with local communities and whanau to better meet Maori learner aspirations ● Developing understanding around importance of local Tikanga and how to incorporate it authentically across the whole curriculum

BISHOP EDWARD GAINES CATHOLIC SCHOOL ANNUAL TARGETS 2023

Strategic Aims 2023-2025:

To show our faith in action
To implement successfully principles of Learner Agency to accelerate learning across the curriculum
To use assessment to inform and improve teaching practice

Annual Objectives 2023:

To show our faith in action
To implement principles of Learner Agency to accelerate achievement across the curriculum
To use summative assessment information (data) and formative assessment practices (learner agency) to inform and improve teaching practice and student learning in reading, writing and mathematics

How will we meet our Annual Targets 2023?

- Unpack new curriculums and start to align to local context and how to use for planning
- Continue targeted literacy programmes that will help accelerate all learners understanding
- Continue 2022 initiatives, to develop sound understanding around assessment practice and how that shapes teacher practice
- Strengthen participation in ways students show faith in action across the school, parish, church and wider community

STRATEGIC PLAN 2023 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN READING

Strategic Aims:

To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections between writing, reading and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify next learning steps in Reading.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in Reading for ELL children.

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- Share evidenced best practice
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Consistency in use of Reading assessment tools
- Monitor and report on student achievement in Reading
- Target planning for learners identified on the SENCo register with learning needs in literacy

Key Competencies:

- **Thinking** – using creative and critical thinking to form deeper understanding of a variety of texts
- **Relating to others** – discussing texts with others
- **Using language, symbols and texts** – decoding texts with confidence and fluency
- **Managing self** – sustained reading; reading for enjoyment; recognising next learning steps in making progress in Reading
- **Participating & Contributing** – recognising the author’s purpose, and their context when reading

Tātaiako Competencies:

- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners’ achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners.

2023 ANNUAL TARGETS FOR READING

Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from Learner Agency effectively to improve teaching and learning in relation to the Curriculum Levels

2023 Annual Targets:

- Of the Maori children identified as At or Above they will continue to make and maintain progress in reading by the end of 2023.
- Of the 4 boys identified as BELOW curriculum expectations for Reading, all will have made accelerated progress working toward meeting Reading expectations by the end of 2023.
- Of the 2 girls identified as BELOW curriculum expectations all will have made accelerated progress and be working toward meeting Reading expectations by the end of 2023.

Baseline Data: (November 2022)

In Reading, 34/40 - 85% of learners were achieving at or above the curriculum expectation – an improvement in achievement 2021. At risk learners have all been identified and are on our LSC and SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. RTLB and the Principal are also targeting learning programmes themselves for these students. Trends in the data show that transient children make up the majority of those children achieving below the expectations of the curriculum.

(3 of 40 learners) are Well Below 7.5% (3 of 40 learners) are Below 7.5% (23 of 40 learners) are At 57.5 % (11 of 40 learners) are Above 27.5%

Gender: Our school is relatively balanced with girls & boys. Comparatively, trends in the data show that boys are currently achieving slightly below girls in Reading Girls (21 learners): Below & Well below (2) 9.5% At (14) 66.7 % (5) Above 23.8%

Boys (19 learners): Below & Well below (4) 21 % At (9) 47.4% Above (6) 31.6 %

Ethnicity: Of our Māori learners, 4 learners out of 13 (%) are currently below or well below in Reading; these learners are Māori boys and girls. While there is still much room for improvement here. Other ethnicities represented in our data below show achievement is following a bell curve trend or better.

Māori : 11 learners: Well Below & well below (0 learners) 0% At (10) 91% Above (1) 9%

Pacific : 9 learners : Below (4 learners) 44.4% At (4) 44.4 % Above(1)11.1 %

Pākehā/NZ European : (9 learners) Below (3)33.3 % At (3) 33.3% Above (3) 33.3 %

Asian (6 learners): At (2) 33.3 % Above(4)66.7%

Other : (5 learners): At (3) 60% Above (2) 40%

All learners: 85% meet or exceed expected curriculum levels in 2022. Maori Learners: 100% meet or exceeded expected curriculum levels in 2022. Boy learners: 79% meet or exceed expected curriculum levels in 2022.

READING ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
<p>1. Share effective teaching practice:</p> <ul style="list-style-type: none"> - Use of modelling books - Reading groups/workshops - Opportunities for buddy reading - Balanced classroom reading programme: Reading to – class novel, picture books; Reading with – shared book, big books, poetry; Reading by – sustained silent reading, - Links to inquiry learning - Use of success criteria and WALT 	Ongoing – throughout the year	Principal Waikato Principals Initiatives Kahui Ako	Release time for observations and meetings
<p>2. Poetry:</p> <ul style="list-style-type: none"> - Shared poems (weekly) and poetry reading (daily) 	Ongoing- throughout the year	Teaching staff	Seek out poetry sources
<p>3. Professional Development:</p> <ul style="list-style-type: none"> - Play based & Project Based Learning – role of the teacher - <i>In school – Clarity in the Classroom readings and discussion; teaching and learning with the learning progressions for Reading.</i> - SL Literacy Programme - Assessment for Learning PLD-Mary-Anne Murphy 	Ongoing – throughout the year Our Year 2 teacher	Across School Coordinators Longworth Education Teaching staff Principal	Release time for observations and meetings <i>“Clarity in the classroom”</i> <i>BSLA resources/online course</i>
<p>4. School-wide Assessment Practices:</p> <p>Data gathered each term, analysed and evidence based decisions made for future learning (as per assessment schedule 2021):</p> <ul style="list-style-type: none"> - Running Records carried out monthly (Years 0-3 and at risk readers) - Probe testing for Years 4-8 carried out each term - PAT Reading Comprehension administered Term 4 (Year 4-8) - E-asttle Reading test T1 years 4-8 - E-asttle Mathematics Test T1 years 4-8 - Knowledge Tests and Basic Facts Tests T1 & T 4 4-8 - JAM-juniors T 1 - Asttle writing T2 years 0-8 	Assessment data gathered each term	Principal Teaching staff	Release time to administer and analyse assessment data (CRT) Year 2 release ½ day a week

READING ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
5. Purchase resources <ul style="list-style-type: none"> - High interest targeting boys in the middle and upper primary (Years 4-6) - Junior readers – supplement current stock 	Term 1 & Term 2	Principal Teaching staff	
6. Reading interventions for at risk readers: <ul style="list-style-type: none"> - Individual groups -TA, INS, LSC, RTLB - Reading mileage – regular reading to teacher aide - A structured literacy Programme for juniors 	Ongoing – throughout the year	Principal Teacher aide LSC RTLB Classroom Teacher	ICS 1 child funded MOE Funded
7. Target learners: <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo LSC registers updated & collated - Learners below or well below curriculum expectations are on the SENCo register (including ESOL) - LSC register updated and a working document - ELLP record for ELL students updated twice yearly for submission to the MOE - RTLB assist with school best practice and resources to help teacher support 	Ongoing – throughout the year At least once each Term ESOL learners tracked on ELLP's; scored on ELLP's twice a year.	Principal Learning Support Coordinator Teaching staff	
8. Tracking progress and achievement <ul style="list-style-type: none"> - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners 	Ongoing – throughout the year	Principal Teaching staff	
9. Teacher inquiry <ul style="list-style-type: none"> - Learner Agency - "How might my practice and use of Learner Agency, support and accelerate student progress and achievement?" <ul style="list-style-type: none"> - Learner Agency in Play based/project based learning 	Ongoing – throughout the year	Principal Teaching staff Teacher Aide	

STRATEGIC PLAN 2023 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN WRITING

Strategic Aim:

To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections between writing, reading and oral language
- Use the literacy learning progressions effectively to track and monitor progress and identify next learning steps in writing.
- Use the English language learning progressions (ELLP) to track and monitor progress and identify next learning steps in writing for ELL children.

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts for writing with co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Moderation of writing assessment
- Consistency in writing assessment tools
- Monitor and report on student achievement in Writing
- Target planning for learners identified on the SENCo register with learning needs in Writing

Key Competencies:

- **Thinking** – using creative and critical thinking to form and express ideas in writing
- **Relating to others** – considering audience and impact when writing
- **Using language, symbols and texts** – crafting writing for others to understand, read and enjoy
- **Managing self** – sustained writing; learner as an author; recognising next learning steps in making progress in writing
- **Participating & Contributing** – writing for a purpose, and an authentic context

Tātaiako Competencies:

- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whanaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** taking responsibility for their own learning and that of Māori learners.

2023 ANNUAL TARGETS FOR WRITING

Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from the Learner Agency base effectively to improve teaching and learning in relation to the Curriculum Levels.

2023 Annual Targets:

- Of the 9 girls and boys identified as WELL BELOW & Below curriculum expectations, all will have made accelerated progress and will be BELOW or AT in writing expectations by the end of 2023.
- The 1 Maori child below in writing will continue to make accelerated progress in writing in 2023.

Baseline Data: (November 2022)

In Writing, of the 40 learners in November 2022, (9) 22.5 % were achieving well below and below (31) 77.5% were achieving at or above the curriculum expectation. The 9 learners below and well below have been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. Trends show some of these needs are in the top end of the school, particularly Year 6, 7 cohort.

5 % (2 of 40 learners) are Well Below

17.5 % (7 of 40 learners) are Below

62.5 % (25 of 40 learners) are At

15 % (6 of 40 learners) are Above

Gender:

Trends in the data show that boys and girls achieving below and well below are tracking relatively the same, with girls slightly less. It is pretty much the same at the above or at scale as well for both genders, with girls slightly doing better.

Girls (21 learners): Well below & Below (4 learners) 19% At (13) 62% Above (4) 19%

Boys (19 learners): Well below & Below (5 learners)26.3 % At (12)6.2% Above(2) 10.5%

Ethnicity:

Of our 11 Māori learners, 1 learner is currently BELOW or WELL BELOW in Writing and 6 Asian learners are achieving ABOVE or AT. Our Pacific learners are 3 below or well below and 6 achieving AT or above. Our NZ Pākehā/European learners, we have 7 achieving ABOVE or AT against the end of year curriculum expectations.

Māori : 11 learners: Well Below & well below (1 learners) 9.1% At (9) 81.8% Above (1) 9.1%

Pacific : 9 learners : Below (3 learners) 33.3% At (5) 55.6 % Above(1)11.1 %

Pākehā/NZ European : (9 learners) Below (2) 22.2% At (5) 55.6 % Above (2) 22.2 %

Asian (6 learners): At (4) 66.7 % Above(2) 33.%

Other : (5 learners): Below (2) 40% At (2) 40% Above (1) 20%

All learners: 77.5% met or exceeded expected curriculum levels in 2022. Maori learners: 91% meet or exceeded expected curriculum levels in 2022. Boy learners: 73.7% meet or exceeded expected curriculum levels in 2022.

WRITING ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> - Use of modelling books - Writing groups/workshops - Opportunities for buddy writing - Self and peer assessment - Meaningful, purposeful, authentic contexts for writing - Links to teacher inquiry - Use of success criteria and WALT 	Ongoing – throughout the year	Principal Across School leaders (CoL) Learning Support Coordinator – working with Senior Writers	Release time for observations and meetings
2. Professional Development: <ul style="list-style-type: none"> - Play & project based learning – role of the teacher - E-asttle Tool senior classes - <i>In school – Clarity in the Classroom readings and discussion; teaching and learning with the learning progressions for Reading.</i> 	Ongoing – throughout the year	Within school leader Principal Longworth Education Across School Coordinators	Release time for observations and meetings <i>“Clarity in the classroom”</i>
3. School-wide Assessment Practices: Data gathered each term, analysed and evidence based decisions made for future learning: <ul style="list-style-type: none"> - Assessments carried out recount and narrative 2 x. year - Writing samples used to identify class learning needs - E-asTTle and exemplars used School writing moderation (2 x a year) 	Assessment data gathered each term Moderate 2-3 pieces of writing from each class, 2 x a year	Principal Teaching staff Across School Coordinators - assisting	Release time for observations and meetings

		Learning Support Coordinator - assisting	
4. Target learners: <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo register updated - Learners below or well below curriculum expectations are on the SENCo register (including ESOL) - ELLP record for ESOL students updated twice yearly for submission to the MOE 	Ongoing – throughout the year At least once each Term ELL learners tracked on ELLP's; scored on ELLP's twice a year.	Principal Learning Support Coordinator Teaching staff	

WRITING ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
5. Tracking progress and achievement <ul style="list-style-type: none"> - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners 	Ongoing – throughout the year	Principal Teaching staff	
6. Teacher inquiry <ul style="list-style-type: none"> - Learner Agency - "How might my practice and use of Learner Agency, support and accelerate student progress and achievement?" <ul style="list-style-type: none"> - Learner Agency in Play based/project based learning 	Ongoing – throughout the year	Principal Teaching staff Teacher Aide	
7. Purchase Resources <ul style="list-style-type: none"> - To support writing in play based/project based learning 	As required throughout the year	Principal Teaching staff	As per approved budget

STRATEGIC PLAN 2023 FOR LIFTING AND ACCELERATING ACHIEVEMENT IN MATHEMATICS

Strategic Aims:

To implement successfully the principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.

Strategic Objectives:

Curriculum:

- Make explicit connections within and across Mathematics strands: Numeracy and Algebra, Geometry and Measurement and Statistics.
- Use the learning progressions effectively to track and monitor progress and identify next learning steps in Mathematics.
- Promote and use the language of mathematics (mathematical literacy), using literacy skills to engage in mathematics

Pedagogy:

- Develop clarity in lessons – purposeful, authentic contexts and co-constructed learning intentions and success criteria
- Deliberate acts of teaching
- To increase learner agency – shared, co-constructed learning goals, identifying next learning steps; learners sharing their learning in Mathematics
- Cultivate shared ownership of learning

Assessment and progress monitoring:

- Consistency in use of Mathematics assessment tools
- Monitor and report on student achievement in Mathematics
- Target planning for learners identified on the SENCo register with learning needs in Mathematics

Key Competencies:

- **Thinking** – using creative and critical thinking when problem solving
- **Relating to others** – discussing mathematical thinking and understanding with others
- **Using language, symbols and texts** – using symbols appropriately for mathematics
- **Managing self** –recognising next learning steps in making progress in mathematics
- **Participating & Contributing** – recognising mathematics in the world around us – authentic contexts

Tātaiako Competencies:

- **Wānanga**: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whanaungatanga**: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga**: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga**: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako**: taking responsibility for their own learning and that of Māori learners.

2023 ANNUAL TARGETS FOR MATHEMATICS

Annual Objectives and Aims:

- To accelerate progress and achievement in Reading, Writing and Mathematics
- To use strategies from the Learner Agency effectively to improve teaching and learning in relation to the Curriculum Levels.

2023 Annual Targets:

- Of the 7 students achieving Below or Well Below they will make some gains in meeting curriculum expectations in mathematics in 2023.
- Of the 33 students At or Above they will maintain this progress in 2023.

Baseline Data: (November 2022)

In Mathematics, 33/40 -82.5% of learners are achieving AT or Above the curriculum expectation. We will continue to monitor and assess mathematics across the school and work to maintain this. 7 students are achieving below expectation 17.5% These learners below and well below have been identified and are on teachers tracking sheets and our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. More explicit acts of teaching in maths will be used this year.

Gender:

Trends show that comparatively more boys than girls are exceeding in maths and meeting the curriculum expectation. Less boys are below or well below.

Girls (21 learners) Well below & Below (4) 19% Above (3) 14.3% At (14)66.7 %

Boys (19 learners) Below (3)15.8% Above (7) 36.8% At (9) 47.4%

Ethnicity:

Of our Māori learners, 75% of learners are achieving at expectations. This means that 7 out of 15 (33.33%) Māori learners are currently below or well below in Mathematics. Interestingly, of those 7 learners, 5 have joined our school in 2019. 80% of Pacific learners, 100% of Asian learners and 88.89% of NZ Pākehā/European learners are achieving at or above end of year curriculum expectations.

Māori : 11 learners: Well Below & well below (2 learners) 18.2 % At (8) 72.7 % Above (1) 9.1%

Pacific : 9 learners : Below (2 learners) 22.2 % At (5) 55.6 % Above(2)22.2 %

Pākehā/NZ European : (9 learners) Below (1) 11.1% At (7) 77.8 % Above (1) 11.1 %

Asian (6 learners): At (2) 33.3 % Above(4) 66.7.%

Other : (5 learners): Below (1) 20% At (3) 60% Above (1) 20%

All learners: 82.5 % met or exceeded expected curriculum levels in 2022. Maori learners: 81.8% meet or exceeded expected curriculum levels in 2022. Boy learners: 84.2% met or exceeded expected curriculum levels in 2022.

MATHEMATICS ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
1. Share effective teaching practice: <ul style="list-style-type: none"> - Use of modelling books - Mathematics groups/workshops - Problem based learning – authentic, meaningful, purposeful contexts - Use of ICT to support Mathematics learning - Use of success criteria and WALT 	Ongoing – throughout the year	Principal Across School leaders (CoL)	Release time for observations and meetings
2. Professional Development: <ul style="list-style-type: none"> - Play & Project based learning – role of the teacher - E-asttle tool - <i>In school – Clarity in the Classroom readings and discussion; teaching and learning with the learning progressions for Reading.</i> - <i>Just in Time Maths continued practice</i> 	Ongoing – throughout the year	Principal Across School Coordinator Learning Support Coordinator MOE	Release time for observations and meetings <i>“Clarity in the classroom”</i>
3. School-wide Assessment Practices: Data gathered each term, analysed and evidence based decisions made for future learning (as per assessment schedule 2020): <ul style="list-style-type: none"> - JAM/GloSS for Years 0-3 Gloss for Priority Learners - Number Knowledge Tests & Basic Facts Tests & asttle Maths Tests - ‘Strand’ assessment tasks will be continual throughout the year 	Assessment data gathered each term Assessments completed at the end of units as per the Assessment schedule	Principal Teaching staff Across School Coordinators	
4. In-Class programme support: <ul style="list-style-type: none"> - Continue Dragon Maths to Years 4-8 - Continue basic facts programme with Teacher aid support - Education Perfect -Maths component yrs 4-8 - Maths Whizz whole school 	Ongoing – throughout the year	Principal Teaching Staff Teacher Aid	\$16 per Dragon book (paid via donation scheme)
5. Purchase resources <ul style="list-style-type: none"> - To support play & project based in Mathematics. 	Ongoing	Principal Teaching staff	As in the approved budget.

6. Mathematics interventions for at risk learners: <ul style="list-style-type: none"> - Basic Facts programme supported by Teacher Aide - Number knowledge support by TA 	Ongoing – throughout the year	Teacher aide	Teacher aide (4 hours weekly)

MATHEMATICS ACTION PLAN 2023

Planned Actions for 2023	Timing	Responsibility	Resourcing/Budget
7. Target learners: <ul style="list-style-type: none"> - Target learners are planned for using school wide target planning templates - SENCo register updated 	Ongoing – throughout the year At least once each Term	Principal Teaching staff Learning Support Coordinator	
8. Tracking progress and achievement <ul style="list-style-type: none"> - Use of learning progressions to guide planning, assessment and track progress and achievement for all learners 	Ongoing – throughout the year	Principal Teaching staff	
9. Teaching as Inquiry Learner Agency <ul style="list-style-type: none"> - "How might my practice and use of Learner Agency, support and accelerate student progress and achievement?" <ul style="list-style-type: none"> - Learner Agency in Play based/project based learning 	Ongoing – throughout the year	Principal Teaching staff	

CURRICULUM COVERAGE AND ASSESSMENT SCHEDULE 2023

	TERM 1	TERM 2	TERM 3	TERM 4
Connected curriculum	VISION <i>How am I a future focused learner? How do I learn best? Education is the passport to the future, for tomorrow belongs to those who prepare today.</i>	WORKS OF ART <i>What makes a work of art? Art and love are the same thing: It's the process of seeing yourself in things that are not you. Art enables us to find ourselves and lose ourselves at the same time.</i>	GLOBAL COMMUNITY <i>How do I fully participate in our global community? All it takes for generosity to flow is awareness. By actively pursuing awareness and knowledge, we can make choices that cause less harm and greater good to others in the global community.</i>	OUR SACRED EARTH <i>How do we act as stewards in our ever changing earth? As you walk upon the sacred earth, treat each step as a prayer.</i>
Religious Education	Jesus Prayer Mod1 - what is prayer?, meditation Ash Wednesday/Lent/Caritas Focus	Holy Spirit / Sacrament Prayer Mod2- Traditional and Devotional Easter/Pentecost	Church/God Prayer Mod3- Imaginative Assumption/Mary MacKillop	God/Comm of Saints Prayer - Rosary/Advent Advent/Christmas
Reading	Fiction	Non-Fiction	Non-Fiction	Fiction
Writing	Transactional Explanation Report	Recount Narrative Poetry	Transactional Biography Persuasive	Recount Narrative Poetry
Maths	Number (add/sub) Statistics (graphs)	Number (mult/div) Geometry	Number (frac, ratios, %) Measurement	Algebra Statistics (probability)
Oral language	Introducing self (Mihi)		Scripture Reading	
Integrated inquiry: <i>Science, Social science Technology Digital technology The Arts</i>	MAJOR: Social Science - community of learning MINOR: Science - how we learn, metacognition	MAJOR: The Arts – making and analysing artworks MINOR: Technology, Social Sciences – use of technology in artworks, artists and artworks with cultural significance.	MAJOR: Technology – technology and its impact on society, Olympics MINOR: Social Studies – Olympics Science – Physical World Digital Tech – digital citizenship	MAJOR: Science - Living World, Planet Earth and Beyond MINOR: Technology, Social Science - impact of people and technology on the earth and its systems.
Health and pe	Fundamental Skills small ball -tennis Aquatics	Large Ball Skills Winter Sports	Fundamental Skills Health /wellbeing	Athletics Small Ball skills
Te Reo me Ona Tikanga Maori	Ko au - mihi, pepeha and whanau	Describing - colours, numbers, this/that, he	Actions (verbs) Kei te __	Nga Korero o Nehera - Myths & Legends
Assessment for management purposes Year 1-4	Writing Exemplar Running Record/Probe GloSS/JAM Fundamental Skills sports RE Focus Asttle Writing Basic Facts Essential Spelling words	Writing Reading OTJ RE Focus	Writing Exemplar Running Record/Probe GloSS/JAM Oral language (5/6yr, ESOL and at risk) Fundamental Skills RE Focus	Asttle Writing Reading OTJ Mathematics Number Knowledge Test RE Focus Basic Facts Essential Spelling words
Assessment for management purposes Year 4-8	Running Record/Probe GloSS at risk Fundamental Skills sports	e-asTTle Writing /Reading Probe E-Asttle Mathematics	Probe(Non-fiction) ongoing GloSS Fundamental Skills sports	Asttle Reading & Writing Probe E-Asttle Mathematics Schonell Spelling Test
Reporting	Student Led Conferences	Written Report	Student Led Conferences	Written Report

PROPERTY & FINANCE STRATEGIC AND MAINTENANCE PLAN

- i) Allocate funds to reflect the school's priorities as stated in the charter;
- ii) Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students.
- iv) Ensure school funds are being spent on today's learners and their needs and needs of the school alongside ensuring adequate buffer and 5 year maintenance plan.

Where do we want to be?	2023	2024	2025
Undertake capital building development.	<ul style="list-style-type: none"> ● Concrete mowing strip around grass edge of astro turf ● Asphalt repair in current school carpark, look at turning this area into student play space ● Upgrade main entrance with new fence, driveway made safer for all users, refurb old prefab with new building-Diocese ● Upgrade playgrounds as part of health and safety-Diocese -Done <ul style="list-style-type: none"> ● Extend outside play based learning area beside Pacelli ● Continue to extend enviro area ● Bike track initiative ● Shed storage 	<ul style="list-style-type: none"> ● Plant natives alongside school boundary steel fence in enviro area ● Continue to extend outside play based learning area beside Pacelli ● Refurbish library space with shelves child friendly seating ● Extend enviro area to incorporate green house and more garden spaces <ul style="list-style-type: none"> ● Shed storage 	<ul style="list-style-type: none"> ● Continue to update junior playground ● Continue to extend enviro area ● Continue H&S needs to be assessed and addressed

Management of the school asset system. Maintenance of property to ensure the safety and health of occupants.	Maintain and update the school asset register regularly.
	Estimate economic life of assets contained within register and costings of replacement, report recommendations of finance committee/BOT so as to ensure coherent replacement programme.
	Regular inspection by Principal/ BOT/ Caretaker to ensure property is safe.
	Carry out regular paint touch ups, spouting checks, fertilising, plumbing etc. as per 2023 year plan

Bishop Edward Gaines Catholic School



READING

	Level 1					Level 2			Level 3			Level 4	
Expectation/s at each NZC Level	Early L1	Yr 1	Yr 2 At L1	Yr 3 Early L2	Yr 4 At L2	Yr 5 Early L3	Yr 6 At Level 3	Yr 7 Early L4	Yr 8 At Level 4				
	Red Level 3	Yellow Levels 6-8	Green Levels 12 - 14	Orange Levels 15-16	Turquoise Level 17-18	Purple Levels 19-20	Gold Levels 21-22	Age 8.5 - 9.5 (Level 23-25)	Age 9.5-10.5 (Level 26-27)	Age 10-11yrs (Level 27-28)	Age 10.5-11.5yrs	Age 11-12 yrs	Age 12+ yrs
National Signposts	NZ Curriculum NZ Curriculum Achievement Objectives by Learning Areas NZ Curriculum - AO Charts LLPs - Reading												
BEGs Signposts	BSLA Assessment Tool Progressions Reading Pathways continuous Reading Norms Scores		BSLA RR CAP BURT		RR	RR PROBE asTTle - 1301 - 1346 - 2P end of year-1347 - 1372 - 2A	RR (Priority) asTTle 1390 - 3B end of year-1401 - 1416 - 3P	RR (Priority) asTTle 1425 - 1430 - 3A PROBE	PROBE asTTle 1430-3P end of year-1453-4B	PROBE asTTle 1462-4B end of year 1494-4P			

WRITING

	Level 1					Level 2			Level 3			Level 4	
Expectation/s at each NZC Level	Early L1	Yr 1	Yr 2 At L1	Yr 3 Early L2	Yr 4 At L2	Yr 5 Early L3	Yr 6 At Level 3	Yr 7 Early L4	Yr 8 At Level 4				
National Signposts	NZ Curriculum NZ Curriculum Achievement Objectives by Learning Areas NZ Curriculum - AO Charts LLPs - Writing												
BEGs Signposts	Progressions Asttle Essential Word Lists Writing Pathways continuous		Progressions Asttle - Scale Score 1234 - 1292 Level 1P e-asTTle Scale Score 1320 - 1346 Level 1A Essential Word Lists		Progressions Asttle Scale Score 1371 - 1395 - Level 2B end of year-asTTle Scale Score 1418 - 1440 Level 2P Schonell Spell Test Essential Word Lists	Progressions e-AsTTle Scale Score 1441 - 1461 Level 2P e-asTTle Scale Score 1462 - 1483 Level 2A Midyear 2b-2p End Year 2 p Schonell Spell Test Essential Word Lists	Progressions e-AsTTle Midyear 2a-3b End Year 3b Schonell Spell Test Essential Word Lists	Progressions e-AsTTle Midyear 3b-3p End Year 3p Schonell Spell Test Essential Word Lists	Progressions e-AsTTle Midyear 3a-4b End Year 4b Schonell Spell Test Essential Word Lists (priority learners)	Progressions e-AsTTle Midyear 4b-4p End Year 4p Schonell Spell Test Essential Word Lists (priority learners)			

MATHEMATICS

	Level 1			Level 2		Level 3		Level 4	
Expectation/s at each NZC Level	Stage 0-1	Stage 2-3	Stage 4	Stage E 5	Stage 5	Stage 6	Stage 7	Stage 8	Stage E 8
National Signposts	NZ Curriculum NZ Curriculum Achievement Objectives by Learning Areas NZ Curriculum - AO Charts NZ Maths - Curriculum Elaborations NZ Maths - Key Mathematical Ideas								
BEGs Signposts	Assessment Tool Progressions	ATP	ATP	ATP	ATP	ATP	ATP	ATP	ATP

	(ATP) Facts & When continuous Maths Pathways continuous Maths Presentation of Stages	Basic Facts Tests	E-asttle Maths Add/Sub/Mult/Div sequence BF Speed Tests Gloss & Gloss Recording Sheet Maths Strategy Tests	E-asttle Math Add/Sub/Mult/Div sequence BF Speed Tests Gloss & Gloss Recording Sheet Maths Strategy Tests	E-asttle Math BF Speed Tests Gloss & Gloss Recording Sheet (Priority Learners) Add/Sub/Mult/Div sequence Maths Strategy Tests	E-asttle Math BF Speed Tests Add/Sub/Mult/Div sequence Gloss & Gloss Recording Sheet (Priority Learners) Maths Strategy Tests	E-asttle Math BF Speed Tests Add/Sub/Mult/Div sequence Maths Strategy Tests	E-asttle Math BF Speed Tests Add/Sub/Mult/Div sequence Maths Strategy Tests
Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress							
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs							
Tier 3	School wide interventions -ICEPT, Talk to Learn, C.A.R.P (Computer assisted reading programme), A.L.L (Accelerated learning in literacy), Targeted Literacy (one to one support from a LSC) and Maths support (Targeted Maths Groups-ALIM)							
	<p>Definition of Progress: Progress at BEGs is defined as the ongoing improvement of learners against the Bishop Edward Gaines Catholic School's localised curriculum which is based on the achievement objectives of the NZC.</p> <p>In classrooms we use our curriculum and achievement plan to measure the progress that students make in reading, writing and maths. The CaAP is broken down into year levels and within each level there are signposts of achievement that we expect our children to meet. These signposts include national norms and internal expectations of what we believe a child will need to meet to make progress within our localised curriculum.</p>				<p>Definition of Acceleration: Acceleration at BEGs is defined as the ongoing improvement of learners against the Bishop Edward Gaines Catholic School's localised curriculum which is based on the achievement objectives of the NZC.</p>			

Note: When making judgements based on e-asTTle, teachers should use more than just the total score, and should make use of data presented on the Individual Learning Pathways reports • Teacher judgements should be based on a wide range of assessment information, not just the outcomes from a single tool like e-asTTle.

How effectively does the school respond to Māori and other children whose learning and achievement needs acceleration?

Success signals may include:

Student agency is entrenched in all areas of decision making and teaching and kept at the core of all programmes.
Classroom environments demonstrate a culture of partnership between teachers and learners and especially incorporate Maori world view across all learning.
Strong links are visible between assessment, and the inquiry process which impacts on student achievement.
Teachers are actively involved in developing their craft of teaching.
Programmes are in place that support students academic, social and emotional development.
Quality inquiry processes ensure barriers/limitations are identified and collaborative problem solving supports learners, and a hybrid approach enabled where possible.
Learning support is designed to support learners, and whanau are involved during and after the support process.
Classroom programmes honour learners' strengths, growth areas, language, identity, culture, religion.

Links:

[NZC](#)
[Cultural Diversity Principle](#)
[Treaty of Waitangi principle](#)
[Future focus principle](#)