Holy Cross School / Te Rotokura - 2021 Annual Plan

Achieving More Than We Ever Dreamed Possible - LET YOUR LIGHT SHINE

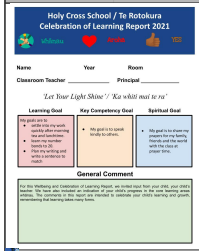
All initiatives underpinned by the Holy Cross WAY

Our Students
We love learning.
We have the tools for success.

Our Staff
We love teaching.
We work with passion and purpose to empower all learners.

Our Community
We belong.
We contribute,
we work together.

Celebrating Diversity
Promoting Excellence
VALUES:
Whānau
Aroha
Yes!

Initiative	WHY	Term One, 2021	Term Two, 2021	Term Three, 2021	Term Four, 2021	WHAT	SUCCESS MATRIX
 Holy Cross School / Te Rotokura Celebration of Learning Report 2021	**1.1 Empowering Learners** Create a strength-based learning pathway model to focus, support and empower learners.	**Learning Conversations**- to build relationships, knowledge of learner and whānau. Complete form with whānau- utilise information. **Celebration of success**- students share their key assessment task and learning with each other and whānau. Speaking frames.	**Reports and Learning Conversation** - Co constructed as part of classroom programme-. Report discussed and goal set during learning conversation. **Celebration of success**- build on Term 1 structure.	**Learning goals- ongoing (how do we achieve these)- Growth mindset culture** **Celebration of Success**- build on Term 2 structure - self review, peers, whānau (termly key assessment task, **Include: - sharing through google classroom, see-saw)**	**Celebration of Success - including student reflection of end of term assessment tasks** **End of year Report**	**Students know themselves as learners. They are able to articulate their learning journey - successes, challenges and next steps.** **Strong three-way partnerships for learning are in place** **Students are active contributors to the school's strategic direction.**	***100% students discuss their Learner Pathway with confidence*** **** 2020 – Teacher led*** **** 2021 – Co constructed*** **** 2022 – Student led***
		Student Voice Co-constructing Ministries that reflect and celebrate who we are. Staff to work with Year 7/8 students initially	**Student Voice.** **Inquiry- Ministries within HCM - Year 7/8. Cycle 1- consider schoolwide.** **Inquiry -** Wellbeing@school survey to be used to shape our learning. Class data unpacked.	**Student Voice.** **Inquiry- Ministries within HCM - Cycle 2** **Planning and action in response to Wellbeing @school**	**Student Voice.** **Inquiry- Ministries within HCM - looking ahead 2022, confirm plan.**		
		Staff input part of ToDs and hui - learning conversations, assessment tasks. Collaborate to identify and plan for key Ministries. **SLT, Y 7-8 teachers, Y 7-8 subgroup**	**Staff input- Growth Mindset/ goal setting- self and students** **Collaborate to develop timetables and templates to support and guide Ministries- Ministries Team Prioritise time for this process to take place- continuous self review All staff**	**Consultation, confirmation and development of graduate profile that builds on the learning pathway**			
	2.1 Inquiry Mindedness - a way of being Implement a data inquiry model to effectively identify and meet the needs of all learners.	**Integrate LPF Reading / Writing/ Maths into Connected Curriculum and assessment task** **PACT judgments for priority students.**	**Upskill selves in use of LPF/ PACT- -self directed learning.** **Strengthen understanding of LPF for Mathematics** **Complete Mid Year PACT Judgments for Reading, Writing, Maths**	**LPF integrated into connected curriculum and end of term celebration of learning**	**End of Year PACT judgments for Reading, Writing and Mathematics** (Supported by other assessment if needed)	**Staff discuss their learners with enthusiasm and confidence and they are able to identify what they need to do to support positive and valued outcomes for students.** *** Staff will gain increasing confidence in the use of PACT** *** Teachers will demonstrate increased precision – identifying needs and selecting strategies and tracking success.** *** Priority students will be well-known and their needs and progress tracked and discussed regularly**	***% student AT or above expected level*** ***2020 74% R 72% W 80% M*** ***2021*** ***2022***
		Collaborative Inquiry ALL- Accelerated Literacy Learning . Focus on Priority Learners in literacy. - All staff.	**Collaborative Inquiry** **ALL- Accelerated Literacy Learning . Focus on Priority Learners in literacy.** **Wellbeing@school Survey.** Staff complete- 2019 reviewing and improving structure. Carry out 2021 survey. Use data inquiry model. Collaborate and plan in response to survey.				
		Review LPF/ PACT progress to date. Focused PD and on-the spot application. Practice Analysis as part of PGC- focus ALL	**Support and guide teacher understanding of LPF/ PACT- ToD/ input sessions. PACs to support staff as part of Professional Growth Cycle Ongoing review and monitoring of priority gorups and targets based on mid year data.**				
	2.2 Real World Teaching Strengthen a coherent school-wide approach to teaching and learning that reflects our local setting.	**Collaborate to complete Connected Curriculum planning and implementation and assessment task. Review term plan and progress. Complete and share evaluation**	**Localised Curriculum / Kura Ahurea embedded in Connected Curriculum Planning reflects increased understanding and use of Capabilities, Rich Tasks and Key Competencies**			**A coherent , school-wide approach to teaching and learning reflects our local setting.** **NZC and RE are used to design and deliver high impact experiences to engage akonga**	***Holy Cross School Connected Curriculum structure provides focus and support for planning, priorities and authentic learning.***
		Input for Revised Digital Technologies Curriculum (Level 1) Deeper understanding and use of Capabilities, Rich Tasks / Key Competencies	**Input for Revised Digital Technologies Curriculum (Level 2)**	**Input for Revised Digital Technologies Curriculum (Level 3) Level 1 Technology Capabilities embedded in Connected Curriculum planning**	**Input for Revised Digital Technologies Curriculum (Level 4) Level 1/2 Technology Capabilities embedded in Connected Curriculum planning**		
	3.2 Honouring our Commitment Live our commitment to the Treaty of Waitangi strengthening a bicultural perspective.	**TOD Introduction to Kura Ahurea**	**Launch Kura Ahurea within classroom programme** **Ka Hikitia refocused and strengthened**	**Level 1 Te Reo embedded in Connected Curriculum across school**	**Teacher / student reflections, assessments Level 1 Te Reo Maori** **Planning for Level 2 Te Reo 2022**	**Our Community are connected to the school and engage in positive, reciprocal relationships** **Establishment of a whole school approach to Te Reo Māori, and local historical narratives with hands-on support from local iwi. (Sustainability model)** **All staff and students know the words and actions of school waiata and HCM pōwhiri protocol - intentional focus**	***100% of students have achieved Kura Ahurea Level 1***
			Launching Kura Ahurea with staff Powhiri Review with new staff Whānau Hui - Ka Hikitia review	**Local historical narratives for Level 1 across the school**	**Local historical narratives embedded in IOL, GTT and Leadership program Plan for 2022**		

BUSINESS AS USUAL TOWARDS OUR ONGOING COMMITMENTS

Monthly Running Records completed for all reading priority learners entered on eTAP	**Students turning 6 assessment data Reading Recovery updates reviewed 1x term**	**Profesional Growth Cycle - PAC Professional Standards, Leadership Capabilities**	**Weekly and termly planning, meeting and communication**	**Learning Capabalities / PACT / Localised Curriculum**	**Ongoing completion of Safety Operating Procedures for all EOTC experiences**	**Teacher Sites up to date**
Summary assessments used in mid year / end of year reports RE Affective Domain termly reflection	**ESOL and Special Programmes Termly review including data to determine impact and set next steps.**	**Regular Holy Cross WAY review and specific teaching**	**Use of summary Assessments and evaluation**	**Strengthening Talk Moves / DMIC**	**Prioritisation of Tasks Communication protocols e.g. staff release doc maintained**	**Above the line practices and conversations**