

ST IGNATIUS
CATHOLIC SCHOOL

ST IGNATIUS CATHOLIC SCHOOL
CHARTER
2014 – 2016

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DESCRIPTION

St Ignatius Catholic School, situated in the tranquil seaside suburb of St Heliers Bay, an established residential area close to Auckland's CBD, is a Decile 10 co-ed Integrated Primary School.

Catholic education based on the gospel values of Jesus Christ, is provided for New Entrant to Year 6 children who live within our zone which is based on the traditional parish zones of St Ignatius, St Heliers, and Mother of Perpetual Help, Glendowie, the faith communities to which most of our children belong.

The original two roomed school, opened in 1927 by the Sisters of St Joseph, now has an administration block including a library and ten learning spaces in which our community of active, engaged learners are developing the skills, attitudes and knowledge required for their future.

Our school enjoys the support of parents and caregivers who value "OUR WAY" – our traditions, holistic delivery of curriculum, community/family atmosphere and have high expectations for their children's learning outcomes and are actively supportive of and very interested in, the children's learning journeys.

The majority of our learners are New Zealand European, 4% Maori and 5% Pasifika, and a very small percentage of other ethnicities.

In March 2013, due to proven continued demand by preference applicants, a maximum roll increase from 250 to 321 was granted by the Ministry of Education. In 2014 the Catholic Diocese of Auckland will commence construction of additional learning spaces and facilities to enable the school to accept more enrolments and grow the roll strategically across the year levels.

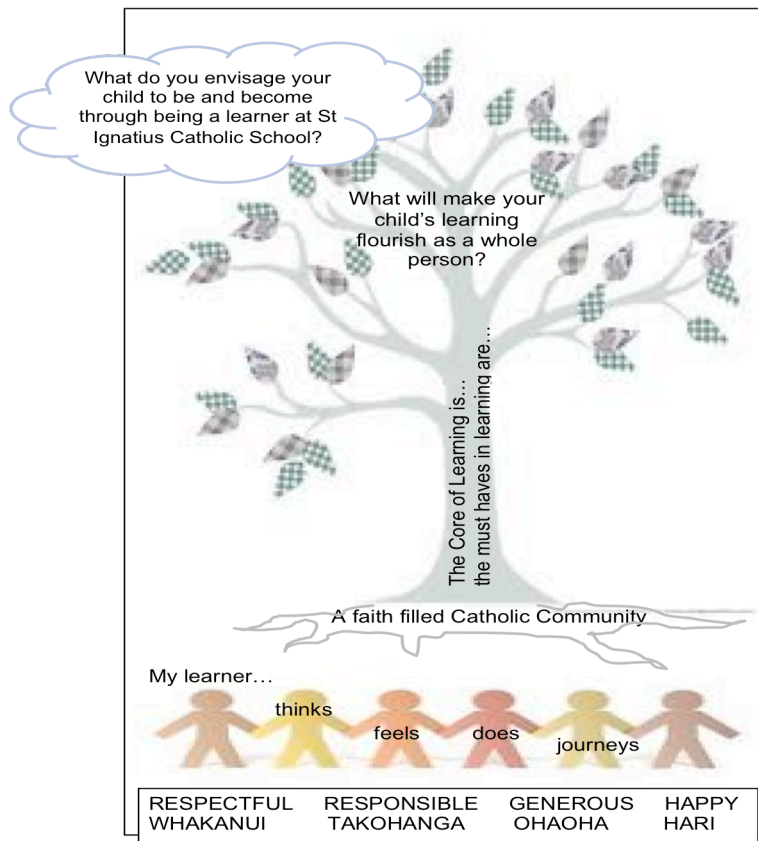
OUR HAPU ARE NAMED FOR OUR PLACE

Rangitoto - Bleeding Sky
Waitemata - Sparkling Waters
Tamaki - Loving People of the Isthmus

OUR LEARNING SPACES REFLECT THE BI LINGUAL NAMES FOR THE FRUITS OF THE HOLY SPIRIT

Humarika - Gentleness
Rangimarie - Patience
Te Honohono Painga - Together we make Goodness
Ata Whai - Kindness
Kia Hari - Joy
Rongo - Peace
Hana - Generosity
Whakapono - Faithfulness
Aroha - Love
Mahaki - Self Control
Manaakitanga - Hospitality/Welcome

Our Charter Unity Tree



“We must teach more by example than by word.” St Mary MacKillop

ST IGNATIUS CATHOLIC SCHOOL CHARTER 2014

MISSION STATEMENT

St Ignatius Catholic School, in partnership with parents and within a caring and supportive Catholic environment, is committed to quality education and achievement where the focus is on the development of the whole child, guiding each child on their faith journey and helping them to grow up as caring and contributing members of the community.

VISION

Learners at St Ignatius Catholic school, inspired by the Josephite charism of St Mary MacKillop of the Cross, will live and celebrate our faith with respect and integrity, growing self responsibility and valuing each other. As independent, motivated learners we will actively engage in experiences that ensure self-reflection, critical and creative thinking and risk taking in order to nurture our intrinsic desire to be connected lifelong learners in a changing world.

SACRED CIRCLE OF UNITY



OUR COMMUNITY VALUES

AT ST IGNATIUS CATHOLIC SCHOOL WE WILL BE

VALUES

At St Ignatius Catholic School we follow Jesus by being...

RESPECTFUL – WHAKANUI

This means that like Saint Mary MacKillop we will

'Be gentle and kind to one another'

I am respectful. I treat others and my self
as we deserve to be treated.
I show courtesy to everyone.
I learn from the wisdom of my elders.

RESPONSIBLE - TAKOHANGA

This means that like Saint Mary MacKillop we will

'Do all we can to assist and love one another.'

I am responsible.
I give my best to all that I do and keep my agreements.
I learn from my mistakes. I am willing to make amends.

GENEROUS - OHAOHA

This means that like Saint Mary MacKillop we

'Never see a need without doing something about it.'

I am generous.
I look for opportunities to give and to share.
There is plenty of time for thoughtfulness.
I give freely, fully, and joyfully.

HAPPY - HARI

This means that like Saint Mary MacKillop we will
"Find happiness in making others happy."

I am thankful for the happiness I feel inside.
I enjoy my work and play.
I appreciate the gifts this day holds for me.

LEARNERS

INDICATORS

In a safe nurturing environment learners will

- Actively engage in spontaneous learning opportunities as knowledge seekers, and problem solvers who are open to challenges and new ideas
- Be reflective, resilient, self managing learners
- Transfer, connect skills and attitudes
- Have self knowledge of the most effective conditions for learning
 - Spiritual
 - Personal or shared
- Be confident, creative and entrepreneurial risk takers
- Experience and enjoy mastery of skill sets
- Generate solutions to nurture and sustain individuals, communities and environments
- Identify and articulate next learning steps and pathways
- Follow their social consciousness to take responsible actions in personal and community relationships
- Lead and contribute to real time and virtual learning communities
- Actively contribute to society and the church's mission
- Contribute to multi cultural and bi cultural communities

LEARNERS

CULTURAL DIVERSITY AND MAORI DIMENSION AT ST IGNATIUS ...

CULTURAL DIVERSITY is intrinsic to 'OUR FAITH' and 'OUR WAY' as through Inquiry we discover uniqueness of cultures and whakapapa – ancestry within our school, our country and beyond. Diversity is embraced, honoured and celebrated at 'OUR PLACE' where our connected curriculum learning intentions and experiences are identified and planned to promote understanding and appreciation of diverse cultures flowing from the cyclical umbrella concepts of

- UNITY
- IDENTITY
- HARMONY
-

and opportunities are sought to enrich our learning community by

- involvement in social justice inquiries e.g. Caritas Lenten focus, Solidarity Day
- invitation to children and families to share talents and skills e.g. languages, music and arts, food preparation
- participation in inter school academic, social and sporting exchanges
- attending cultural events e.g. Polyfest, Kids for Kids

Targets for Pasifika students will be set according to achievement outcomes

Pasifika student progress and achievement will be reported to

- whanau orally, and in writing twice a year
- to the Board of Trustees twice a year

Views and concerns of the school's Pasifika Community will be ascertained by:

- Formal annual consultation of both students and whanau
- Informal consultations at school and community events
- Invitation to participate and share talents and skills

THE UNIQUE POSITION OF THE MAORI CULTURE is intrinsic to 'OUR FAITH' and 'OUR WAY' and through the explicit awareness of Maori spirituality and use of Maori language all learners acquire knowledge of Te Reo, and Tikanga Maori. The history and traditions of Aotearoa New Zealand's unique identity are valued and practical recognition given to the special importance of the Treaty of Waitangi as a covenant and taonga tapu – a sacred treasure.

- Te Reo and Tikanga learning in RE transferred across the curriculum e.g. Karakia, Manaakitanga
- Te Reo is learned and practised at all levels and the bicultural aspects of the RE curriculum are intrinsically used, honoured and understood
- Weekly Kapahaka sessions with Whaea Johnnie Simpson promote Maori identity and build self esteem and wairua in our whole school community
- Bi-lingual names, signage, and understanding:
Values
Hapu
All physical learning spaces
- Our local area history is explored, and planned relationship with our local iwi, Ngati Whatua at Orakei is to be developed

Targets for Maori students will be set annually.

Maori student progress and achievement will be reported to

- whanau orally, and in writing twice a year
- to the Board of Trustees twice a year

Views and concerns of the school's Maori Community will be ascertained by:

- Formal annual consultation of both students and whanau
- Informal consultations at school and community events
- Invitation to participate and share talents and skills

Further provision for instruction in Te reo Maori (Maori language) for fulltime students whose parents ask for it will be given full and careful consideration by the Board of Trustees with regard to skilled personnel, and availability of both finances and property for the learning.

ST IGNATIUS CATHOLIC SCHOOL "OUR FAITH" STRATEGIC PLAN AND AIMS 2014 - 2016 SPECIAL CHARACTER

STRATEGIC AIM To live and learn our Catholic faith.

To be a Christ - centered community, celebrating with pride, our Catholic spirituality and traditions, and identity as a Josephite school.

2014	2015	2016
Sustain and foster all areas of our Catholic Special Character		
Respond to outcomes of CSC Internal Review (Pastoral Care)	Respond to outcomes of CSC Review (Religious Education)	Respond to outcomes of CSC Review (Catholic Community)
Carry out CSC Review ((Religious Education) - consult community.	Carry out internal CSC Review (Catholic Community)	Carry out internal CSC Review (Pastoral Care)
Develop staff professional learning groups with local Catholic schools.	Consolidate staff professional learning groups with local Catholic schools.	Sustain and extend staff professional learning groups with local Catholic schools.
Share learning opportunities and events with other local Catholic schools.	Continue to share learning opportunities and events with other local Catholic schools.	Share learning opportunities and events with other Catholic schools locally and globally.
		Explore virtual network of Catholic schools.
Carry out annual review of statutory requirements relating to Catholic Special Character		

STRATEGIC AIM To strengthen and celebrate the partnership between home, school and our parishes

2014	2015	2016
Document and link implementation of 'OUR WAY - Growing Self Responsibility' to CSC		
Share framework effectively with community		

STRATEGIC AIM To commit ourselves to the principles of the Treaty of Waitangi, and support the multi-cultural development of New Zealand society.

2014	2015	2016
Ensure Catholic Special Character sustains and fosters the principles of the Treaty of Waitangi and Cultural Diversity		





ST IGNATIUS CATHOLIC SCHOOL "OUR LEARNING" STRATEGIC PLAN and AIMS 2014 – 2016 NAG 1, 2 2A

STRATEGIC AIM All learners will know the skills, attitudes and characteristics necessary to be responsible for developing their own learning pathways, managing, reflecting on and evaluating their learning process and progress.




2014	2015	2016
Key competencies, implicit in OUR WAY – 'Growing Self Responsibility', underpinning all learning school wide; explicit in all curriculum mapping and practice, evident in learner's engagement in the process and improved learning outcomes.	Student ownership Mapping and design own learning pathway	Actively contributing Driving their own learning Making connections
Key Competencies: Managing Self and Thinking in order to plan and articulate personal learning pathways and goals. <ul style="list-style-type: none"> Identify the expected stages for student voice. Continue to embed all children's responsibility to share and report their learning in many forums with: Peers, Teachers, Community, at Child and Parent Teacher Conferences (CaPT) –(except for 5 year olds at SEA Discussions). Seek feedback from stakeholders to gauge whether children understand and can effectively communicate their learning pathways. 	Devise student voice expectations for developmental stages Review effectiveness for all stakeholders	
Develop understanding of Participating and Contributing, and Relating to Others for effective learning interactions within learning spaces		Review effectiveness of understanding and application in relation to children's learning.

STRATEGIC AIM All learners can successfully access the intentions of Te Marautanga o Aoteroa – The NZ Curriculum through the St Ignatius Concept Based Connected Inquiry Learning Curriculum as evidenced by progress and achievement in relation to National Standards.



2014	2015	2016
High expectations for each learner to achieve through continued development of programmes and provision of opportunities for identified children requiring curriculum support, intervention, extension (incl Gifted and Talented.) through on going funding of Learning Support Teacher and Learning Assistants, and sourcing outside expertise.		
Document and track differentiation and personalisation of learning for priority learners.		









Implement and further develop revised St Ignatius Concept Based Connected Learning Curriculum. Incorporate National Standards and Literacy Learning Progressions in school wide mapping.		Review St Ignatius Concept Based Connected Learning Curriculum.
All students will have progressed towards meeting the National Standards in literacy and mathematics		
Use Digital Technologies with the support of the MOE LDT contract to engage priority learners to maximise their learning potential.		
Build collaborative culture for learning, providing school wide and targeted PLD for all staff.		

STRATEGIC AIM All learners will have the opportunity to acquire knowledge of Te Reo, and Tikanga Maori. The history and traditions of Aotearoa New Zealand's unique identity will be valued and practical recognition given to the special importance of the Treaty of Waitangi as a covenant and taonga tapu – a sacred treasure.

2014	2015	2016
Effective teaching of and through Te Reo and Tikanga.		
Map and incorporate curriculum for Te Reo and Tikanga Maori at St Ignatius School into Concept Based Connected Curriculum, In reference to Guidelines for Teaching and Learning Te Reo Maori in English –medium Schools Y 1- 13	Implement curriculum for Te Reo and Tikanga Maori at St Ignatius School into Concept Based Connected Curriculum, in reference to Te Aho Arataki Marau mo te Ako i Te Reo Maori Kura Auraki (Curriculum Guidelines for Teaching and Learning Te Reo Maori in English –medium Schools Y 1-13)	
Explore our local area history and establish a relationship with our local iwi, Ngati Whatua at Orakei.	Further develop our relationship with local iwi, Ngati Whatua at Orakei.	
All children will value the history and traditions of Aotearoa NZ's uniqueness, giving practical recognition to the special importance of the Treaty of Waitangi as a covenant – a 'taonga tapu' through the concept of UNITY .	All children will value the history and traditions of Aotearoa NZ's uniqueness, giving practical recognition to the special importance of the Treaty of Waitangi as a covenant – a 'taonga tapu' through the concept of IDENTITY .	All children will value the history and traditions of Aotearoa NZ's uniqueness, giving practical recognition to the special importance of the Treaty of Waitangi as a covenant – a 'taonga tapu' through the concept of HARMONY .

STRATEGIC AIM A culture of Teaching IS (as) Inquiry and Learning IS Inquiry in authentic contexts where skills, attitudes and knowledge are connected and transferred will be evident.

2014	2015	2016
Through Teaching as Inquiry teachers reflect on, adapt practice and implement effective strategies as identified.		

Use the SAMR model to maximise learning outcomes through effective teaching: 1.trialling/choosing/using/learning with a range of digital technologies to deepen learning. 2.support collaborative teaching and learning responding effectively to student outcomes using e-portfolios as a teacher tool for reflection, appraisal, and Registered Teacher Criteria evidence.	Continue to incorporate digital technologies and approaches to learning to support students to be successful citizens in an increasingly digital world.	
STRATEGIC AIM Review the Achievement criteria in relation to National Standards expectations and continue to develop effective data collection and interpretation with a shared understanding of the analysis for formative, summative and reporting purposes.		
2014	2015	2016
Review school oral language curriculum delivery and assessment. Develop school wide oral language skill continuum, programme and criteria expectations.	Implement revised Oral Language criteria.	
Respond to e-AsTTLe writing task and assessment outcomes, Years 1 – 6. Sustain teacher support to develop expertise and ability to use the e-AsTTLe writing rubric.		
Trial e-AsTTLe Reading and Maths assessments Y3 –6	Review value of assessment tool to gauge usefulness of learning pathways and formative assessment.	
Teachers adapt practice to be more effective in responding to student outcomes.		
Incorporate National Standards in school wide mapping.		
Evidence collected and analysed will be used to set targets for 2015. Strategies will be put in place to achieve these targets.	Evidence collected and analysed will be used to set targets for 2016. Strategies will be put in place to achieve these targets.	Evidence collected and analysed will be used to set targets for 2017. Strategies will be put in place to achieve these targets.
Consult stakeholders and gather information to contribute to the development of Graduate Profile.	Develop Future – Focus Graduate Profile	Review
STRATEGIC AIM Use evidence based practice to inform teaching to raise the levels of achievement in literacy and mathematics for all learners being guided by the Ka Hikitia strategy for all Maori and Pasifika Education Plan for all learners. (This goal is aligned to National Standards as linked to effective teaching and assessment across all curriculum areas.)		
2014	2015	2016
PLD and on going participation in inter-school professional	On going PLD and continued participation in inter-school	

learning communities for all staff; <ul style="list-style-type: none"> - Evidence based practice - Formative assessment - National Standards - Overall Teacher Judgement and moderation for Consistency and validity in OTJ 	professional learning communities for all staff; <ul style="list-style-type: none"> - Evidence based practice - Formative assessment - National Standards - Overall Teacher Judgement and moderation for Consistency and validity in OTJs 	
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STRATEGIC AIM Strengthen understanding of the pedagogy that underpins future-oriented teaching and learning, including exploring and trialling the deprivatisation of teaching practice.

2014	2015	2016
Teachers continue to inquire into their practice and respond to outcomes to: Develop open professional learning communities Collaboratively construct knowledge building to increase learning and teaching capacity for future oriented learning		
Extend understanding of the learning brain; led by experienced staff.	Embed expectation that brain based learning is practised and consistent throughout the school as evidenced in curriculum mapping and observed in day to day learning	Deepen knowledge and practice of brain based learning theories.

STRATEGIC AIM Learning and teaching will be enhanced through the smart use of digital technologies that support the Learning with Digital Technologies map for our identified school vision.

2014	2015	2016
Continue to develop the 2013 Learning with Digital Technologies Action map for the smart use of digital technologies, resources and teaching/learning strategies, which reflects our school vision to enhance learning for all in our learning community. Identify possible pathways for learners to effectively be informed by and communicate within local, national and global communities. Implement Cyber Safety, Cyber Citizenship and Cyber Security protocols and agreements in consultation with stakeholders to promote safe teaching and learning environments. Initiate a professional Learning with Digital Technologies community through ongoing professional inquiries.	Further develop and implement the Learning with Digital Technologies Action map that will support collaborative and connected learning. Trial identified pathways for learners to effectively be informed and communicate in local, national and global communities. Review revised Cyber Safety, Cyber Citizenship and Cyber Security protocols and agreements in consultation with stakeholders to promote safe teaching and learning environments. Sustain a professional Learning with Digital Technologies community through ongoing professional inquiries.	Review the Learning with Digital Technologies Action map that will support collaborative and connected learning. Implement and review identified pathways for learners to effectively be informed and communicate in our local, national and global communities. Revise Cyber Safety, Cyber Citizenship and Cyber Security protocols and agreements in consultation with the school learning community to promote safe teaching and learning environments. Extend a professional Learning with Digital Technologies community through ongoing professional inquiries.

ST IGNATIUS CATHOLIC SCHOOL "OUR PEOPLE" STRATEGIC PLAN AND AIMS 2014 – 2016 NAG 3 & 6

STRATEGIC AIM To provide a supportive environment and sense of belonging, ownership, pride and identity.

2014	2015	2016
BOT succession planning		
BOT by-election and induction		
<p>Celebrate and value staff, acknowledging contributions and commitment to children's learning. Provide a variety of opportunities to share with parents/caregivers</p> <ul style="list-style-type: none"> • Modern learning pedagogy and environment developments. • 'OUR LEARNING' approach and philosophy. • Future plans for development of 'OUR PLACE.' • Identify opportunities for our Maori and Pasifika families to be involved in 'OUR PLACE'. 	Enhancing and inviting further involvement of Maori and Pasifika families in 'OUR PLACE' to enrich 'OUR WAY.'	



STRATEGIC AIM – To be a good employer at all times acting with integrity, consistent with Our Faith and Our Way, complying with policy and procedural frameworks.

2014	2015	2016
<p>Provide purposely planned, sustained professional learning development opportunities. Twelve hours Religious Education. Professional Learning Development for teachers, Admin staff and Learning Assistants. Ensure permanent tagged positions are suitably filled.</p>	<p>Review and assess to ensure PLD is current and responsive to the rapidly evolving learning philosophy and approach.</p>	
<p>Continue independent appraiser for principal and associate principal. Align teacher performance management and appraisal goals with school goals and targets.</p>	<p>Contract a new independent appraiser for principal and associate principal.</p>	<p>Contract independent appraiser for Te Wa – Leadership team</p>
<p>Establish an effective performance management and appraisal system for support staff. Maintain curriculum support through additional staffing and access to outside support agencies. Induct new staff including provisionally registered teacher</p>	<p>Implement the performance management and appraisal system for support staff.</p>	<p>Review the performance management and appraisal system for support staff.</p>

Employ additional personnel to enable on-going support.		
Review the effects fulltime release of the Associate Principal has on consistency of practice.		
Identify and support opportunities for staff to grow their leadership skills.		
Review workloads associated with delivery of the curriculum for leadership and teaching staff		
Review effectiveness of Administration roles and workloads.	Respond to outcomes of Administration review.	Refine administrative functions.
STRATEGIC AIM Identify our philosophy based on our Catholic values that underpins curriculum i.e. all we do at Our Place, and the way we do it.		
2014	2015	2016
Articulate "Our Way" Children Families Staff; faith communities (parishes)	Embed "Our Way"	Review "Our Way" as part of review cycle

ST IGNATIUS CATHOLIC SCHOOL "OUR PLACE" STRATEGIC AIMS AND PLAN 2014 – 2016 NAGs 4 & 5

STRATEGIC AIM To revise the 2011 – 2020 Development Plan creating open, flexible, learning spaces.

2014	2015	2016
<p>To review and amend the 2011-2020 development plan</p> <p>Manage relocation of Relocatable building and dismantling and storage of senior playground for anticipated new build.</p> <p>Work with Catholic Diocese of Auckland to manage addition of learning spaces and facilities during building programme.</p> <p>Manage impact of the removal of Toilet block, Rms 4, 5, & 9 on completion of new learning block.</p> <p>Fitout new learning block</p>	<p>Establish new outdoor learning playing zones.</p>	
		

STRATEGIC AIM – To maintain and develop existing facilities to provide open, flexible learning spaces which create a safe and healthy physical and emotional environment for the anticipated max roll of 321


2014	2015	2016
Refer to the amended development plan.	Adapt existing facility Block B and investigate the viability of adapting Block E (Rms 1,2,3,10) to ensure physical environments will support continuity of deprivatised curriculum delivery.	Fit out adapted learning spaces to support future focused pedagogy.

STRATEGIC AIM – Learning with Digital Technologies will continue to be supported through a sustainable and effective infrastructure.

2014	2015	2016
Provision of Digital Technologies required to support Our Learning Strategic Aims; Refer to Learning with Digital Technologies Map to ensure all learners have access to digital tools suitable for smart Learning with Digital Technologies.	Further Implement aspects of Learning with Digital Technologies Plan budgeted for Review and update our annual Learning with Digital Technologies plan, to ensure current pedagogy	Review and update our annual Learning with Digital Technologies plan, to ensure current pedagogy

ST IGNATIUS CATHOLIC SCHOOL "OUR WAY" STRATEGIC PLAN AND AIMS 2013 – 2015

STRATEGIC AIM To continually move forward through innovation, creativity and passion, unity, identity, strength and self-belief.

2014	2015	2016
Consult and co-construct a mantra of a shared understanding and articulation of "OUR WAY"	Communicate our mantra throughout the school community	Embed "Our Way" throughout the school community
Promote a positive emotional climate. Inform and educate new BOT members in "OUR WAY"		

STRATEGIC AIM – To have future focussed vision for learning.

2014	2015	2016
An understanding of pedagogy based on sound, future focused theory. Prioritising the criteria for our learning spaces based on our philosophy for best learning. Encourage relevant PLD; share knowledge	Engage expertise to facilitate the delivery of "OUR WAY" As above	Review progress

STRATEGIC AIM – To include and involve stakeholders, sharing the journey to establish "OUR WAY".

2014	2015	2016
Connect with prime stakeholders – children, families, staff; and others as appropriate i.e. parishes, diocese, community, other schools.	Engage with stakeholders	On-going communication of the stages of the journey to stakeholders

ST IGNATIUS CATHOLIC SCHOOL "OUR FAITH" ANNUAL PLAN 2014

STRATEGIC AIMS

- To live and learn our Catholic faith.
- To be a Christ – centered community, celebrating with pride our Catholic spirituality and traditions, and identity as a Josephite school.
- To strengthen and celebrate the partnership between home, school and our parishes
- To commit ourselves to the principles of the Treaty of Waitangi, and support the multi-cultural development of New Zealand society.

Actions	Expected Outcomes	Who	Time Frame
Continue regular (weekly) school masses in St Ignatius Parish; chn attend in Hapu groups approx. 3 times a term. Whole school Masses each term including one at MOPH Parish.	• Children become more familiar with Liturgical rituals through experience and understanding of the Mass; parishioners and parents take opportunity to attend	Our Faith	

Progress to Date/Actual Outcomes

All gatherings e.g. assemblies have prayer and scripture focus	• Children deepen faith understanding		
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Progress to Date/Actual Outcomes

"Meditation Mondays" (3 weekly) – meditation related to Sunday scripture and gospel values collaboratively planned and led by each Hapu in turn.	Children can reflect on how the message of scripture can be transferred and put into practice in their lives.		
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Progress to Date/Actual Outcomes

Expectations for Staff Professional Learning and Development (PLD) in Religious Education (RE) and role modelling of ways to connect RE contexts across curriculum	Catholic Special Character PLD pathway planned for each teacher. Connections to RE evident in mapping and learning experiences.		
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Progress to Date/Actual Outcomes

Review the effectiveness and procedures of the Growing Self Responsibility', (GRS) aspect of 'OUR WAY' which is underpinned by our community values based on gospel values	Children can articulate, share and practise GSR as individuals to help their growth as learners who reflect on their choices and consider their effect on others.		
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Progress to Date/Actual Outcomes

Communicate understanding of 'OUR WAY' – Growing Self Responsibility', raising it's profile through regular communication and promotion, including the children as teachers	All in the St Ignatius Catholic School community will follow the community values, acting with integrity. The values will become intrinsic and practised at school, at home, and beyond.		
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Progress to Date/Actual Outcomes

Continue to maintain & nurture the Josephite charism including exploring and responding appropriately to social justice issues	Evidence of our charism in our values and environment becomes part of our children's, teachers' and parents' code of behaviour		
Progress to Date/Actual Outcomes			
Review and further develop Year 6 SAINTS leadership programme in consultation with the children.	Senior children take their role as faith leaders at school responsibly and carry it out effectively, modelling our charism - leading by example and contributing to a culture of UNITY.		
Progress to Date/Actual Outcomes			
Review purpose of HALO - consult with HALO parent team	HALO would be planned to support and reflect our current RE learning and liturgical seasons. DRS & Principal would have input.		
Progress to Date/Actual Outcomes			
Children in Sacramental Programme regularly acknowledged; parish programmes supported at school. (St Ignatius Parish not running SP this year)	Communication with parishes. Children in Parish Sacramental programmes realise the significance of receiving the sacraments		
Progress to Date/Actual Outcomes			
Connection between school and parishes is further progressed. i.e. Unified parish/school group regular meetings	Triangulation of Home, Parish and school unity. Investigation of shared resources both people and property.		
Progress to Date/Actual Outcomes			
Review			

ST IGNATIUS CATHOLIC SCHOOL "OUR LEARNING" ANNUAL PLAN 2014 NAG 1, 2, 2A

STRATEGIC AIMS:

- All learners will know the skills, attitudes and characteristics necessary to be responsible for developing their own learning pathways, managing, reflecting on and evaluating their learning process and progress.
- All learners can successfully access the intentions of Te Marautanga o Aotearoa – The NZ Curriculum through the St Ignatius Concept Based Connected Inquiry Learning Curriculum as evidenced by progress and achievement in relation to National Standards.
- All learners will have the opportunity to acquire knowledge of Te Reo, and Tikanga Maori. The history and traditions of Aotearoa New Zealand's unique identity will be valued and practical recognition given to the special importance of the Treaty of Waitangi as a covenant and taonga tapu – a sacred treasure.
- A culture of Teaching IS (as) Inquiry and Learning IS Inquiry in authentic contexts where skills, attitudes and knowledge are connected and transferred will be evident.
- Review the Achievement criteria in relation to National Standards expectations and continue to develop effective data collection and interpretation with a shared understanding of the analysis for formative, summative and reporting purposes.
- Use evidence based practice to inform teaching to raise the levels of achievement in literacy and mathematics for all learners, being guided by the Ka Hikitia strategy for all Maori and Pasifika Education Plan for all learners. (This goal aligned to National Standards as linked to effective teaching and assessment across ALL curriculum areas.)
- Strengthen the understanding of the pedagogy that underpins future-oriented learning, including exploring and trialling the deprivatisation of teaching practice.
- Learning and teaching will be enhanced through the smart use of digital technologies that support the Learning with Digital Technologies map for our identified school vision.

Actions	Expected Outcomes	Who	Time Frame
<p>Key competencies</p> <p>Strategies will be explicitly taught to develop children's skills to plan and articulate personal learning pathways and goals using reviewed Key Competencies Rubric</p> <ul style="list-style-type: none"> • Identify the stages for student voice in order to create developmentally appropriate criteria expectations. • Continue to develop children's ability to share and report their learning in many forums with: Peers, Teachers, Community, at Child and Parent Teacher Conferences (CaPT) –(except for 5 year olds at SEA Discussions). • Use digital tools to seek feedback from – children, teachers and parents to gauge whether children understand and can effectively 	<ul style="list-style-type: none"> • Learners are empowered to identify and follow aspects of their learning pathways. • Learners will be able to reflect on and talk about their progress and achievement across a range of authentic contexts. • Effective home, school partnership to support seamless learning. • Analysis of outcomes will feed forward into schoolwide practice. 	Teachers Learners	On-going

<p>communicate their learning.</p> <p>Participating and Contributing and Relating to Others: Develop children's understanding and skills to 'Grow Self Responsibility' for effective learning interactions through mapped expectations and protocols</p>	<ul style="list-style-type: none"> Implementation of clear and consistent school wide expectations create optimum learning conditions for all 		
<ul style="list-style-type: none"> Continued development of programmes and provision of opportunities for identified children requiring curriculum support, intervention, extension (incl Gifted and Talented.) through on going funding of Learning Support Teacher and Learning Assistants, and sourcing outside expertise. School wide focus on common conventions of writing Investigate and use DT 'apps' to engage children in their writing and increase basic spelling knowledge Staff PLD to deepen teacher knowledge of the Literacy Learning progressions Continuing review of effectiveness of reading programmes for early readers Continue to develop DT app use for math learning Applying math skills for authentic problem solving Maths Pickup Numeracy workshops Teachers set individual learning pathway using Mathletics for Y1 – Y6 Home school continuous learning using Mathematical Passport for Success for Years 3–6 <p>Document and track differentiation and personalisation of learning for priority learners in Curriculum Mapping using Atlas</p> <p>Incorporate National Standards and Literacy Learning Progressions in school wide mapping.</p> <p>Review vision for mapping St Ignatius Concept Based Connected Learning Curriculum.</p> <p>Review oral language curriculum delivery and assessment. Develop school wide oral language skill continuum, programme and criteria expectations.</p>	<p>Motivated learners able to access the NZC in authentic contexts.</p> <ul style="list-style-type: none"> Improvement in learners' spelling knowledge and skills transferred into practice across learning Quality and consistent literacy and mathematics teaching and learning. Learners can connect and transfer the core skills of reading, writing and mathematics to access all learning areas. <p>Regular discussion at Learning Community meetings of teaching and learning for Priority learners results in appropriate responses enhancing progress.</p> <p>All students will have progressed towards meeting the National Standards in literacy and mathematics.</p> <p>Analysis of robust curriculum mapping feeds forward.</p> <p>Oral language programme implemented</p>		

Use Digital Technologies with the support of the MOE LDT contract to engage priority learners to maximise their learning potential.	<ul style="list-style-type: none"> • Levels of achievement continue to be raised for cohort groups • Data is used; <ul style="list-style-type: none"> - To inform next teaching/learning steps - To report to BOT, community and MoE • Integrity and validity of data 		
<p>Te Reo is learned and practised at every year level and the bicultural aspects of the RE curriculum are intrinsically used, honoured and understood.</p> <p>Maori Tutor – Whaea Johnnie Simpson contracted.</p> <p>All Year 4 children are involved in weekly 30 min Kapahaka sessions</p> <p>Year 5 and 6 children have the opportunity to choose to be involved in Kapahaka SAINTS group, weekly one hour sessions.</p> <p>Identify culturally appropriate occasions for Kapahaka SAINTS to express Tikanga e.g. powhiri to welcome guests; and present at school and in the community.</p> <p>Contact Ngati Whatua o Orakei, our local iwi, to explore developing school/iwi relationship.</p> <p>All children have planned opportunities to grow their understanding and use of Te Reo.</p> <p>Include Te Ao Maori dimension in mapping.</p>	<ul style="list-style-type: none"> • Te Reo and Tikanga learning in RE is transferred across the curriculum; part of 'OUR WAY' e.g. Karakia, Manaakitanga • Development of growing understanding of Biculturalism • Kapahaka has strong Mana – prestige amongst the children • Belonging to Kapahaka SAINTS chosen by the majority of eligible learners. • Promotes our Maori learners' identity; builds self esteem and wairua in all learners • Kapahaka SAINTS spontaneously communicate pride in our NZ identity appropriately e.g. funerals, celebrations, farewells • Initial relationship established with Ngati Whatua o Orakei. • Using Te Reo is an ordinary part of everyday life is practised by all learners. • Planned teaching/learning of Te Ao Maori integral in curriculum map 		
<p>Through Teaching IS(as)Inquiry teachers will reflect on, adapt practice and implement effective strategies.</p> <p>Ensure teachers' understand and use the SAMR model to maximise learning outcomes through trialling/choosing/using/learning with a range of digital technologies</p> <p>Support collaborative teaching and learning to enable effective response to student outcomes</p> <p>Use e-portfolios as a teacher tool to collect evidence for appraisal goals, and Registered Teacher Criteria.</p>	<ul style="list-style-type: none"> • Teachers will evidence their reflective practice • Teachers' competence in understanding and effective use of the SAMR will enhance learning outcomes. • Collaborative, engaged successful learners • Leadership identify strengths and areas of support for quality teacher practice 		
Progress to Date/Actual Outcomes			
<p>Set targets for Maori and Pasifika learners who have not met NS expectations in reading, writing or mathematics:</p> <p>Continue to identify and put in place action plans for learners with special education needs which include different learning challenges or diverse learning preferences, differentiating the curriculum in response to specific learning needs; implemented with the Curriculum Support teacher's expertise and support from outside agencies</p>	<ul style="list-style-type: none"> • Maori and Pasifika learners will progress in relation to NS. • Learners empowered to achieve their personal best. • Appropriate Individual learning plans. • Effective school, parent collaboration. 		

Maintain Special Needs register to track and support progress of these Learners.	<ul style="list-style-type: none"> Special Needs learners' progress tracked and supported 		
Progress to Date/Actual Outcomes			
<p>Continue to develop the 2013 Learning with Digital Technologies Action map for the smart use of digital technologies, resources and teaching/learning strategies, which reflects our school vision to enhance learning for all in our learning community.</p> <p>Identify possible pathways for learners to effectively be informed by and communicate within local, national and global communities.</p> <p>Implement Cyber Safety, Cyber Citizenship and Cyber Security protocols and agreements in consultation with stakeholders to promote safe teaching and learning environments.</p> <p>Offer opportunity of BYOD for Yrs 4 – 6 Parent DT Information Sessions</p> <p>Initiate a professional Learning with Digital Technologies community through ongoing professional inquiries.</p>	<ul style="list-style-type: none"> Smart use of e –Learning tools, resources, and teaching/learning strategies blending face to face and virtual approaches evidenced by engaged learners and improved outcomes for all, particularly for priority learners Learners' skill and confidence in use of digital tools evidenced by engagement and facility to use tools purposefully and responsibly for learning Ubiquitous learning opportunities for continuous learning Deepened Home/school partnership and understanding of future focussed learning 		
Progress to Date/Actual Outcomes			
<p>Respond to data analysis e-AsTTle writing task and assessment outcomes, Years 1 – 6.</p> <p>Sustain teacher support to develop expertise and ability to use the e-AsTTle writing rubric.</p> <p>Trial e-AsTTle Reading and Maths assessments Y3 –6</p> <p>Teachers adapt practice to be more effective in responding to student outcomes.</p> <p>Consult stakeholders and gather information to contribute to the development of Graduate Profile.</p>	<p>Integrity and validity of summative and formative data</p> <p>Provision of further evidence towards OTJs</p> <p>Achievement Expectations for end of Year 6 developed</p>		
Progress to Date/Actual Outcomes			
Teachers actively participate in professional learning communities	Deeper understanding of future oriented learning pedagogy		
Restructure organisation to deprivatise teaching practice through	Enrichment of curriculum differentiation		

<p>formation of Learning communities, Whanau and Kaitiaki groupings</p> <p>Teachers collaboratively construct knowledge building to increase learning and teaching capacity for future oriented learning</p>	<p>Identify organisational steps required for open learning spaces</p> <p>Teachers collaborate to deliver NZC</p>		
Extend understanding of the learning brain; led by experienced staff.			
Progress to Date/Actual Outcomes			
Review			

ST IGNATIUS CATHOLIC SCHOOL "OUR PEOPLE" ANNUAL PLAN 2014 NAG 3, 6

STRATEGIC AIMS

- To provide a supportive environment and sense of understanding and belonging, ownership, pride, and identity.
- To be a good employer at all times acting with integrity, consistent with OUR FAITH and OUR WAY, complying with policy and procedural frameworks.
- Identify our philosophy based on our Catholic values that underpins curriculum i.e. all we do at OUR PLACE and the way we do it.

Actions	Expected Outcomes	Who	Time Frame
<p>Children share their learning in many forums.</p> <ul style="list-style-type: none"> - Curriculum in action, mapped for reporting to parents/community - Assemblies - Liturgies - Community events - Parish events 	<ul style="list-style-type: none"> ▪ Parents, families and wider community attend and are consulted and informed of "OUR WAY", "OUR LEARNING" and developments at "OUR PLACE". ▪ Positive outcomes for children's learning ▪ Parents have a growing understanding of 'OUR LEARNING' ▪ Connected learning supported through partnership. 	Our People	
Progress to Date/Actual Outcomes			
<p>Promote use and purpose of school website. Expand school website and streamline its management. Gathering of parents at "Café Saints" once a term.</p> <p>Consult with new families to review effectiveness of communicating 'OUR WAY'</p> <p>Regular "Boardtalk" newsletter. (BOT updates and information sharing to the community).</p>	<ul style="list-style-type: none"> ▪ Clear communication. ▪ Inclusivity and transparency is modelled and becomes common practice for all contributing to a sense of identity and unity at our place ▪ Feedback and suggestions considered and responded to; parent voice respected. ▪ Community informed to understand role and direction of BOT. OUR WAY. 	Principal BOT	
Progress to Date/Actual Outcomes			
<p>Build relationships with PTA; BOT member and principal attend all meetings and give support, feed forward and feedback. Involving PTA members in consultation</p>	<ul style="list-style-type: none"> ▪ PTA are a conduit for "OUR WAY" understanding and support our learning resource focus 		
Progress to Date/Actual Outcomes			
<p>Build relationships with the Parishes and neighbours through regular newsletters and communications. Proprietor's rep reports on our school at Parish council meeting</p> <p>To continue ways of involving parents/community during the learning school day.</p>	<ul style="list-style-type: none"> ▪ Building our community ▪ Neighbours provide extra security out of care and concern for school property. ▪ School/parishes connection is further developed ▪ Parents/community assist by participating in: Learning Support programmes - 		

	<ul style="list-style-type: none"> - Pause, Prompt, Praise - Reciprocal Reading - Golbasi Activities - Library - Music - Sport - EOTC - Liturgies - Admin tasks - Consulted as 'experts' during Inquiry learning contexts 		
Progress to Date/Actual Outcomes			
Investigate further opportunities to use parents as valuable people resource.	<ul style="list-style-type: none"> ▪ Inclusivity and transparency is modelled and becomes common practice for all contributing to a sense of identity and unity at our place. 		
Progress to Date/Actual Outcomes			
Revise enrolment application form.	<ul style="list-style-type: none"> ▪ Clarity of expectations for children enrolled at St Ignatius. 		
Progress to Date/Actual Outcomes			
OUR WAY information (e)-booklet for parents	<ul style="list-style-type: none"> ▪ Improved school/parent partnership 		
Progress to Date/Actual Outcomes			
Professional learning development opportunities will be available to all staff and will be purposely planned.	<ul style="list-style-type: none"> ▪ A professional learning map, responsive to children's needs/enrichment, will be created, monitored, and reported on e.g. Principal's report to Board. Principal and Learning Support Teacher report to BOT and staff. ▪ Evidence of improved student outcomes as specific in previous sections of this plan, e.g. in Literacy, Numeracy and across Curriculum Areas 		
Progress to Date/Actual Outcomes			
Refining appraisal/performance management system and cycle for all staff members, including support staff.	<ul style="list-style-type: none"> ▪ Specific and shared performance management goals linked to the whole school philosophy and initiatives ("OUR WAY") ▪ Unified collaborative goals resulting in better outcomes for learners 		
Progress to Date/Actual Outcomes			
Have effective succession planning: co-opting new BOT members as required eg; finance, property, DIGITAL TECHNOLOGY, curriculum, interest	<ul style="list-style-type: none"> ▪ An understanding of BOT members future contribution and commitment. 		
Progress to Date/Actual Outcomes			

Promoting the role of the BOT and identifying/encouraging new Board members in Boardtalk and at community events to fill Parent rep vacancy.	<ul style="list-style-type: none"> BOT parent rep elected in by election 2014 has expertise required to ensure skill succession. 		
Progress to Date/Actual Outcomes			
Board induction, training, planning sessions to define "OUR WAY"	<ul style="list-style-type: none"> Deeper understanding of our values as they underpin teaching and learning. 		
Progress to Date/Actual Outcomes			
Induct new staff in "OUR WAY" Support for new staff through on-going peer coaching	<ul style="list-style-type: none"> Staff understand and adopt "OUR WAY" 		
Progress to Date/Actual Outcomes			
Learning support through additional staffing and access to outside support agencies.	<ul style="list-style-type: none"> Continued funding of: <ul style="list-style-type: none"> Learning support teacher role maintained for three days per week. Release staffing for assessment and reporting. Teacher with library responsibility. On going programmes to support the learning of identified individual children and groups of children, will be provided and reported on. BOT will have feedback from the Learning Support teacher/s who will provide guidance for the long-term growth and support of this role. 		
Progress to Date/Actual Outcomes			
Comply with all administrative requirements	<ul style="list-style-type: none"> Updated handbook for all school staff 		
Progress to Date/Actual Outcomes			
Review			

ST IGNATIUS CATHOLIC SCHOOL "OUR PLACE" ANNUAL PLAN 2014 NAGS 4 & 5

STRATEGIC AIMS:

- To revise the 2011 – 2020 Development Plan creating open, flexible, learning spaces.
- To maintain and develop existing facilities to provide open, flexible, learning spaces which create a safe and healthy physical and emotional environment for the anticipated max roll of 321.
- Learning with Digital Technologies will continue to be supported through a sustainable and effective Digital Technology infrastructure.

Actions	Expected Outcomes	Who	Time Frame
<p>Evaluate features of open Learning spaces and identify the physical environments which best support our values for future focused learning.</p> <p>Visits to adapted learning spaces and new builds at both catholic and state schools: Monte Cecelia (adapted) Sancta Maria (new) Hobsonville Pt</p> <p>Define and document St Ignatius vision for pedagogy underpinning the purpose of OLS and share with community at Information meetings.</p> <p>Give opportunities for parents to be informed of and observe open learning spaces via multi media presentations</p> <p>Budget and plan to purchase variety of heights/styles to complement the different ways children learn</p> <p>Utilise a current learning space Rm Rongo as an OLS for 2014's Yr 3 children</p> <p>Meet fortnightly with Contractors, Architects and Diocese rep re construction of 2 storey block to accommodate 150 children and new toilet/changing space</p> <p>Consider:</p> <p>Structured cabling, Projectors, Electronic whiteboards, Storage for range of resources, Archiving of student learning records</p> <ul style="list-style-type: none"> • Digital Technology Storage and Infrastructure 	<ul style="list-style-type: none"> ▪ BOT and staff confident to make informed decisions to choose furniture and fittings which provide best physical functionality. ▪ Consideration of others' experiences contributes to identification of needs at Our Place. ▪ Broadening and understanding of practical implications of OLS i.e. property requirements ▪ One page vision document shared with community and opportunities for discussion ▪ Positive parent/school partnership supporting best environments for future oriented learning ▪ Children's ability to choose and use furniture suitable for collaborative, small group, and individual learning enabling all learning styles to be accommodated results in engaged successful learners ▪ OLS pedagogy made of existing space in ▪ Comprehensive specification is formulated and decisions made to achieve ideal space 	<p>Our Place C & Our Learning Committee Staff</p>	

<ul style="list-style-type: none"> Window coverings Security Wall Covering (Autex) Lighting Air Conditioning Sound systems Phonak soundfield systems – Feasability in open learning spaces? Floor covering Toilets + more <p>Investigate procedures required to introduce Building Fund to support new build; gather information from other school's re BF implementation</p>	Decision made about establishment of Building Fund		
Progress to Date/Actual Outcomes			
To develop a strategic plan with the St Ignatius Parish, so we can discuss the best use of combined resources.	<ul style="list-style-type: none"> Planning for school hall, car parking for Parish. 	Our Place, Unified Parish/School Group	
Progress to Date/Actual Outcomes			
Prepare Annual budget	<ul style="list-style-type: none"> Prepared budget 	PD, CS	Term 4 Monthly
Progress to Date/Actual Outcomes			
Monthly effective reporting	<ul style="list-style-type: none"> Reviewed CES monthly reports Review time frames of when monthly reports are received from CES 	PD, CS OPL	
Progress to Date/Actual Outcomes			
Review relevant policies as per attached list: "Review 2014 planning, policy and Procedures"	<ul style="list-style-type: none"> Completed Policy reviews 	CS OPL	
Progress to Date/Actual Outcomes			
Review effectiveness of Accounting to CES	<ul style="list-style-type: none"> Board will be supplied with timely information 	PD, CS	
Progress to Date/Actual Outcomes			

Consider best use of outdoor spaces and location of /renewal of adventure playground dismantled for building	Plan for outdoor spaces and playground	OPL	
<ul style="list-style-type: none"> Clarify what is required in gardening contract Plan Environmental native garden 	<ul style="list-style-type: none"> Renegotiate and communicate the gardening contract. Environmental native garden established behind Rms 1/10 	OPL Green team	
Progress to Date/Actual Outcomes			
Renew Window covering doors in Rm 10 & Library. Investigate air-con in Room 10	Security increased in Rm 10 with door windows covered		
Progress to Date/Actual Outcomes			
Budget to implement the DIGITAL TECHNOLOGY map and fund the school's DIGITAL TECHNOLOGY infrastructure and resources that support our teaching and learning pedagogy. Increase band width capability whilst awaiting Network for Learning (N4L) anticipated June '14	Sustainable and dependable DIGITAL TECHNOLOGY infrastructure including fibre upgrades, access points, interactive display items, that meet the Learning with Digital Technologies and e-administration needs of the school.	LDT Team Gen Too - Jim	
Progress to Date/Actual Outcomes			
Replace Library PCs with current IOS technology to enable conversion from Alice to Oliver software	Library equipped with current IOS platform. Oliver software installed	LDT Team Library team	
Progress to Date/Actual Outcomes			
Purchase digital devices to increase access to appropriate tools e.g. i-pads, i-pad minis, macbooks, chrome books, and i-pod touches	Range of digital devices extended	LDT Team Gen Too - Jim	
Progress to Date/Actual Outcomes			
On-going staff PLD for use of Atlas Rubicom Mapping Software supporting connected curriculum - CMIP contract Helix Consulting 2 nd year.	All curriculum is mapped and reviewed using this software. Enhanced alignment and connectedness of learning across the curriculum areas	LDT Team Atlas trainers - All staff	
Progress to Date/Actual Outcomes			
Review			

ST IGNATIUS CATHOLIC SCHOOL "OUR WAY" ANNUAL PLAN 2014

STRATEGIC AIMS

- To continually move forward through innovation, creativity and passion, unity, identity, strength, self-belief.
- To have future focussed vision for learning.
- To include and involve all stakeholders, sharing the journey to establish "OUR WAY".

Actions	Expected Outcomes	Who	Time Frame
To scope an action timeline	<ul style="list-style-type: none"> • Accountability 	Our Way committee	

Progress to Date/Actual Outcomes

Use Appreciative Inquiry approach to consult and co-construct "OUR WAY" mantra. Expert engaged to facilitate this.	<ul style="list-style-type: none"> • The stakeholders have ownership and become empowered, therefore resulting in better learning outcomes for their children. 		
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Progress to Date/Actual Outcomes

"OUR WAY" included in principal's Board reports and discussed.	<ul style="list-style-type: none"> • "OUR WAY" is non-negotiable and evident in relationships and everything we do. 		
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Progress to Date/Actual Outcomes

Forum for parents to understand future focussed curriculum.	<ul style="list-style-type: none"> • Community engagement and inclusion 		
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Progress to Date/Actual Outcomes

Observe Open learning Spaces at schools PLD for staff and BOT members and feedback at BOT meetings	<ul style="list-style-type: none"> • Criteria will be developed for our learning spaces • Better understanding of pedagogy for best learning 		
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Progress to Date/Actual Outcomes

Invite all stakeholders to participate in forums and meetings, eg Café SAINTS gatherings	Inclusion and involvement input from stakeholders <ul style="list-style-type: none"> • Parents, families, caregivers informed of developments at "OUR PLACE" and in "OUR LEARNING" 		
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Progress to Date/Actual Outcomes

Review