

**LIGHTING THE PATH TO SUCCESS**

**VISION**

Northcross is passionate about developing active, connected, lifelong learners

**MISSION**

Individual Growth through Challenge and Learning

**LEARNING DISPOSITIONS**

A respectful Northcross Learner demonstrates integrity by being:

- ENGAGED
- SELF-MOTIVATED
- an EXPLORER
- PERSEVERING
- REFLECTIVE
- RESILIENT

**GUIDING PRINCIPLES**

- Learning and welfare at the centre of all our decisions
- Engage, challenge and foster connections for our learners
- Facilitate skills, knowledge and values in preparation for a dynamic future
- Develop a forward thinking, high performing school community
- Inclusive learning that affirms New Zealand’s unique identity
- Engagement with issues that matter








**STRATEGIC GOALS 2020 - 2022 (WHY)**

**HOW WE ARE GOING TO DO IT - (HOW?)**

**OUR TARGETS - (WHAT?)**

**IMPACT MEASURES**

**INITIATIVE PLAN**  
2020 2021 2022

 <p><b>1. Student Learning—Progress</b> All students are able to effectively access the NZC. Raise student achievement in numeracy and literacy whereby target students exceed a years’ progress annually.</p> <p><b>Community of Learning Strategic Priorities:</b></p> <ul style="list-style-type: none"> <li>- Complex Needs</li> <li>- Cultural Awareness</li> </ul>	<p><b>1.1 Target Groups</b> Identify priority students (those working below and above the expected curriculum level) requiring teachers to collaborate with colleagues, around getting these students to make accelerated progress within curriculum levels in numeracy and literacy. ALiM and ALL students identified and key teachers. Intervention strategy for these students put in place. Maori and Pasifika Girls - Intervention programme put in place for Maths</p> <p><b>1.2 Digital Technologies Curriculum</b> Digital Technologies curriculum is being embedded as part of general practice, including the progress outcomes of computational thinking and designing and developing digital outcomes. Students will learn how to design quality, fit-for-purpose digital solutions.</p> <p><b>1.3 Curriculum Progress Tools - Reading Focus</b> School-wide PLD delivered by Evaluation Associates developing an understanding of the Curriculum Progress Tools with a focus on Reading. Reading Learning Progression Framework unpacked to ensure that all staff have a good understanding of these progressions. Teachers will then be using the PaCT tool to make their judgements. What makes an effective Reading programme to be explored SOLO framework used for task design in Reading</p>	 <p>Greater confidence in our Reading Overall Teacher Judgements (OTJ’s). 80% of our students to achieve at least 12 months progress in Reading Target students who are part of the ALiM and ALL projects to make accelerated progress of 3 or more curriculum sub-levels</p>	<p>Improvement in school-wide student achievement in literacy and numeracy (teachers following comprehensive Reading, Writing and Maths Overviews)</p> <p>In real life contexts, students follow a defined process to design, develop, store, test and evaluate digital content to address given contexts or issues, taking into account immediate social, ethical and end-user considerations. (Technology in the NZ Curriculum)</p> <p>Greater confidence in our Reading OTJ data. Moderation of OTJ’s in Reading across the team and school. Students will have a good understanding of the Reading Progressions and are confident in articulating their next learning steps in Reading. The language of SOLO will be embedded in all classrooms, and is used proficiently by all learners.</p>	<p><b>Target Groups</b></p> <p><b>Technology in the NZ Curriculum</b></p> <p><b>Curriculum Progress Tools</b></p> <ul style="list-style-type: none"> <li>- Learning Progression Framework</li> <li>- PaCT</li> </ul> <p>SOLO</p>
 <p><b>2. Visible Learning - Learner Agency</b> Through explicit teaching, the school will build the capacity of learners to learn, in order to raise student achievement. Shifting the ownership of learning from the teacher to the student.</p>	<p><b>2. 1 Continuous Reporting - Spotlight</b> Spotlight used as an online tool to keep parents informed of student progress. Students continue to select evidence to upload against the assigned Learning Intentions. Teachers are able to assign their own Learning Intentions based on their current teaching and Learning Programme. Checkpoints determined by SLT and Curriculum Leaders for when evidence needs to be uploaded to Spotlight.</p> <p><b>2.2 Assessment Capable</b> Students are able to identify the learning level they are working at and can identify what is required to achieve the next steps in their learning Learning Progressions in Reading to be put into “Kid Speak” so that students can identify their current level and next steps. Teachers are using the assessment tools that are available to them to inform their teaching Students understand the assessment tools and reports and can use this information to plan their next steps in learning</p>	 <p>All students are able to select and upload evidence to Spotlight, reflecting how this shows that they have met the Learning Intention</p>	<p>A meaningful, real-time reporting system is available to parents/caregivers Students learning and curriculum levels are accessible to parents throughout the year Meaningful conversations around learning are being had at home Students have more ownership of their learning and reporting on progress across the curriculum</p> <p>Sustain teacher and student assessment capabilities (discuss, understand and know the purpose of assessment tools) Classroom walkthroughs (written/video), shared understanding, mind-frames</p> <p>Increased learner agency—students using teacher, peer and self-feedback to inform next steps in learning</p>	<p><b>Spotlight</b></p> <p><b>Learning Progressions Framework - Reading NZCER - PATs, ARBs, e-asTTle SOLO WTE</b></p>
 <p><b>3. Collaboration</b> To increase opportunities for communication, creativity, critical thinking and collaboration.</p>	<p><b>3.1 Leadership:</b> Support teachers to ensure that teacher pedagogy suits the learners</p> <p><b>3.2 Teachers:</b> Demonstrate the pedagogy of planning and teaching in a collaborative way</p> <p><b>3.3. 5YA Property Project</b> Refurbishment of Rooms 18 - 22 as per 5YA Property Plans</p>	 <p>All staff, regardless of their physical class environment will be providing opportunities for collaborative learning</p>	<p>A shared understanding of collaborative practices</p> <p>Regardless of physical classroom, teams will have collaborative planning, providing teaching and learning programmes that best meet the needs of their learners.</p> <p>More collaborative teaching spaces available</p>	<p><b>Leadership PLD</b></p> <p><b>Teacher PLD</b></p> <p><b>5YA Property Project</b></p>
 <p><b>4. Student Well Being—Fostering the Emerging Adolescent</b> Focus on the emerging adolescent and the unique needs of this age group in their social, emotional and intellectual growth. Understand what it means to work with young adolescents in a global community</p> <p><b>Community of Learning Strategic Priorities:</b></p> <ul style="list-style-type: none"> <li>- Well-being</li> <li>- Cultural Awareness</li> </ul>	<p><b>4.1 School Culture - Restorative Practices</b> Develop our thinking around Restorative Practices Cultivate a positive and safe school culture where all are mindful of our school values Identify ways to foster cultural awareness and appreciation</p> <p><b>4.2 NX Learner Dispositions:</b> Respond to students with sensitivity while setting firm, clear boundaries. Empathy will be shown to the physical, emotional, social and academic needs of Northcross students Develop an awareness of what engages and inspires young adolescents</p>	 <p>90% of students will have regular school attendance (at school at least 90% of the time)</p>	<p>NX PB4L Team formed Restorative Conversations are being held with students Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs</p> <p>Students will understand and demonstrate the NX Learning Dispositions Students understand what these dispositions look like in a variety of school settings</p>	<p><b>Restorative Practices PB4L</b></p> <p><b>NX Learner Dispositions</b></p>

