



School Charter Strategic and Annual Plan for St Joseph's Catholic School Pukekohe 2016 -19

Principals' endorsement: Jocelyn Uasike
Board of Trustees' endorsement: Adopted at BOT Meeting:
Submission Date to Ministry of Education: By 1 March 2016

Table of Contents

P3- 9	<i>Introductory Section – Strategic Intentions</i>
P10	<i>Graduate Profile</i>
P11 -15	<i>Baseline Data</i>
P15 -17	<i>Curriculum Delivery & Student Engagement</i>
p18-21	<i>Strategic Goals</i>
P22-41	<i>2016 Annual Plan</i>
P42 -	<i>2016 Targets</i>

INTRODUCTION SECTION - STRATEGIC INTENTIONS

Mission Statement	<i>Excellent Education befitting our Catholic Character</i>
Vision	<i>To be in right relationship with God, with ourselves and others, and with the environment/creation.</i> <ul style="list-style-type: none">● <i>To be in right relationship with God:</i> We are knowledgeable of Catholic beliefs and gospel teachings and are reflecting these in our daily lives.● <i>To be in right relationship with ourselves and others:</i> We grow ourselves and others by using the necessary values, knowledge and competencies to live full and satisfying lives.● <i>To be in right relationship with the environment:</i> We take responsibility for sustaining our environment and caring for our living world.

Values

St Joseph's Catholic School values are:

To Love, to Learn, to Lead, to be Loyal, for Life

Our School

NZC Students will be encouraged to value:

To Love:

equity, through fairness and social justice
to **respect** themselves, others, and human rights

To Learn:

innovation, inquiry, and curiosity, by thinking
critically, creatively, and reflectively

To Lead:

excellence, by aiming high and by persevering in the
face of difficulties

To be Loyal

community and participation for the common good

diversity, as found in our different cultures, languages,
and heritages

integrity, which involves being honest, responsible, and
accountable and acting ethically

For Life

ecological sustainability, which includes care for the
environment

Aligning our school values to the NZC

As followers of Jesus Christ, St Joseph's School is committed to holistic education, and the awareness of local, national and global social justice issues, supported by the values and teachings of the Catholic Church.

These are embedded in our Catholic foundations and reflected in our mission statement: **"Excellent Education befitting our Catholic Character"**

Learning Principles



St Joseph's Catholic School Learning Principles are:
TRINITY, EDUCATION, LEADERSHIP, FAITH, ENVIRONMENT, and FOUNDATIONS

TRINITY:

Matua, Tamaiti, Wairua Tapu.

We are a community that demonstrates aroha, tika and pono in our relationships with each other.

Relation to NZC Principles:

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its' people.

Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed.

EDUCATION:

We are empowered through collaboration, critical thinking, problem solving and creativity, to strive for excellence and reach our personal potential.

Child Speak

We Love Learning

We strive to do our best.

We think creatively.

We are willing to try new things.

We can communicate.

We know how to learn.

Relation to NZC Principles:

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to learn





The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

LEADERSHIP:

We use innovative ideas to be excellent role models serving our community and using our talents to inspire others

Child Speak

We are becoming excellent role models serving our community

We are using our talents to shine

We help each other to be great.

We look for new ideas

Relation to NZC Principles:

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.



FAITH:

Building on the charism of our founding order, the RNDMS, we apply the teachings of the Catholic Church and gospel values in living our daily lives.

Child Speak

We have Catholic beliefs

We live by Jesus' example

We continue our school traditions

Relation to NZC Principles:

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

ENVIRONMENT:

We are active participants in caring for our environment as guardians – Kaitiaki for future generations.



Child Speak

We care for the earth
We respect each other
We are active participants
We are looking after the earth for the next generation

Relation to NZC Principles:

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

FOUNDATIONS:

Together we are strong – We build on the vision of those who came before us, acknowledging our bicultural identity and the diverse strengths of our community



Child Speak

Together we are strong
We follow the Treaty of Waitangi
We are all friends of our school community

Relation to NZC Principles:

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Special Character status

As defined in our Integration agreement, St Joseph’s Catholic School Pukekohe “is a Roman Catholic School in which the whole school community, through the general school programme and its religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the diocese.”

Māori dimensions and Cultural Diversity

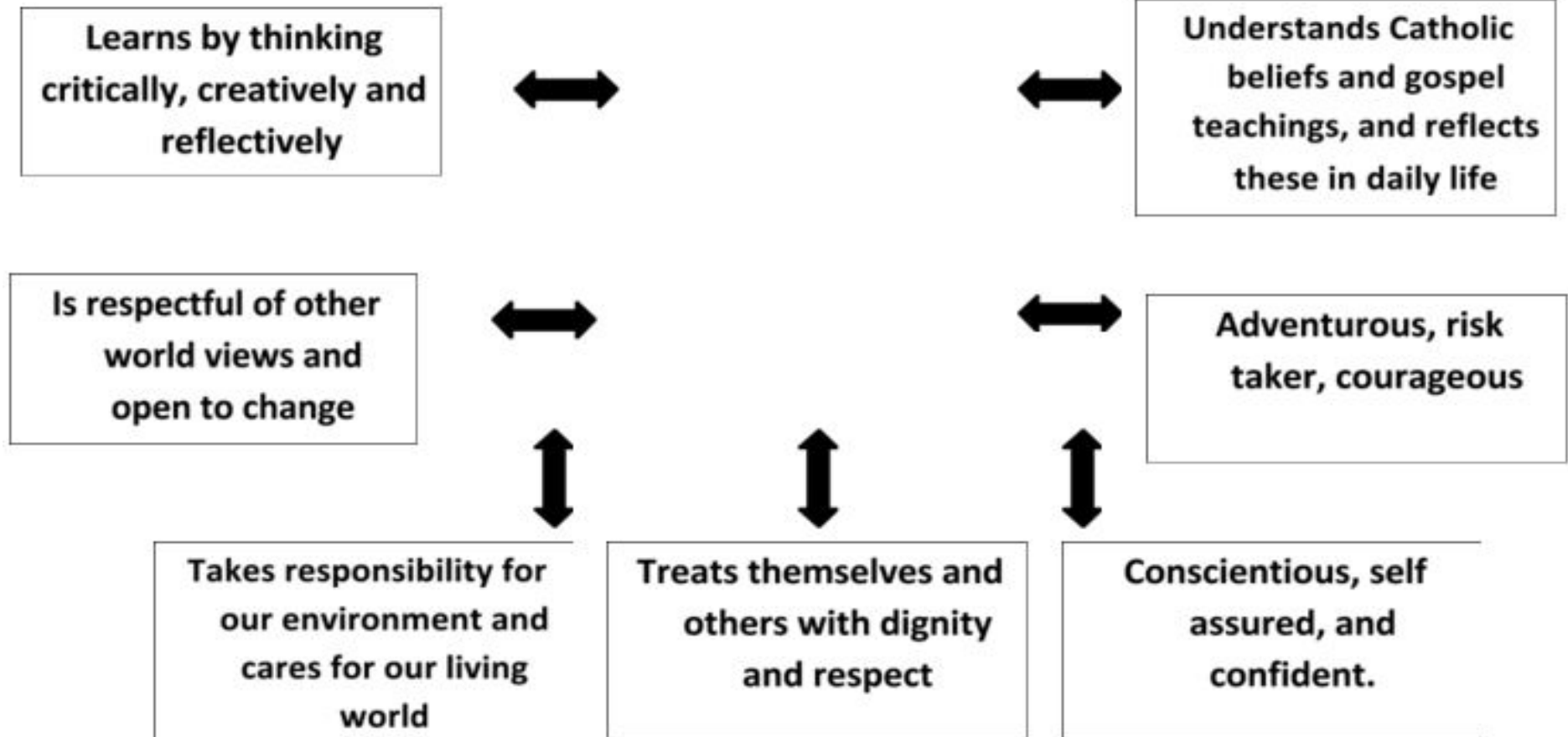
St Joseph's Catholic School Pukekohe will ensure Tikanga Maori (Maori culture and protocol) is incorporated into the school's curriculum by:

1. Using Karanga and Powhiri to welcome new students, staff and dignitaries on appropriate special occasions.
2. Providing staff with guidelines for implementing a classroom programme which develops basic Te Reo and Tikanga Maori, remembering that knowledge of the basics of Te Reo and Tikanga is essential to an understanding of New Zealand identity.
3. Providing opportunities for staff professional development in both Te Reo and Tikanga Maori.
4. Teaching the National Catholic Religious Education curriculum throughout the school. This programme has a very clear bi cultural focus.
5. Wherever possible, using the local Maori community as a resource for perspective and resources.
6. Continue to work toward the goals of Te Huarahi – the local Pukekohe Schools' cluster initiative.
7. Appointing a person from the Maori community who will act in an advisory role to the Board of Trustees.
8. Continue to hold regular whanau huis- usually one per term.

As our Pasifika roll continues to grow we aim to include a multi-cultural dimension to our school by celebrating the cultures of our Pacific Island neighbours, and whenever possible including a Pasifika focus in our curriculum delivery. Through teaching as inquiry teachers are encouraged to inquire into the background of all students and be culturally responsive in delivering the curriculum and building relationships with students and fanau. As we acknowledge the importance of parental and community engagement in students' education, Pasifika fanau meetings are held on a regular basis for our Pasifika parents.

Although we are a decile 4 school we are mindful that we have children in our school from a wide range of socio economic backgrounds. As a school we must ensure that all children have equitable access to educational opportunities regardless of the socio economic status of their families.

St Joseph's Catholic School Pukekohe Graduate Profile



BASELINE DATA

National Standards Comparative Data; Blue: Shows improvements; Green shows concerns; Red shows potential 2016 targets

	Reading											
373 Students	At or above				Below				Well Below			
Percentages	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
All Students	80.6	80	82.8	84.5	15.1	17.3	13.3	13.1	4.3	2.7	3.8	2.4
After 1 year	55.6	65.4	62.8	75.5	30.2	30.8	29.4	24.5	14.3	3.8	7.8	0
After 2 years	88.9	80	80.2	83	8.3	18	18.2	13.2	2.8	2	1.8	3.8
After 3 years	84	79.5	89.8	90.4	12	15.4	10.2	9.5	4	5.1	0	0
End of Year 4	89.3	85.7	95.2	85.7	10.7	14.3	2.4	12.7	0	0	2.4	2
End of Year 5	80.4	90.8	77.3	85.3	13	9.1	15.9	9.8	6.5	0	6.8	4.9
End of Year 6	87	87.3	89.6	88.1	13	10.6	6.9	11.9	0	2.1	3.4	0
End of Year 7	84	73.5	85	82.6	12	23.5	10	8.7	4	2.9	5	8.7
End of Year 8	85.4	76.5	86.7	86.4	14.6	17.6	10	13.5	0	5.9	3.3	0

	Writing											
373 Students	At or above				Below				Well Below			
Percentages	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
All Students	77.4	76	77.4	78.3	17.8	21	19.3	19.6	4.8	3	3.3	2.1
After 1 year	65.1	70.2	66.7	71.4	28.6	25	31.4	31	6.3	3.8	1.9	0
After 2 years	66.7	61.6	72.2	62.2	27.8	38.5	24.1	35.8	5.6	0	3.7	1.9
After 3 years	80	75.6	68	88.1	12	18.9	32	9.5	8	5.4	0	2.4
End of Year 4	80.3	81	87.8	77.8	16.1	19	9.8	20.6	3.6	0	2.4	1.6
End of Year 5	76.1	80	77.3	83	17.4	16.4	15.9	12.2	6.5	3.6	6.8	4.9

After 3 years	1	2	3	100%	0	0	0	0	0	0	0	0
End of Year 4	2	7	9	82%	1	1	2	18%	0	0	0	0
End of Year 5	0	4	3	80%	1	0	1	20%	0	0	0	0
End of Year 6	3	2	4	100%	0	0	0	0	0	0	0	0
End of Year 7	2	2	4	100%	0	0	0	0	0	0	0	0
End of Year 8	1	1	2	100%	0	0	0	0	0	0	0	0

Below: Boys and Girls after 1 Year and End of Year 4 Boys - End of Year 5

Maori Students Writing												
41 students as of Nov 1st 2015	At or above				Below				Well Below			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
All Students	8	21	26	70.7%	7	5	12	29.3%	0	0	0	0
After 1 year	0	3	3	50%	2	1	3	50%	0	0	0	0
After 2 years	1	1	2	40%	1	2	3	60%	0	0	0	0
After 3 years	0	2	1	67%	1	0	1	33%	0	0	0	0
End of Year 4	2	6	8	73%	1	2	3	27%	0	0	0	0
End of Year 5	0	4	4	80%	1	0	1	20%	0	0	0	0
End of Year 6	3	2	4	100%	0	0	0	0	0	0	0	0
End of Year 7	1	2	3	75%	1	0	1	25%	0	0	0	0
End of Year 8	1	1	2	100%	0	0	0	0	0	0	0	0

Below: Boys - After 1,2,3 years and End of Years 4,5 and 7. Girls after 1 and 2 years and End of Year 4

Maori Students Maths			
41 students as of Nov 1st 2015	At or above	Below	Well Below

	M	F	Total	%	M	F	Total	%	M	F	Total	%
All Students	12	19	31	75.6%	3	7	10	24.4%	0	0	0	0
After 1 year	0	3	3	43%	2	1	4	57%	0	0	0	0
After 2 years	1	0	1	20%	1	3	3	80%	0	0	0	0
After 3 years	1	2	3	100%	0	0	0	0	0	0	0	0
End of Year 4	3	6	9	82%	0	2	2	18%	0	0	0	0
End of Year 5	1	4	5	100%	0	0	0	0	0	0	0	0
End of Year 6	3	1	3	80%	0	1	1	20%	0	0	0	0
End of Year 7	2	2	4	100%	0	0	0	0	0	0	0	0
End of Year 8	1	1	2	100%	0	0	0	0	0	0	0	0

Below: Boys - After 1 and 2 years.

Girls - After 1 and 2 years, End of Year

Pasifika Students Reading												
79 students as of Nov 1st 2015	At or above				Below				Well Below			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
All Students	27	24	51	64.5%	11	11	22	27.8%	3	3	6	7.6%
After 1 year	0	2	2	50%	1	1	2	50%	0	0	0	0%
After 2 years	3	2	5	55%	1	2	3	33%	1	0	1	11%
After 3 years	4	1	5	63%	1	2	3	38%	0	0	0	0%
End of Year 4	5	6	11	73%	3	0	3	20%	1	0	1	7%
End of Year 5	5	2	7	78%	0	1	1	11%	0	1	1	11%
End of Year 6	2	3	5	63%	1	2	3	38%	0	0	0	0%
End of Year 7	4	4	8	57%	2	1	3	21%	1	2	3	21%
End of Year 8	4	4	8	67%	2	2	4	33%	0	0	0	0%

Below: Boys- After 1, 2, 3 years. End of Years 4, 6, 7, 8.

Girls - After 1, 2, 3 years. End of Years 5, 6, 7, 8

Pasifika Students Writing												
79 students as of Nov 1st 2015	At or above				Below				Well Below			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
All Students	25	26	51	64.5%	13	10	23	29.1%	3	2	5	6.3%
After 1 year	1	1	2	50%	0	2	2	50%	0	0	0	0
After 2 years	3	3	6	67%	2	1	3	33%	0	0	0	0
After 3 years	4	2	6	76%	0	1	1	13%	1	0	1	13%
End of Year 4	3	6	9	60%	5	0	5	33%	1	0	1	7%
End of Year 5	5	2	7	78%	0	1	1	11%	0	1	1	11%
End of Year 6	0	4	4	50%	2	1	3	38%	1	0	1	12%
End of Year 7	5	4	9	64%	2	2	4	29%	0	1	1	7%
End of Year 8	4	4	8	67%	2	2	4	33%	0	0	0	0

Below: Boys - After 2 years, End of Year 4, 6, 7, 8

Girls - After 1, 2,3 years. End of Year 5,6,7 and 8.

Pasifika Students Maths												
79 students as of Nov 1st 2015	At or above				Below				Well Below			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
All Students	28	24	52	65.8%	13	10	23	29.1%	0	4	4	5.1%
After 1 year	1	2	3	75%	0	1	1	25%	0	0	0	0
After 2 years	4	2	6	66%	1	2	3	33%	0	0	0	0
After 3 years	5	0	5	63%	0	3	3	38%	0	0	0	0
End of Year 4	4	5	9	60%	5	1	6	40%	0	0	0	0

End of Year 5	5	3	8	89%	0	0	0	0%	0	1	1	11%
End of Year 6	1	3	4	50%	2	2	4	50%	0	0	0	0
End of Year 7	3	5	8	57%	4	0	4	29%	0	2	2	14%
End of Year 8	5	4	9	75%	1	1	2	17%	0	1	1	8%

Below: Boys - End of Year 4, 6, 7

Girls- After 1, 2, 3, Years. End of Year 6

**CURRICULUM
DELIVERY AND
STUDENT
ENGAGEMENT**

Our curriculum design takes into account how to best develop differentiated learning opportunities which address the needs, interests, and circumstances of our students and community.

To do this we are mindful of the need to develop student agency - to change classroom practice from teacher leadership to student ownership. We want to change from teacher dominance to child centred learning with the children driving their learning. We aim to develop teaching and learning opportunities that empower children; are child initiated rather than teacher initiated, and encourage curiosity and problem solving. In doing this we see that the teacher has more of a guidance role - asking questions, encouraging communication and collaboration, and providing learning choices that are relevant to children's lives.

In delivering a balanced, holistic curriculum we are mindful of the:

- Inclusive nature of the special Catholic education we provide.
- Expectations of our local community.
- Availability of local resources and our connections nationally and globally.
- Priorities for student learning.
- Interests and talents of our students and the need for them to be involved in developing their learning pathway.
- Requirements of the National Curriculum.
- Use of Inquiry Learning to support the students' learning process.
- Need for staff to be able to interpret curriculum in order to respond to individual needs of students.
- Need for students to experience a rich and balanced education.
- E-learning opportunities as students and teachers make connections through digital learning environments, go beyond the classroom sharing their learning through

	<p>their Google Docs and class blogs, and explore the web for resources that enhance learning opportunities in the classroom.</p> <ul style="list-style-type: none"> • Students building on their e-learning capabilities in a supportive environment, and having equitable access to digital learning tools.
<p>School Organisation teaching practice</p>	<p>At St Joseph's School, all students, teachers, ancillary staff, parents and external stakeholders are valued as involved members of our Catholic school community. Relationships are built on the commandment to love one another, and a positive, caring, Christian environment prevails. This relationship is seen as having the greatest impact on student learning within the classroom, and on the playground, and in our wider community.</p> <p>Students are encouraged to be reflective learners and be involved in setting their learning goals within classrooms as part of concept pathways, and as groups and/or individuals within specific learning areas. Using specific exemplars and learning intentions and success criteria indicators, our students are encouraged to think about their learning and strive for excellence. Teachers encourage students to think critically and set "next learning steps". Assessment for Learning (AFL) strategies are utilised in all classrooms. Through AFL, teachers at St Joseph's School are aware of how effective their teaching/learning programmes are. Teaching / Learning programmes are based on best practice and teachers are able to modify teaching / learning programmes that best fit their teaching and learning needs, identified through feedback and feedforward opportunities. They look at evidence through Teaching Inquiry and Learning Inquiry when deciding on next steps for learning.</p> <p>The school is organized into four teaching teams: Year 0-2 (five / six classrooms); Year 3 & 4 (three classrooms); Year 5 & 6 (four classrooms - in 2016 one of these is a year 4 / 5 class); Year 7 & 8 (three classrooms)</p> <p>All teaching teams are led by team leaders who are part of the school leadership team. The Director of Religious Education, who together with the principal is responsible for maintaining and developing the special Catholic Character, is also part of the leadership team as are the Deputy Principal, Assistant Principal and Principal. The Assistant Principal's role also includes the role of Special Education coordinator (SENCO).</p>
<p>Review Of Charter and Consultation</p>	<p>The review of the charter is undertaken by the Board of Trustees following the Board elections held every three years. The consultation process involves seeking input from parents, community, staff, Maori whanau, and our Pasifika families.</p> <p>Policies and Procedures are organised under the National Education Guidelines (NAGS) and are reviewed annually.</p>

STRATEGIC PLAN 2016-2019

Strategic Goals

Core Strategies for Achieving Goals 2016 - 2019

Goal 1 Special Catholic Character

To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character.

- To ensure all teaching staff have gained at least classroom level accreditation in the teaching of Religious Education and all leadership staff have or are working towards Leadership level accreditation.
- In partnership with the parish and parents work to ensure that all preference students at our school have been baptised in the Catholic Faith and continue to practice this faith.
- To continue to develop with parents and members of our community a deeper understanding of our school charism.
- To ensure our school is a place where everyone encounters Christ and a growing knowledge and understanding of his teachings.
- To nurture and value gospel values and the Catholic virtues of prudence, (right reason in action), justice, (the constant and firm will to give due to God and neighbour), fortitude, (the strength to resist temptations and to overcome obstacles), temperance (moderate the attraction of pleasures and maintain balance in the use of created goods), faith, (our belief in God, and all that he has revealed to us through the teachings of the Church), hope, (our hope for eternal life and the graces to merit it) and charity, (to love God above all things and our neighbour as ourselves).
- To ensure the teaching of Religious Education is relevant to the lives of our students and to integrate it with all curriculum areas.

<p>Goal 2</p>	<p>To have teachers deliver education using Innovative Learning Practices which are future focussed, encompass student agency, and teaching as inquiry.</p>	<ul style="list-style-type: none"> • Work with project manager and architect to design and build a six classroom, junior school learning space that enhances innovative learning practice, is culturally responsive, and caters for needs of diverse learners. • Through professional development increase teachers' capability to embed innovative learning pedagogy in their teaching practice. • Continue to explore other models of innovative learning environments. • Further develop opportunities both within and outside the classroom in order to enhance holistic, innovative education practices e.g. Pizza oven as part of "from garden to plate" initiative; sensory garden; Lego Robotics; computer coding. • Develop strategies and guidelines that encourage effective collaboration between staff working in an innovative learning environment. • Grow parents understanding of innovative learning practice. • Fit out new building with furniture and fittings that enhance innovative learning practice, are culturally responsive, and cater for needs of diverse learners.
<p>Goal 3 (Curriculum)</p>	<p>To further integrate E learning - Learning with Digital Technologies - into all classrooms.</p>	<ul style="list-style-type: none"> • To implement the full integration of e-Learning into teaching and learning programmes. • Use digital technologies to help engage Priority Learners - Māori and Pasifika students, students with special education needs, and students who are currently underachieving. • Incorporate new technologies and approaches to learning in order to support students to be successful, safe citizens in an increasingly digital world. • To develop a culture of learning with digital technologies anywhere, anytime, anyplace, any pace. • To support school improvement goals with an emphasis on Innovative Learning Pedagogy and Innovative Learning Environments.

		<ul style="list-style-type: none"> • To ensure the school's digital infrastructure allows for maximum use of digital technologies. • To adopt appropriate e-Learning resources, approaches and engagement in professional learning communities, in order to support teachers', leaders' and whole school communities' active engagement in their students' learning.
<p>Goal 4 Raising Student achievement</p>	<p>To ensure all students achieve their personal potential and in so doing, wherever possible, attain appropriate National Standards.</p>	<ul style="list-style-type: none"> • Model / coach effective teaching practice in classrooms and teacher meetings where the focus is on student learning and achievement. • Review Performance Management procedures so that it is inline with New Zealand Education Council requirements. • Develop inclusive, culturally responsive practices and learning environments. • Use evidence and the knowledge building inquiry cycle to identify student / teacher / and leader needs, • Develop pedagogical content and the school capability for continuous improvement. • Use digital technologies to engage students in their learning. • Continue to implement and embed Assessment for Learning capabilities across the curriculum as part of teachers' practice. • Continue to build resources that assist with the delivery of quality teaching and learning. • Provide extra support for Priority Learners - Māori and Pasifika students, students with special education needs, and students who are currently underachieving. • Encourage parental engagement in student learning through the development of home school partnership programmes. • Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of students, especially Gifted and talented students. • Work as part of the South Auckland Faith based Community of learners

Goal 5	To develop outdoor resources that enhance the holistic development of students	<ul style="list-style-type: none">● Develop a proposal for the establishment of outside areas in the school that support the pedagogy of innovative learning practice● Consult with student, parents and community and ensuring the proposal reflects student, parent and community voice.● Finalise a 10 year development plan for the school's outdoor environment.● Once the 10 year plan is finalized build a school pizza oven.● Strengthen the school environment group and explore the possibility of developing a community garden.● Ensure school environment initiatives e.g. worm farm, school vege gardens, compost scheme are maintained and strengthened.● Connect with local experts, source materials and resources, and establish a working group to create the school pizza oven● Develop the concept of garden to table with school staff and student.
---------------	--	--



ST JOSEPH'S SCHOOL
PUKEKOHE
ANNUAL PLAN 2016

This plan will be updated every three months for the BOARD of TRUSTEES

Strategic Goal 1. To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character.





Annual Goal 1. Integration of Religious Education with our Integrated Concepts

Action / Workstream	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Developing integrated plans with staff.				
	Monitoring classroom programmes to ensure Religious Education curriculum is being taught effectively.				
	Monitor planning to ensure all strands and modules are covered adequately.				
	Work with teachers to develop different Religious Education lesson formats and student activities (including ways of recording students' work)				
	Explain aspects of Religious Education integration to parents at parent meeting in term one.				

Student Achievement				

Professional Development				
	Staff workshops-staff given choice of workshop topics. DRS days Strand and Cluster meetings Full staff meetings TOD with Sr Anne Sklenars			

Resourcing					
------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:			
Colour key:		Achieved and Completed		On Track		Scoping to be done / slow progress		Issues with resourcing/concern

Strategic Goal 1. To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character.





Annual Goal 2. To have children who are on our roll as “preference” baptised into the Catholic Church.

Action / Workstream	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Letters will be sent home to parents of the children who are “preference” inviting them to complete permission forms for their children to be baptised.				
	The parish /parish priest will be notified and a suitable time arranged for the baptisms to take place-at present St Patrick’s parish have their baptisms every third Sunday.				
	The children will be given instructions each fortnight during my DRS release time.				
	Parents will be invited to meet with parish priest a week before the baptisms take place.				

Student Achievement					
---------------------	--	--	--	--	--

Professional Development	I have accessed the programme “I call you friends” which includes teacher and children’s books. I do however, make the children their own bound booklets from this resource as I have been given permission to photocopy from Pleroma (the publishing company I bought it from).				
---------------------------------	--	--	--	--	--

Resourcing	“I call you friends”, parish supply stoles, parents supply candles.				
-------------------	---	--	--	--	--





Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern	

Strategic Goal 1. To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character.

Annual Goal 3. To foster children's growth as practising Catholics.

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Reorganise class Mass system so that 4 classes go to Friday Mass at a time which will mean the classes will attend Mass two or three times a term.				
	Work with parish priest during his weekly visits to school. At present the intermediate team do not get to see Father as they are at Technology at this time every second Thursday.				
	Consult with the parish priest re Reconciliation for senior/intermediate teams during Lent and Advent.				
	Continue to develop various styles of prayer with children. eg. meditation				
	Encourage everyone at St Joseph's to develop a deeper understanding of the school values and Catholic virtues.				
Student Achievement					
Professional Development	<p>DRS days-discussing ideas with other teachers from different schools</p> <p>Religious Education advisors.</p> <p>Keeping contact with St Thomas More school Mt Maunganui</p>				

Resourcing					
------------	--	--	--	--	--





Key Highlights during this period:		Key Issues Needing To Be Addressed:		Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern

Strategic Goal 2: To have teachers deliver education using Innovative Learning Practices which are future focussed, encompass student agency, and teaching as inquiry.

Annual Goal 1: To increase teachers' capability to embed innovative learning pedagogy in their teaching practice.

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	● Explore other models of innovative learning environments through school visits, online resources etc				
	● Junior Teachers to take the MLP course in 2016				
	● Each term workshops offered during staff meetings that demonstrate the different facets of innovative learning pedagogy				
	● possible application for the Teacher Led Innovation Fund				
	● Develop strategies and guidelines that encourage effective collaboration between staff working in an innovative learning environment.				
	● Ensure that every teacher has made progress (show evidence) on the journey towards ILP-every member on the team to meet with one teacher each term to discuss their progress towards building their ILP (what has worked/what hasn't, areas for development)				
	● Create a checklist/guideline of what we would expect our students to be able to achieve by the end of their time with each team				

	<p>eg. by the time "John" leaves the Junior Team he can:</p> <ul style="list-style-type: none"> ❖ log on ❖ create a google doc ❖ name a doc ❖ understand the language (must-do's, can-do's and the Key Competencies) 				
Student Achievement	N/A				
Professional Development	<p>PD on innovative learning practices- offer courses for teachers</p> <p>School visits- possibly TOD or classroom release</p> <p>Classroom visits to see what is working in other rooms</p> <p>Opportunities to share what's working in our rooms, staff meetings?</p> <p>PD on Teacher Dashboard on TOD?</p> <p>Hands-on activities during teacher workshops</p> <p>Provide readings, links etc for professional readings with time to discuss</p>				
Resourcing	<p>Time</p> <p>Budget set aside for PD courses</p> <p>Budget set aside for relievers to allow teachers to visit other schools</p>				

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:				
Colour key:		Achieved Completed	and		On Track		Scoping to be done / slow progress		Issues with resourcing/concern





Strategic Goal 2: To have teachers deliver education using Innovative Learning Practices which are future focussed, encompass student agency, and teaching as inquiry.

Annual Goal 2: Grow parents understanding of innovative learning practice.

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Meet the Parent evening in week 4. BBQ with open classrooms. Parents and teachers come together for presentation on innovative learning, by teachers and students Advertising flyers sent out previously, advertised on website. Children performances. Whiteboard made available for parents to write what they would like to explore further. Video presentation and put on website				
	Webpage developed for parents				
	Video created of student voice for webpage.				
	Whiteboard made available around school for parents to write questions they have. Things they would like to explore further (include options) Advertise in newsletter prior to it being put out.				
	Workshops scheduled based on parents contributions on whiteboard. Term 2 and 3				
	2 open days for parents to be part of classes.				
	Use parent open evenings in term 2 and 3 for parents to experience innovative practice with their children.				
	Develop a digital space for parents to leave comments or ask questions.				
Student Achievement	NA				

Professional Development	Providing relevant readings or links for parents in newsletters and webpage to resources and grown knowledge.				
	Promote innovative practice on our website through the weekly newsletter Section in the newsletter for innovative learning practice, e.g. teaser for parents encouraging them to look at class blogs, articles/videos posted, links to relevant sites.				

Resourcing	Time during staff meeting to look at annual goals twice a term to sort out people's roles.				
-------------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern	

Strategic Goal 3. To further integrate e-Learning - Learning with Digital Technologies - into teaching and learning.
Annual Goal 1: To embed e-Learning in teaching and learning.





	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	To devise a list of skills for students to attain at each year level e.g. Year 1: use a mouse, log on to server using card, shut a computer down..				
	Teachers will continue to use google docs for weekly planning and include e-Learning in their planning through links to docs, websites, apps etc				
	Students will explore video tools for presenting and communicating.				

	Teachers and students to upskill and improve the use of GAFE to enhance learning.				
--	---	--	--	--	--

Student Achievement	Student achievement is expected to improve because of increased engagement, competency and independence.				
----------------------------	--	--	--	--	--

Professional Development	Cognition Education (Angie Simmons) & Cyclone (Saunil) to provide workshops relevant to the key actions for Goal 1.				
---------------------------------	---	--	--	--	--

Resourcing	Continue to support classrooms with digital devices - informing teachers about apps etc. Release time to explore digital tools and observe other teachers. Peer support for teachers.				
-------------------	---	--	--	--	--





Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern	

Strategic Goal 3. To further integrate e-Learning - Learning with Digital Technologies - into all classrooms.

Annual Goal 2: To develop children's sense of responsibility as digital citizens.

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	A collection of resources that teachers can use to educate students around digital citizenship. These should be easily accessible.				
	Bringing in experts to inform parents and students.				
	To have a digital citizenship component in concept plans and RE each term (e.g. right relationship with ourselves and others Term 1)				
	To educate parents about how to monitor and filter online content at home.				
	To post relevant information around this topic on the school website.				
Student Achievement	Students will be safer and more confident in using digital technologies appropriately.				
Professional Development	Cognition Education (Angie Simmons), Mairead & Cyclone (Saunil) to provide workshops relevant to the key actions for Annual Goal 2.				

Resourcing					
------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:		Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern





Strategic Goal 3. To further integrate e-Learning - Learning with Digital Technologies - into teaching and learning.
Annual Goal 3: Parents will engage digitally with their children's learning.

	Key Milestones	Completion Date	May	Aug	No v
Key Actions / Workstream	Once a week each child from Year 3 up who is competently using Google Chrome should share a doc or presentation with a parent. Parents to post a feedback comment if possible.				
	All students to add the class blog to their bookmarks bar.				
	Encourage parents to add the class blog to their bookmarks bar and to post comments if possible.				
	Teachers to add a class parent group on gmail for notices and reminders (less paper).				
	Continuing exploration of e-portfolios (accessed only within St. Joseph's domain) with parents as followers (they receive an email when child posts on student blogs).				

Student Achievement	Parents involvement will lead to increased support for their children and improved achievement.				
---------------------	---	--	--	--	--

Professional Development	Cognition Education (Angie Simmons), Mairead & Cyclone (Saunil) to provide workshops relevant to the key actions for Goal 1.				
---------------------------------	--	--	--	--	--

Resourcing				
-------------------	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern	

Strategic Goal 4. To ensure all students achieve their personal potential and in so doing, wherever possible, attain appropriate National Standards.

Annual Goal 1: To accelerate progress of target children through enhanced teacher practice





	Key Milestones	Completion Date	May	Aug	Nov
--	-----------------------	------------------------	------------	------------	------------

Key Actions / Workstream	All teachers work through Teaching as Inquiry model, focusing on accelerated achievement of target children.				
	All teachers set at least two professional goals for their appraisal. One to be related to Catholic Character and one to e learning or Innovative teaching practice.				
	All teachers develop a thorough understanding of student achievement data and use this to choose target children.				
	Teacher practice reflects culturally responsive practices .				
	Twice a year teachers numeracy and literacy teaching practice is observed by the literacy and Mathematic lead teachers, and teachers are then provided with feedback / feedforward .				
	AP and DP working in classes with small groups four times a week - focusing on literacy and numeracy skills.				
	Reading Recovery programme taught to 5 children each week .				

Student Achievement				
----------------------------	--	--	--	--

Professional Development	<p>All teachers meeting 2 x per term with AP or DP to discuss Teaching as Inquiry process and target children's progress.</p> <p>Literacy and Mathematics workshops available for teachers as part of staff meeting programme.</p> <p>Teachers encouraged to complete Graduate Certificate in Primary Mathematics Teaching (Curriculum) (Level 7) with The Open Polytechnic..</p> <p>Key teachers to attend FLAG (Franklin Literacy Group) and Maths lead teacher meetings.</p> <p>Senior Management Team (AP/DP & Principal) to complete 8 week online CORE education course - The Pasifika Education Plan 2013-2017.</p> <p>Teacher only day sessions on Teaching as Inquiry, staff appraisal and gathering evidence.</p>				
---------------------------------	---	--	--	--	--

Resourcing	<p>Cost of Core Education Course - \$1200</p> <p>Release for teachers to meet with AP/DP -\$2400</p> <p>In class observations & feedback - \$2400</p> <p>Incidental Courses & Release - \$3000</p>				
-------------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:		
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern		

Strategic Goal 4. To ensure all students achieve their personal potential and in so doing, wherever possible, attain appropriate National Standards.





Annual Goal 2. To continue to develop home school partnerships

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Meet with and share achievement data with our Maori and Pasifika communities.				
	Develop goals with our Maori and Pasifika communities.				
	Pre school literacy and numeracy sessions.				
	One on one interview with child and parents before child starts school.				
	Parent meeting for new parents.				
	Written report for students one month after starting school.				
	Child / Teacher / parent conferences - goal setting.				

Student Achievement					
----------------------------	--	--	--	--	--

Professional Development	Provide opportunities for parent education. Developing culturally responsive practices - workshops and whole staff meetings.				
---------------------------------	---	--	--	--	--

Resourcing	Hospitality costs for meetings. Resources for pre school group.				
-------------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:		
Colour key:	 Achieved and Completed	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern			

Strategic Goal 5: To develop outdoor resources that enhance the holistic development of students





Annual Goal 1. To develop a proposal for a 10 year development plan for the school's outdoor environment which supports the pedagogy of innovative learning practice

	Key Milestones	Completion Date	May	Aug	Nov
Key Actions / Workstream	Term 1 send out survey to consult with student, parents and community in regards to how they would see the holistic development of their child through the school outdoor environment.				
	Present results to leadership to make decision on which proposals to work on.				
	Develop a 10 year development proposal in consultation with local experts, e.g. landscape designer.				
	Involve students in the development of the proposal.				
	Finalise a 10 year development plan for the school's outdoor environment and present to board.				
	Once the 10 year plan is finalized build a school pizza oven.				
	Connect with local experts, source materials and resources, and establish a working group to create the school pizza oven				

Student Achievement	NA				
----------------------------	----	--	--	--	--

Professional Development	Guidance from local experts, families, school caretaker, community. Sourced when needed.				
---------------------------------	--	--	--	--	--

Resourcing					
-------------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:			Key Risks:	
Colour key:	 Achieved Completed	and	 On Track	 Scoping to be done / slow progress	 Issues with resourcing/concern	





Strategic Goal 5 . To develop outdoor resources that enhance the holistic development of students
Annual Goal 2 Strengthen the school environment group and explore the possibility of developing a community garden.

	Key Milestones	Completion Date	May	Aug	Nov
	Term 1: Create a school environment group of interested students, teachers and parent helpers.				
	Organize and oversee students in maintenance of worm farm and composting processes.				
	Visit other schools that are running successful community gardens (Garden to plate) and use information to formulate a plan.				
	Develop the concept of garden to table with school staff and students.				
Key Actions / Workstream	Organise team gardens with teachers and students taking responsibility for garden maintenance and growth.				
	Meet with Pasifika and Maori whanau groups to discuss possibility of a community garden				
	Develop a proposal for community gardens for the board.				

Student Achievement					
---------------------	--	--	--	--	--

Professional Development					
--------------------------	--	--	--	--	--

Resourcing					
-------------------	--	--	--	--	--

Key Highlights during this period:		Key Issues Needing To Be Addressed:		Key Risks:	
Colour key:		Achieved Completed	and		On Track
					Scoping to be done / slow progress
					Issues with resourcing/concern

2016 Student Achievement Targets