

2019 School Charter and Strategic Plan



for

St Joseph's Catholic School Pukekohe 1497

2019 - 2021

Principal's endorsement: U M Hall
Board of Trustees' endorsement: Adopted at BOT Meeting: 20 February 2019
Submission Date to Ministry of Education: By 1 March 2019

Excellent Education befitting our Catholic Character

“To be in right relationship with God, with ourselves and others, and with creation.”



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



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



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

TRINITY:

Matua, Tamaiti, Wairua Tapu

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

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.

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

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.

School Values

**To Love - Aroha
To Learn - Ako
To Lead - Arahi
To be Loyal - Piripono
For Life - Ora**



To God Our Best and Greatest

As followers of Jesus Christ, St Joseph’s Catholic 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.

FAITH:

Building on the charism of our founding order, the Sisters of Our Lady of the Missions (RNDM), we apply the teachings of the Catholic Church and gospel values in living our daily lives.

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.

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

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.



Equity, through fairness and social justice
Community and participation for the common good



Ecological sustainability, which involves care for the environment
Integrity, which involves being honest, responsible, and accountable and acting ethically



Respect themselves, others, and human rights

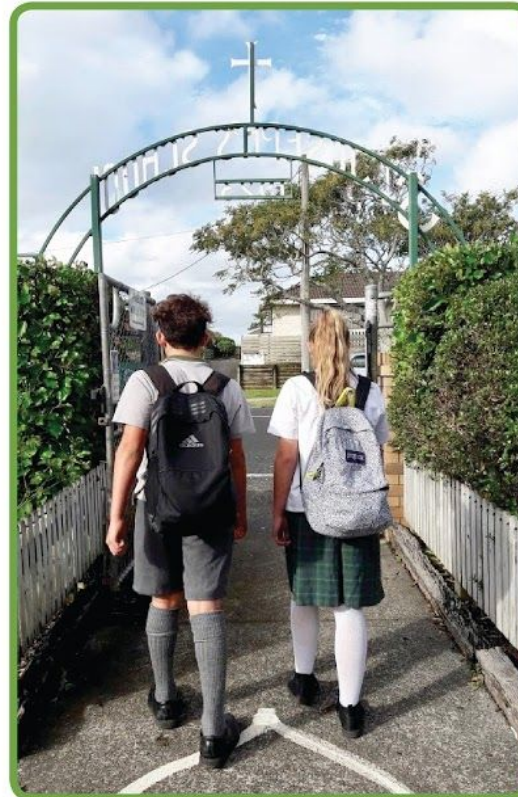


Graduate Profile

Learns by thinking critically, creatively and reflectively

Is respectful of others world views and open to change

Takes responsibility for our environment and cares for our living world



Treats themselves and others with dignity and respect

Understands Catholic beliefs and gospel teachings, and reflects these in daily life

Is adventurous, courageous and willing to take risks

Is conscientious, self assured and confident

<p>SPECIAL CHARACTER STATUS</p>	<p>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.”</p>
<p>MAORI DIMENSIONS AND CULTURAL DIVERSITY</p>	<p>St Joseph’s Catholic School Pukekohe will ensure Tikanga Maori (Maori culture and protocol) is incorporated into the school’s curriculum by:</p> <ol style="list-style-type: none"> 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 bicultural focus. 5. Wherever possible, using the local Maori community as a resource for perspective and resources. 6. To develop a Maori Education Plan in consultation with the community. 7. To continue to upholding the intention of Te Huarahi – a local Pukekohe Schools’ cluster initiative 2015. 8. Appointing a person from the Maori community who will act in an advisory role to the Board of Trustees. 9. Continue to hold regular whanau huis- usually one per term. <p>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.</p> <p>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.</p>
<p>CURRICULUM DELIVERY AND STUDENT ENGAGEMENT</p>	<p>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.</p> <p>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 innovative practice that empowers 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.</p> <p>In delivering a balanced, holistic curriculum we are mindful of the:</p> <ul style="list-style-type: none"> ● Inclusive nature of the special Catholic education we provide. ● Expectations of our local community.

	<ul style="list-style-type: none"> ● 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. ● eLearning opportunities available to students and teachers that enhance learning opportunities in the classroom as they make connections through digital learning environments, to go beyond the classroom sharing their learning through Digital technology platforms such as Seesaw E-Portfolios. ● 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, support 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 learning goals. Assessment for Learning (AfoL) strategies are promoted in all classrooms. Teaching/learning programmes are based on best practice and through the use of Teaching as Inquiry, teachers at St Joseph's School are aware of how effective their teaching/learning programmes are and are able to modify them to best fit their students' needs.</p> <p>- The school is organized into four teaching teams: Year 0-2 (currently four classrooms: 1 x Year 0-1, and 3 x Year 1 & 2 classes; Year 3&4 (four classrooms - all composites); Year 5&6 (four classrooms - all composites), Year 7&8 (three kaitiako in an open learning collaborative flexible learning space).</p> <p>- All teaching teams are led by team leaders who are part of the school leadership team. The Director of Religious Education (DRS), 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 - 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. Policies and Procedures are organised under the National Administration Guidelines (NAGS) and are reviewed on three year rotation 2019-2021.</p>

BASELINE DATA

National Standard Comparative Data 2012-2017

Reading																		
OTJs	At or above						Below						Well Below					
Percentages	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
All Students	80.6	80	82.8	84.2	86	84.7	15.1	17.3	13.3	13.4	11	12.3	4.3	2.7	3.8	2.4	3	3
After 1 year	55.6	65.4	62.8	75.5	75.4	48.8	30.2	30.8	29.4	24.5	24.6	51.2	14.3	3.8	7.8	0	0	NA
After 2 years	88.9	80	80.2	83	91.8	95.2	8.3	18	18.2	13.2	6.1	4.8	2.8	2	1.8	3.8	2	0
After 3 years	84	79.5	89.8	90.4	88.3	88.7	12	15.4	10.2	9.5	2.3	9.1	4	5.1	0	0	9.3	2.3
End of Year 4	89.3	85.7	95.2	85.7	91.8	90.2	10.7	14.3	2.4	12.7	6.1	3.9	0	0	2.4	2	2	5.9
End of Year 5	80.4	90.8	77.3	85.3	85.7	87.6	13	9.1	15.9	9.8	14.3	10.4	6.5	0	6.8	4.9	0	2.1
End of Year 6	87	87.3	89.6	88.1	88.1	83.3	13	10.6	6.9	11.9	7.1	13	0	2.1	3.4	0	4.8	3.7
End of Year 7	84	73.5	85	82.6	82.7	88.9	12	23.5	10	8.7	13.8	2.8	4	2.9	5	8.7	3.4	8.3
End of Year 8	85.4	76.5	86.7	86.4	86.1	89.6	14.6	17.6	10	13.5	9.3	6.9	0	5.9	3.3	0	4.7	3.4

Writing																		
OTJs	At or above						Below						Well Below					
Percentages	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
All Students	77.4	76	77.4	78.3	82	79.5	17.8	21	19.3	19.6	15.1	18.3	4.8	3	3.3	2.1	3	2.2
After 1 year	65.1	70.2	66.7	71.4	73.8	56.1	28.6	25	31.4	31	26.2	43.9	6.3	3.8	1.9	0	0	NA
After 2 years	66.7	61.6	72.2	62.2	85.7	88.9	27.8	38.5	24.1	35.8	14.3	11.1	5.6	0	3.7	1.9	0	0
After 3 years	80	75.6	68	88.1	74.4	77.3	12	18.9	32	9.5	18.6	20.5	8	5.4	0	2.4	7	2.3
End of Year 4	80.3	81	87.8	77.8	89.8	80.3	16.1	19	9.8	20.6	8.2	15.7	3.6	0	2.4	1.6	2	3.9
End of Year 5	76.1	80	77.3	83	85.7	85.4	17.4	16.4	15.9	12.2	10.7	10.4	6.5	3.6	6.8	4.9	3.6	4.2
End of Year 6	87	78.4	89.7	85.7	90.5	75.9	11.1	17	6.9	11.9	7.1	22.2	1.9	4.3	3.4	2.4	2.4	1.9
End of Year 7	80	73.6	77.5	82.6	79.3	80.5	16	23.5	17.5	13	13.8	13.9	4	2.9	5	4.3	6.9	5.6
End of Year 8	85.3	84.3	83.3	81.1	76.8	89.7	9.8	11.8	13.3	18.9	18.6	10.3	4.9	3.9	3.3	0	4.7	0

Maths																		
OTJs	At or above						Below						Well Below					
Percentages	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
All Students	86.3	81.9	83.9	81.2	83.6	84.4	12.4	15.4	14.4	17.4	14.5	13.7	1.3	2.7	1.6	1.3	1.9	1.9
After 1 year	96.8	96.2	88.2	79.6	82	78	3.2	3.8	11.8	20.4	18	22	0	0	0	0	0	NA
After 2 years	86.1	76	77.6	69.8	93.8	93.6	13.9	18	20.7	30.2	6.1	6.3	0	6	1.7	0	0	0
After 3 years	88	87.2	86.9	78.5	81.4	84.1	8	5	13.1	21.4	11.6	13.6	4	5.1	0	0	7	2.3
End of Year 4	85.7	83.3	92.7	80.9	85.7	86.3	14.3	14.3	7.3	19	12.2	9.8	0	2.4	0	0	2	3.9
End of Year 5	75.5	80	86.4	92.7	82.1	83.3	17.4	20	13.6	4.9	16.1	16.7	4.3	0	0	2.4	1.8	0
End of Year 6	87	82.9	82.8	85.7	90.4	77.8	13	17	13.8	14.3	9.5	18.5	0	0	3.4	0	0	3.7
End of Year 7	76	79.4	80	82.6	79.3	83.3	20	17.6	15	10.9	20.7	11.1	4	2.9	5	6.5	0	5.6
End of Year 8	90.2	70.6	76.6	83.7	72.1	86.2	9.8	23.5	20	13.5	23.3	13.8	0	5.9	3.3	2.7	4.7	0

National Curriculum Level Comparative Data 2018

OTJs	Mathematics				Reading				Writing				Number in cohort
2018	Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below	
All Students	44.8%	37.3%	16.1%	1.6%	51.6%	32.1%	13.6%	2.7%	33.8%	46.9%	15.9%	3.4%	372
End of Year 1	34.1%	55.3%	10.6%	0%	12.8%	46.8%	40.4%	0%	8.5%	78.7%	12.8%	0%	47
End of Year 2	22.5%	40.0%	37.5%	0%	70.0%	15%	12.5%	2.5%	12.5%	67.5%	20%	0%	40
End of Year 3	62.5%	26.5%	9.4%	1.6%	71.8%	23.5%	1.6%	3.1%	54.7%	34.4%	10.9%	0%	64
End of Year 4	62.7%	33.3%	4.0%	0%	52.9%	29.4%	11.8%	5.9%	29.4%	55.0%	13.7%	1.9%	51
End of Year 5	42.3%	38.5%	15.4%	3.8%	52%	31.2%	11.5%	5.3%	44.2%	40.4%	11.5%	7.8%	52
End of Year 6	54.4%	30.4%	13.0%	2.2%	54.3%	32.6%	10.9%	2.2%	43.5%	43.5%	8.7%	4.3%	46
End of Year 7	31.7%	39.1%	26.8%	2.4%	53.7%	36.6%	7.3%	2.4%	17.1%	48.8%	24.4%	9.7%	41
End of Year 8	48.4%	35.5%	12.9%	3.2%	45.2%	41.9%	12.9%	0%	35.5%	32.3%	25.8%	6.4%	31

2018 At or above: Maths = 82.1% Reading = 83.7% Writing = 80.7%

National Standards 2015-2017 / Curriculum 2018 Comparative Maori data (% Students achieving At or Above)

Maori Reading					Maori Writing				Maori Maths			
Year	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
All	85.3%	84.3%	83.3%	88.7% (48)	70.7%	78.4%	75.9%	81.7% (48)	75.6	78.4	74.1%	86.0% (48)
1	50%	38%	40%	85.7% (7)	50%	38%	60%	100% (7)	43%	51%	60%	100% (7)
2	100%	100%	85.8%	100% (4)	40%	50%	71.4%	75% (4)	20%	100%	85.7%	100% (4)
3	100%	100%	87.5%	83.3% (6)	67%	50%	62.5%	83.3% (6)	100%	75%	75%	83.3% (6)
4	82%	100%	100%	75% (8)	73%	100%	71.4%	87.5% (8)	82%	100%	85.7%	100% (8)
5	80%	84%	66.7%	85.8% (7)	80%	91%	100%	85.7% (7)	100%	75%	83.3%	85.7% (7)
6	100%	100%	91.6%	80% (5)	100%	100%	70%	80% (5)	80%	100%	50%	80% (5)
7	100%	83%	100%	100% (8)	75%	83%	100%	75% (8)	100%	83%	75%	62.5% (8)
8	100%	100%	80%	100% (3)	100%	75%	60%	66.7% (3)	100%	50%	100%	66.7% (3)

Targets 2018 - Priority Learners

Maori Students Reading

2018 EOY Data: 11.3% (7) of our Maori students are not achieving the expected NZC Level in Reading.

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4

Maori Students Writing

2018 EOY Data: 18.3% (8) of our Maori students are not achieving the expected NZC Level in Writing. Targeted needs are spread across cohorts

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4

Maori Students Maths

2018 EOY Data: 14% (7) of our Maori students are not achieving the expected NZC Level in Maths.

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4

National Standards 2015-2017 / Curriculum 2018 Comparative Pasifika data (% Students achieving At or Above)

Pasifika Reading					Pasifika Writing				Pasifika Maths			
Year	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
All no.	63.3%	65.3%	65.8%	61.2% (76)	64.5%	62.8%	61.9%	65.5% (76)	65.8%	65.4%	71%	65.9% (76)
1	50%	50%	22.2%	16.7% (12)	50%	50%	33.3%	66.6% (12)	75%	71%	66.7%	66.6% (12)
2	55%	66%	86.6%	75% (8)	67%	67%	80%	75% (8)	66%	67%	93.3%	87.5% (8)
3	63%	63%	66.7%	86.6% (15)	76%	75%	66.7%	86.7% (15)	63%	63%	66.7%	80% (15)
4	73%	60%	75%	66.6% (6)	60%	60%	75%	66.7% (6)	60%	60%	62.5%	66.7% (6)
5	78%	75%	76.9%	77.7% (9)	78%	67%	46.2%	77.8% (9)	89%	75%	61.6%	55.5% (9)
6	50%	78%	50%	63.7% (11)	50%	89%	50%	45.5% (11)	50%	77%	60%	54.6% (11)
7	57%	57%	87.5%	66.7% (9)	64%	57%	75%	22.2% (9)	57%	57%	75%	33.3% (9)
8	67%	75%	71.4%	100% (6)	67%	50%	71.4%	83.3% (6)	75%	50%	71.45	83.3% (6)

Targets 2018 - Priority Learners

Pasifika Reading

2018 EOY Data: 38.8% (29) of our Pasifika Students are not achieving the expected NZC Level in Reading. (10 out of 12 are from our Yr 1 cohort, 8 out of 9 are from Yr 7.)

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16

Pasifika Students Writing

2018 EOY Data: 34.5% (26) of our Pasifika Students are not achieving the expected NZC Level in Writing. (7 out of 9 are from our Yr 7 cohort & 6 out of 11 from Yr 6 cohort)

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16

Pasifika Students Maths

2018 EOY Data: 34.1% (26) of our Pasifika students are not achieving the expected NZC Level in Maths. Targeted needs are across all cohorts with the highest number being 6 out of 9 at the end of Year 7, 6 of 11 at the end of Year 6, and 5 out of 9 at the end of Year 5.)

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16

South Auckland Catholic Schools Kahui Ako 2019-2020			
Capability	Engagement	Achievement	Wellbeing
<p><i>“Developing pedagogy in the area of digital technology”</i></p> <p>To grow student and teacher capability through deliberate learning experiences which enhance outcomes for all.</p>	<p><i>“Using effective engagement practises, to improve outcomes for all”</i></p> <p>To develop whole school engagement of students, teachers/staff, whanau, and community to encourage active participation to benefit all stakeholders in their commitment to learning.</p>	<p><i>“Achieving excellence and equity for all in South Auckland Catholic Schools”</i></p> <p>To ensure all students achieve their personal potential and in so doing, wherever possible, attain appropriate National Curriculum Levels.</p>	<p><i>“Strengthening our well being culture, in a inclusive, nurturing faith environment”</i></p> <p>To strengthen the wellbeing of students and teachers for the good of all in an environment of mission and zeal.</p>

St Joseph’s Catholic School, Pukekohe		
Strategic Goals	Core Strategies for Achieving Goals 2019 - 2021	
<p>Goal 1</p> <p>Special Catholic Character</p>	<p>To work with our staff, parents, students and wider community to continue to develop and strengthen our special Catholic Character</p>	<ul style="list-style-type: none"> ● To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators. ● *To enhance collaborative practice and innovative pedagogy in delivering the RE curriculum, which enables deeper learning and promotes students’ critical thinking. ● To continue to strengthen School - Parish partnership through relationships and communication ● *To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in delivery of the RE curriculum and through school events and daily life. ● To promote the affective development of our students; nurturing our mission charism and embedding our school values. ● *To facilitate a genuine and ongoing encounter with Christ. ● To ensure that all teaching staff are working towards Classroom Level accreditation in the teaching of Religious Education and all leadership staff have or are working towards Leadership Level accreditation. ● To ensure the teaching of Religious Education is relevant to the lives of our students and to integrate it within all curriculum areas.
<p>Goal 2</p>	<p>To have teachers work collaboratively to deliver quality</p>	<ul style="list-style-type: none"> ● Supporting staff to improve individualized learning in flexible learning environments (FLEs) by embedding collaborative practice and enabling learner agency ● Strengthen teacher pedagogy and practice supporting school-wide initiatives towards collaborative practice.

Collaborative Practice	education using learning practices which are future focussed, encompass student agency, and reflect teaching as inquiry.	<ul style="list-style-type: none"> • Develop strategies and guidelines that encourage effective collaboration between staff to build cohesion across the school. • Use Teaching as Inquiry to inform teaching practice and include as evidence in appraisal. • Promote Student/Learner Agency: embedding learner agency practices to enable a shift in student achievement in Writing with a focus on strategies to support Maori and Pasifika students. • Promote opportunities for increased levels of Student Agency to promote engagement and positive outcomes. • Through professional development increase teachers' capability to embed collaborative practice both within and outside the classroom • Ensure that priority students i.e. Māori, Pasifika, English Language Learners, students working below standards , students with special needs, and students with low socioeconomic backgrounds, are supported within school wide collaborative practice • Grow parent's understanding of collaborative practice and changes to teaching programmes
Goal 3 Learning with Digital Technologies	To further embed learning with digital technologies as part of best practice.	<ul style="list-style-type: none"> • Build teacher fluencies in teaching Digital Technologies • Implement the new digital technological areas of the Technology Curriculum by 2020. • 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 digital citizens. • To develop a culture of learning with digital technologies anywhere, anytime, anyplace, any pace. • To support school improvement goals with an emphasis on Collaborative Learning Pedagogy and Innovative Learning Environments. • To ensure the school's digital infrastructure allows for maximum use of digital technologies. • To adopt appropriate digital 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.
Goal 4 Raising Student Achievement	To ensure all students achieve their personal potential and in so doing, wherever possible, reach expected curriculum levels.	<ul style="list-style-type: none"> • Build teacher Assessment capability to inform Overall Teacher Judgements against the National Curriculum • To build communication opportunities with our Community/Stakeholders - parents to regularly participate in school learning activities • Work with/alongside Māori whanau and staff to implement an education plan for Māori students at our school so that Māori achieve education success as Māori. • Work with/alongside Pasifika families and staff to continue to develop and implement goals set within the Pasifika Education Plan, growing Pasifika student educational success. • Refine methods of communication with, and reporting to, our community • Develop pedagogical content and the school capability for continuous improvement. • Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of all students. • Strengthen parental engagement in student learning through the development of home school partnership programmes.
Goal 5	To strengthen the wellbeing of students	<ul style="list-style-type: none"> • Develop a school-wide climate and practices that support positive behaviours and reflect our Catholic values • Promote Hauora (spiritual, physical, mental & emotional, social) for all through health and safety practices in a Catholic environment.

Wellbeing

and teachers for the good of all in an environment of mission and zeal.

- Nurture and embed our school values making links to the Catholic virtues they reflect in order for our students to live these in their daily life
- Create a positive and caring learning environment that is encouraging to all.
- Develop/introduce strategies for building resilience in students in order for them to be confident/self assured and capable individuals.
- Continually build on culturally responsive practices and respectful relationships.
- Embedding an environment of Cultural Responsiveness in all aspects of school life
- That teachers meet their professionalism/responsibilities that affect the common good and the effectiveness of the school e.g. professionalism and responsibilities...
- Provide an induction programme that fully supports the growth of our two Provisionally Registered Teachers as they work towards full qualification.
- Consolidate practices that support and nurture students in their transition to and from St Joseph's School at whatever age.
- Provide missionary support within and beyond our school community.
- Responding to the holistic needs of students and providing opportunities for their individual growth.