

# 2020 School Charter and Strategic Plan



for

## St Joseph's Catholic School Pukekohe 1497

### 2020 - 2022

Principal's endorsement: U M Hall
Board of Trustees' endorsement: Adopted at BOT Meeting: 19 February 2020
Submission Date to Ministry of Education: By 1 March 2020

# ***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.

## **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.



### **School Values**

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

### **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><b>SPECIAL CHARACTER STATUS</b></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><b>MAORI DIMENSIONS AND CULTURAL DIVERSITY</b></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"> <li>1. Using Karanga and Powhiri to welcome new students, staff and dignitaries on appropriate special occasions.</li> <li>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.</li> <li>3. Providing opportunities for staff professional development in both Te Reo and Tikanga Maori.</li> <li>4. Teaching the National Catholic Religious Education curriculum throughout the school. This programme has a very clear bicultural focus.</li> <li>5. Wherever possible, using the local Maori community as a resource for perspective and resources.</li> <li>6. To develop a Maori Education Plan in consultation with the community.</li> <li>7. To continue to uphold the intention of Te Huarahi – a local Pukekohe Schools’ cluster initiative 2015.</li> <li>8. Appointing a person from the Maori community who will act in an advisory role to the Board of Trustees.</li> <li>9. Continue to hold regular whanau huis- usually one per term.</li> </ol> <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. We are growing in diversity.</p>
<p><b>CURRICULUM DELIVERY AND STUDENT ENGAGEMENT</b></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 learner agency – to change classroom practice from teacher leadership to student ownership. We want to shift from teacher-directed learning experiences to child centred learning with the student driving their learning and establishing their next steps. We aim to develop best practice that empowers children and that encourage creativity, curiosity and problem solving. In doing this we see that the teacher has more of a facilitative role - asking questions, encouraging communication and collaboration, and providing learning experiences that are relevant to the local curriculum and cultural responsive to the children’s lives.</p> <p>In delivering a balanced, holistic curriculum we are mindful of the:</p> <ul style="list-style-type: none"> <li>● Inclusive nature of the special Catholic education we provide.</li> <li>● Expectations of our local community/stakeholders.</li> </ul>



	<ul style="list-style-type: none"> <li>● Availability of local resources and our connections nationally and globally.</li> <li>● Priorities for student learning.</li> <li>● Interests and talents of our students and the need for them to be involved in developing their learning pathway.</li> <li>● Requirements of the NZ National Curriculum.</li> <li>● Use of Inquiry Learning to support the students' learning process.</li> <li>● Need for staff to be able to interpret curriculum in order to respond to individual needs of students.</li> <li>● Need for students to experience a rich and balanced education.</li> </ul>
<p><b>SCHOOL ORGANISATION - TEACHING PRACTICE</b></p>	<ul style="list-style-type: none"> <li>- 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 being Christ to others, and a positive, caring, Christian environment prevails. This right relationship is seen as having the greatest impact on student learning within the classroom, and on the playground, and in our wider community.</li> <li>- 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 learning areas. Teaching/learning programmes are based on best practice and through the use of teacher 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.</li> <li>- The school is organized into four teaching teams: Year 0-2 (currently four classrooms: 1 x Year 0-1, and 3 x Year 1 &amp; 2 classes; Year 3&amp;4 (four classrooms - all composites); Year 5&amp;6 (four classrooms - all composites), Year 7&amp;8 (three kaitiako in an open learning collaborative flexible learning space).</li> <li>- 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 is the Deputy Principal. This year one of our Team Leaders is acting in the role of SENCo.</li> </ul>
<p><b>REVIEW OF CHARTER - CONSULTATION</b></p>	<ul style="list-style-type: none"> <li>- The review of the charter is undertaken by the Board of Trustees following the Board elections held every three - five years. The consultation process involves seeking input from community stakeholders.</li> <li>- St Joseph's Catholic School uses <u>SchoolDocs</u> Policies and Procedures adapted to our school's needs. These are organised into six sections, which cover the eight National Administration Guidelines (NAGS). Each section is made up of an overarching policy, and the procedures that underpin it. These are reviewed following SchoolDocs 3-Year Review Schedule.</li> </ul>

**BASELINE DATA**

**NZ Curriculum Comparative Data 2012 - 2019**

**2019 At or Above: Maths = 80.5% Reading = 84.4% Writing =72.8%**

	Reading																							
Students	At or above									Below									Well Below					
Percentages	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)
All Students	80.6	80	82.8	84.2	86	84.7	83.7	84.4	15.1	17.3	13.3	13.4	11	12.3	13.6	16.5	4.3	2.7	3.8	2.4	3	3	2.7	3.5
*Ann/EOY1	55.6	65.4	62.8	75.5	75.4	48.8	59.6	67.5	30.2	30.8	29.4	24.5	24.6	51.2	40.4	35	14.3	3.8	7.8	0	0	NA	NA	NA
*Ann/EOY2	88.9	80	80.2	83	91.8	95.2	85	76.2	8.3	18	18.2	13.2	6.1	4.8	12.5	16.7	2.8	2	1.8	3.8	2	0	2.5	7.3
*Ann/EOY3	84	79.5	89.8	90.4	88.3	88.7	95.3	92.3	12	15.4	10.2	9.5	2.3	9.1	1.6	6.5	4	5.1	0	0	9.3	2.3	3.1	2.5
End of Yr 4	89.3	85.7	95.2	85.7	91.8	90.2	82.3	93.6	10.7	14.3	2.4	12.7	6.1	3.9	11.8	3.8	0	0	2.4	2	2	5.9	5.9	3.2
End of Year 5	80.4	90.8	77.3	85.3	85.7	87.6	83.2	87.2	13	9.1	15.9	9.8	14.3	10.4	11.5	8	6.5	0	6.8	4.9	0	2.1	5.3	2
End of Year 6	87	87.3	89.6	88.1	88.1	83.3	86.9	88.3	13	10.6	6.9	11.9	7.1	13	10.9	7.8	0	2.1	3.4	0	4.8	3.7	2.2	3.9
End of Year 7	84	73.5	85	82.6	82.7	88.9	90.3	81.2	12	23.5	10	8.7	13.8	2.8	7.3	10	4	2.9	5	8.7	3.4	8.3	2.4	9
End of Year 8	85.4	76.5	86.7	86.4	86.1	89.6	87.1	82.5	14.6	17.6	10	13.5	9.3	6.9	12.9	17	0	5.9	3.3	0	4.7	3.4	0	0

	Writing																							
Students	At or above									Below									Well Below					
Percentages	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)
All Students	77.4	76	77.4	78.3	82	79.5	80.7	72.8	17.8	21	19.3	19.6	15.1	18.3	15.9	22.9	4.8	3	3.3	2.1	3	2.2	3.4	5.8
*Ann/EOY1	65.1	70.2	66.7	71.4	73.8	56.1	87.2	67.5	28.6	25	31.4	31	26.2	43.9	12.8	32.5	6.3	3.8	1.9	0	0	NA	NA	NA
*Ann/EOY2	66.7	61.6	72.2	62.2	85.7	88.9	80	69	27.8	38.5	24.1	35.8	14.3	11.1	20	28.6	5.6	0	3.7	1.9	0	0	0	2.4

*Ann/EOY3	80	75.6	68	88.1	74.4	77.3	90.1	74.4	12	18.9	32	9.5	18.6	20.5	10.9	20.5	8	5.4	0	2.4	7	2.3	0	5*
End of Year 4	80.3	81	87.8	77.8	89.8	80.3	84.4	82.3	16.1	19	9.8	20.6	8.2	15.7	13.7	11.3	3.6	0	2.4	1.6	2	3.9	1.9	6.5
End of Year 5	76.1	80	77.3	83	85.7	85.4	84.6	70.2	17.4	16.4	15.9	12.2	10.7	10.4	11.5	25.5	6.5	3.6	6.8	4.9	3.6	4.2	7.8	6.4
End of Year 6	87	78.4	89.7	85.7	90.5	75.9	87	80.4	11.1	17	6.9	11.9	7.1	22.2	8.7	15.7	1.9	4.3	3.4	2.4	2.4	1.9	2.2	3.9
End of Year 7	80	73.6	77.5	82.6	79.3	80.5	65.9	68.7	16	23.5	17.5	13	13.8	13.9	24.4	21.9	4	2.9	5	4.3	6.9	5.6	9.7	9.4
End of Year 8	85.3	84.3	83.3	81.1	76.8	89.7	67.8	62.5	9.8	11.8	13.3	18.9	18.6	10.3	25.8	27.5	4.9	3.9	3.3	0	4.7	0	6.4	12.5

Maths																								
Students	At or above								Below								Well Below							
Percentages	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)	2012	2013	2014	2015	2016	2017 (366)	2018 (372)	2019 (353)
All Students	86.3	81.9	83.9	81.2	83.6	84.4	82.3	80.5	12.4	15.4	14.4	17.4	14.5	13.7	16.1	15.6	1.3	2.7	1.6	1.3	1.9	1.9	1.6	3.9
*Ann/EOY1	96.8	96.2	88.2	79.6	82	78	89.4	85	3.2	3.8	11.8	20.4	18	22	10.6	15	0	0	0	0	0	NA	NA	NA
*Ann/EOY2	86.1	76	77.6	69.8	93.8	93.6	62.5	76.2	13.9	18	20.7	30.2	6.1	6.3	37.5	23.8	0	6	1.7	0	0	0	0	0
*Ann/EOY3	88	87.2	86.9	78.5	81.4	84.1	89	84.2	8	5	13.1	21.4	11.6	13.6	9.4	13.2	4	5.1	0	0	7	2.3	1.6	2.6
End of Yr 4	85.7	83.3	92.7	80.9	85.7	86.3	96	87	14.3	14.3	7.3	19	12.2	9.8	4	6.5	0	2.4	0	0	2	3.9	0	6.5
End of Yr 5	75.5	80	86.4	92.7	82.1	83.3	80.8	68.1	17.4	20	13.6	4.9	16.1	16.7	15.4	23.4	4.3	0	0	2.4	1.8	0	3.8	8.5
End of Yr 6	87	82.9	82.8	85.7	90.4	77.8	84.8	80.4	13	17	13.8	14.3	9.5	18.5	13	11.8	0	0	3.4	0	0	3.7	2.2	7.8
End of Yr 7	76	79.4	80	82.6	79.3	83.3	70.8	79.4	20	17.6	15	10.9	20.7	11.1	26.8	8.8	4	2.9	5	6.5	0	5.6	2.4	11.8
End of Yr 8	90.2	70.6	76.6	83.7	72.1	86.2	83.9	67.5	9.8	23.5	20	13.5	23.3	13.8	12.9	22.5	0	5.9	3.3	2.7	4.7	0	3.2	10

*(We now have our eight years of data tracked over time on this table.)  
Annually at the end of Year 6, we lose a group of students to Auckland highschools.  
This affects the roll and achievement data for the following Year 7 cohort.*

**National Curriculum Level YEAR Comparative Data 2019**  
**At or Above: Maths = 80.5% Reading = 84.4% Writing =72.8%**

OTJs	Mathematics				Reading				Writing				Number in cohort
	Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below	
<b>2019</b>	<b>31%</b>	<b>47%</b>	<b>16%</b>	<b>6%</b>	<b>45%</b>	<b>39%</b>	<b>12%</b>	<b>3%</b>	<b>20%</b>	<b>53%</b>	<b>22%</b>	<b>5%</b>	<b>353</b>
End of Year 1	23%	63%	15%	0%	43%	25%	33%	0%	28%	40%	13%	0%	40
End of Year 2	14%	62%	24%	0%	36%	40%	17%	7%	0%	69%	13%	0%	42
End of Year 3	21%	62%	13%	5%	64%	26%	8%	3%	10%	64%	8%	5%	39
End of Year 4	48%	39%	6%	6%	56%	37%	3%	3%	24%	58%	8%	5%	62
End of Year 5	26%	40%	26%	9%	26%	62%	11%	2%	21%	49%	11%	6%	47
End of Year 6	45%	35%	12%	8%	47%	41%	8%	4%	39%	41%	8%	4%	51
End of Year 7	34%	44%	9%	13%	53%	28%	9%	9%	16%	53%	7%	9%	32
End of Year 8	30%	38%	23%	10%	38%	45%	18%	0%	15%	48%	10%	13%	40

**National Standards 2015-2017 / NZ Curriculum 2018-2019 Comparative Maori and Pasifika data (% Students achieving At or Above)**

Year	Maori Reading					Maori Writing					Maori Maths				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
All	85.3%	84.3%	83.3%	88.7% (48)	80% (50)	70.7%	78.4%	75.9%	81.7% (48)	60% (50)	75.6	78.4	74.1%	86.0% (48)	74% (50)
1	50%	38%	40%	85.7% (7)	66.7% (6)	50%	38%	60%	100% (7)	50% (6)	43%	51%	60%	100% (7)	83.4% (6)
2	100%	100%	85.8%	100% (4)	75% (12)	40%	50%	71.4%	75% (4)	75% (12)	20%	100%	85.7%	100% (4)	91.7% (12)
3	100%	100%	87.5%	83.3% (6)	100% (2)	67%	50%	62.5%	83.3% (6)	100% (2)	100%	75%	75%	83.3% (6)	100% (2)



4	82%	100%	100%	75% (8)	85.8% (7)	73%	100%	71.4%	87.5% (8)	71.4% (7)	82%	100%	85.7%	100% (8)	85.7% (7)
5	80%	84%	66.7%	85.8% (7)	100% (6)	80%	91%	100%	85.7% (7)	33% (6)	100%	75%	83.3%	85.7% (7)	50% (6)
6	100%	100%	91.6%	80% (5)	85.7% (7)	100%	100%	70%	80% (5)	71.4% (7)	80%	100%	50%	80% (5)	57.2% (7)
7	100%	83%	100%	100% (8)	75% (4)	75%	83%	100%	75% (8)	50% (4)	100%	83%	75%	62.5% (8)	75% (4)
8	100%	100%	80%	100% (3)	66.7% (6)	100%	75%	60%	66.7% (3)	33.3% (6)	100%	50%	100%	66.7% (3)	50% (6)

Pasifika Reading						Pasifika Writing					Pasifika Maths				
Year	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
All	63.3%	65.3%	65.8%	61.2% (76)	65.5% (84)	64.5%	62.8%	61.9%	65.5% (76)	54.7% (84)	65.8%	65.4%	71%	65.9% (76)	61.9% (84)
1	50%	50%	22.2%	16.7% (12)	50% (14)	50%	50%	33.3%	66.6% (12)	57.2% (14)	75%	71%	66.7%	66.6% (12)	85.7% (14)
2	55%	66%	86.6%	75% (8)	44.4% (9)	67%	67%	80%	75% (8)	33.3% (9)	66%	67%	93.3%	87.5% (8)	55.6% (9)
3	63%	63%	66.7%	86.6% (15)	88.8% (9)	76%	75%	66.7%	86.7% (15)	66.7% (9)	63%	63%	66.7%	80% (15)	66.7% (9)
4	73%	60%	75%	66.6% (6)	93.8% (16)	60%	60%	75%	66.7% (6)	75% (16)	60%	60%	62.5%	66.7% (6)	81.3% (16)
5	78%	75%	76.9%	77.7% (9)	55.5% (9)	78%	67%	46.2%	77.8% (9)	44.4% (9)	89%	75%	61.6%	55.5% (9)	44.4% (9)
6	50%	78%	50%	63.7% (11)	62.5% (8)	50%	89%	50%	45.5% (11)	72.5% (8)	50%	77%	60%	54.6% (11)	50% (8)
7	57%	57%	87.5%	66.7% (9)	62.5% (8)	64%	57%	75%	22.2% (9)	50% (8)	57%	57%	75%	33.3% (9)	50% (8)
8	67%	75%	71.4%	100% (6)	54.5% (11)	67%	50%	71.4%	83.3% (6)	36.4% (11)	75%	50%	71.45	83.3% (6)	36.4 (11)

## **2020 ACHIEVEMENT TARGETS**

### **2020 WRITING GOAL:**

***That 80% of students are achieving in Writing at Level 2 (2019 data: Y2 = 69%, Y3 = 74%)***

*Currently our Y3 and Y4 Maori students are achieving at their expected curriculum level.*

*Overall 80% Year 4 will reach L2p.*

- *We aim to increase our Pasifika achievement by one (11% of this cohort - two others have identified learning needs).*

*Overall 80% Year 3 will reach L2b.*

- *Only 4 of 11 Pasifika students are at their expected curriculum level. So we aim to increase our Year 3 Pasifika achievement by 4 (36% of this cohort).*

***That 80% of students are achieving in Writing at Level 4 (2019 data = 69%)***

*Overall 80% Year 8 will reach L4p.*

- *We aim to increase our Maori achievement in Year 8 by 1 (25% of this cohort), and Pasifika achievement by 2 (25% of this cohort).*

*Overall 80% Year 7 will reach L4b.*

- *We aim to increase our Maori achievement in Year 7 by 1 (20% of this cohort), and Pasifika achievement by 2 (25% of this cohort).*

*N.B Percentages outcomes are affected in Years 7&8 by the small cohort - the movement of one child makes a bigger difference.*

### **2020 MATHEMATICS GOAL:**

***That 80% of students are achieving in Mathematics at Level 3 (2019 data: Y4 = 87%, Y5 = 68%)***

*Overall 85% Year 5 will reach L3b, maintaining the achievement levels as the cohort moves into a new curriculum level i.e. Level 2 to Level 3 NZC.*

*Overall 80% Year 6 will reach L3p*

- *We aim to increase our Maori achievement in Year 6 by 2 (33% of this group).*
- *We aim to increase our Pasifika achievement in Year 6 by 2 (29% of this group).*

### South Auckland Catholic Schools Kahui Ako 2019-2020

#### Achievement

*“Achieving excellence and equity for all in South Auckland Catholic Schools”*

To ensure all students achieve their personal potential and in so doing, wherever possible, attain appropriate National Curriculum Levels.

#### Capability

#### Engagement

#### Wellbeing

*“Developing pedagogy in the area of digital technology”*

By December 2020 our teachers are ready and equipped to deliver the digital technology strand of the Technology Curriculum. Digital Technology will support the delivery of the wider school curriculum.

*“Using effective engagement practices, to improve outcomes for all”*

By December 2020 all students, staff and whanau feel valued and have a sense of belonging and purpose.

*“Strengthening our well being culture, in an inclusive, nurturing faith environment”*

By December 2020 we have gauged, can measure and track engagement through the community to deliver best practice across all schools.

### St Joseph’s Catholic School, Pukekohe

#### Strategic Goals

#### Core Strategies for Achieving Goals 2019 - 2022

#### Goal 1 Special Catholic Character

To work with our staff, students, whanau and wider-community to communicate Christ, helping to form Christ in the lives of others.

- To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators. 2020
- To enhance collaborative practice and innovative pedagogy in delivering the RE curriculum, which enables deeper learning and promotes students’ critical thinking. 2021
- To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in the delivery of the RE curriculum and through school events and daily life. 2019
- To promote “affective development” of our students; nurturing our mission charism and embedding our school values. 2021
- To facilitate a genuine and ongoing encounter with Christ. 2019, 2020

#### Goal 2 Raising Student Achievement

To ensure all students achieve their personal potential and in so doing, wherever possible,

- Build teacher Assessment capability to inform Overall Teacher Judgements against the National Curriculum 2019
- Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of all students. 2019
- To raise student achievement through enhanced teacher practice through...
  - Mathematics 2020
  - Writing 2019

	reach expected curriculum levels.	<ul style="list-style-type: none"> <li>o Collaborative planning and practice 2020-2022</li> <li>● To develop learner agency practices to enable a shift in student achievement with a focus on strategies to support/engage Maori and Pasifika students. 2020</li> <li>● To develop a school-wide pedagogy that includes deliberate, explicit acts of teaching as part of best teacher practice</li> </ul>
<b>Goal 3</b> <b>Collaborative Practice</b>	To embed collaborative practice school-wide to enhance the delivery of quality education which is future-focussed, encompasses student agency, and reflects teaching as inquiry.	<ul style="list-style-type: none"> <li>● Strengthen teacher pedagogy and teaching practice to support the embedding of the school-wide initiative towards collaborative practice. 2020- 2022</li> <li>● Use Teaching as Inquiry to inform and strengthen collaborative teaching practices and include as evidence in appraisal. -</li> <li>● To provide opportunities to educate and inform parents around the pedagogy of collaborative teaching and learning practices 2020- 2022</li> <li>● Strengthen school-wide collaborative practices 2020-2022</li> <li>● To work alongside the External Project Team, Staff and all other stakeholders in the establishment of our new building. 2020</li> </ul>
<b>Goal 4</b> <b>Digital Technologies</b>	To use digital technologies to enhance learning.	<ul style="list-style-type: none"> <li>● Build teacher fluencies in teaching the Digital Technology Curriculum 2020</li> <li>● Implement the new digital technological areas of the Technology Curriculum by 2020. 2019</li> <li>● To incorporate new technologies and approaches to learning in order to support students to be successful, safe digital citizens. 2019</li> <li>● To support students to be safe digital citizens.2020</li> <li>● To develop a culture of learning with digital technologies to create ubiquitous learning.2022</li> <li>● 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. 2021</li> <li>● To establish a student-led ethos whereby new technologies and knowledge is shared - ako. 2021</li> <li>● To promote and display students learning and competency in Digital Technologies 2021</li> <li>● To further engage parents digitally with their children's learning. Ongoing</li> <li>● Use digital technologies to help engage Priority Learners - Māori and Pasifika students, students with special education needs, and students who are currently underachieving. Ongoing</li> </ul>
<b>Goal 5</b> <b>Wellbeing</b>	Strengthening our wellbeing culture, in an inclusive, nurturing faith environment	<ul style="list-style-type: none"> <li>● Develop a school-wide climate and practices that support positive behaviours and reflect our Catholic values 2019</li> <li>● Embedding an environment of Cultural Responsiveness in all aspects of school life. Ongoing</li> <li>● That teachers uphold their professionalism/responsibilities that affect the common good and the effectiveness of the school as an organisation. Ongoing</li> <li>● Implement Peer Appraisal Sessions that strengthen capabilities in order to effectively reflect on teacher practice. 2020</li> <li>● Provide an induction programme that fully supports the growth of our Provisionally Registered Teachers as they work towards full qualification. 2019/2020</li> <li>● Consolidate practices that support and nurture students in their transition to and from St Joseph's School at whatever age.</li> <li>● To develop a culture within YO-2 to promote responsibility and readiness for learning. 2020</li> </ul>