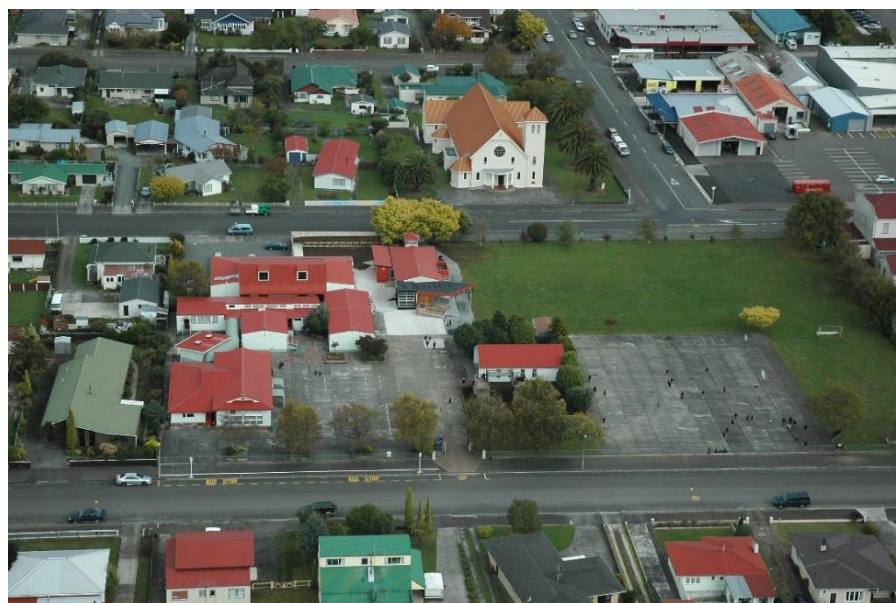


ST JOSEPH'S SCHOOL DANNEVIRKE

'Nurturing Spirits, Encouraging Excellence' AMDG



2019 ANNUAL REPORT



Principal's endorsement:

Board of Trustees endorsement:

Submission date to Ministry of Education: 1 March 2020

Megan Seatter

PRINCIPAL'S & CHAIRPERSON'S COMMENTS

We have great pleasure in publishing the 2019 Annual Report for St Joseph's School.

St Joseph's School is a school of focused teachers who are passionate about children's learning and committed to self-reflection and professional development as a means of becoming more effective classroom practitioners so that every child is empowered to become a life-long learner.

The Board of Trustees is committed to providing the best possible learning environment through a well- resourced school, for children to grow and develop as faith filled people and life- long learners.

We are confident that together, Board and Staff will meet our strategic aims through our careful target setting and provision of support for children's individual learning needs.

KiwiSport Funding: In 2019, the school again utilized the KiwiSport funding to help subsidize the cost of expert Swim Skills Instructors. They were employed over the summer season to help students develop in their skills in swimming. We particularly targeted students who lacked confidence and ability in the water for specialist instruction. At the end of this time, there was a marked improvement in students' swimming skills, especially those who had initially lacked confidence. The decision was made to use the KiwiSport funding in this area of Physical Education, because of the school's commitment to helping our students grow into adults who are safe in and around water.

PERSONNEL

BOARD OF TRUSTEES

2019 was an election year for the Board of Trustees. A parent rep and a proprietor's rep resigned from the Board and we had enough interest to hold an election. The Board members for the remainder of 2019 were:

Chairperson: Ellen Gray

Deputy Chairperson: Glen Higginson

Principal: Megan Seatter

Proprietor's Appointees: Vaughan Barrow, Eleanor Roberts, Jo Liddle

Staff Rep: Rae Larsen

Parent Reps: Tony Fairweather and Sarah Heald

STAFF

At the start of the year the roll stood at 125 children, 22 children were enrolled on the first day of 2019. The school started the year in 5 classrooms with 4 permanent teaching positions and 1 fixed term position. One permanent teacher was on maternity leave and this roll was filled by a fixed term, job share. The school opened for the school year on Monday 4th February, 2019 with the following staff:

Principal: Megan Seatter

Yr 0 - 1: Rae Larsen (Scale A, SENCO, Assistant Principal junior school)

Yr 2 – 3: Lindy Haliburton (Scale A) - fixed term as unable to secure a tagged Catholic teacher.

Yr 3 – 4: Jo Blyth (Scale A) & Sarah Newell (Scale A) – job share position (maternity leave)

Yr 4 – 6: Helen Collier (Scale A, DRS, Assistant Principal senior school)

Yr 6 - 8: Rachel Southgate (Scale A)

School Secretary and Accounts Manager: Sheryl Berry

Librarian and Teacher Aide: Jo Phillips,

Teacher Aides: Robyn Hargreaves (ORS funded child) & Kathy Barrow (REAP assisted reading programme tutor)

Reading Specialist Teacher: Shona Worsley

Cleaner / Caretaker: Phil Williams

With a continued increase in roll another classroom was opened at the start of term 2. Sarah Newell (3 days) and Toni Trent (2 days) taught year 1 and 2 students. This meant a reshuffle of students throughout the school. Jo Blyth continued full time at year 3 & 4. At the end of the year, the staffing was as follows:

Principal: Megan Seatter

Yr 0 -1: Rae Larsen (Scale A, SENCO, Assistant Principal junior school)

Yr 2 – 3: Lindy Haliburton (Scale A) - fixed term as unable to secure a tagged Catholic teacher.

Yr 3 – 4: Jo Blyth (Scale A – maternity leave)

Yr 5 – 6: Helen Collier (Scale A, DRS, Assistant Principal senior school)

Yr 6 - 8: Rachel Southgate (Scale A)

School Secretary and Accounts Manager: Sheryl Berry

Librarian and Teacher Aide: Jo Phillips,

Teacher Aides: Robyn Hargreaves (ORS funded child) & Kathy Barrow (REAP assisted reading programme tutor)

Reading Specialist Teacher: Shona Worsley

Cleaner / Caretaker: Phil Williams

The roll of the school on the last day of 2019 was 140. This was 23 more students as at the same time last year.

ST JOSEPH'S SCHOOL DANNEVIRKE

'Nurturing Spirits, Encouraging Excellence' AMDG

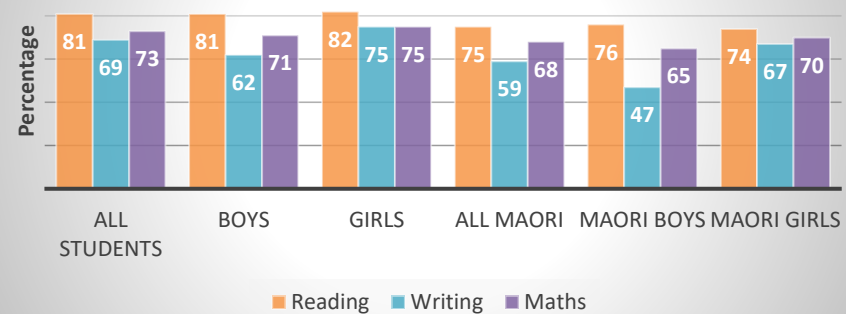


End of Year Data 2019

Summary of Achievement: 2019

Achievement At or Above the Expected New Zealand Curriculum Level by Percentage			
	2019	2018	2017
Reading	81%	77%	79%
Writing	69%	67%	81%
Maths	73%	69%	77%

At / Above Expectations 2019



REFLECTIONS AND ANALYSIS FOR 2019

- While our roll currently sits at 140 students, data for 1 ORS funded student has not been included in this data, neither has data for 15 new entrant students who are yet to complete their first year at primary school.
- Of these 15 new entrant students 3 have been identified as having learning needs and will be recorded as priority learners in 2020. 1 has already been allocated teacher aide support for speech language and will be included on the RTLB role in 2020.
- Of those students who are below expectation, 21 are below or well below in reading, writing and maths. 9 of these students are Maori and 10 are new to St Joseph's School in 2019. These students, and their progress has been closely monitored using our Priority Learners systems.

NEW ENROLMENTS

- 26 students have been enrolled across the school during the year (i.e. not new entrants)
- 1 student whose data is included has only had 3 weeks at school in New Zealand and English is their second language. ESOL funding will be applied for in 2020 when the first round opens.

Learning Area	All New Students Below Expectation		New Maori Students Below Expectation	
Reading	11 / 26	42%	8 / 7	71%
Writing	10 / 26	38%	7 / 7	100%
Maths	11 / 26	42%	7 / 7	100%

- All students who were identified as having learning needs were added to the priority learners register following initial assessments at the start of the year. Support has been provided for all of these students.

ATTENDANCE

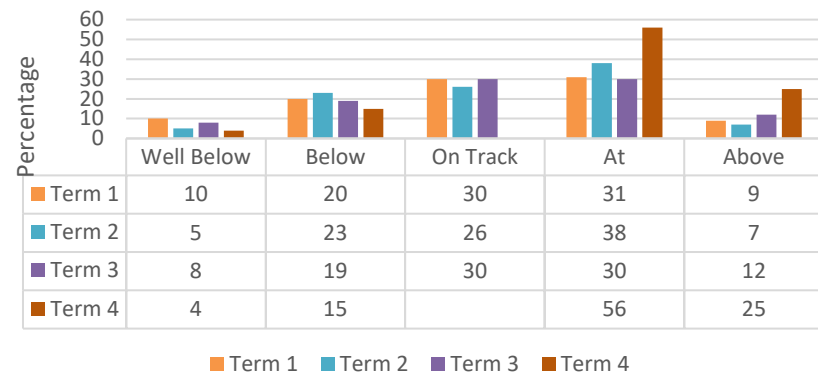
- While attendance has been a focus for 2019, we have seen little improvement overall. Information regarding attendance rates has been put in newsletters, interviews and reports provided individual attendance information to parents & caregivers not only as percentages but as number of days present. Records are now kept on eTAP as to the reason why students are away from school if they are unjustified. Letters were sent home at the end of term 3 for those students whose attendance had dropped under 90%. Medical certificates are required after 3 days of absence. This will continue in 2020.
- Teachers have continued to monitor attendance of individual students of concern using the student management system to look for trends and patterns.
- Attendance will need to be a focus again for 2020. Letters will be sent home as soon as attendance drops under 90%. Certificates will be awarded to those with 100% attendance at the end of terms and year.
- School wide attendance currently sits at 91%.
- 30 / 140, 21% have attendance 89% or less. This equates to 21 full days away from school and is considered to be unsatisfactory attendance within school policy.
- 69 / 140, 50% have attendance between 90% – 95%. (95% equates to 10 full days absence for the year).
- 71% of our students have 95% or less attendance.
- While some students have 100% for a term, not one student has 100% attendance this year.
-

Attendance (89% or less)								
Learning Area	Unsat Att / All Students Below Expectation		Maori Students, Unsat Att / Total Students Unsat Att		Boys Unsat Att / Total Boys below		Girls Unsat Att / Total Girls Below	
Reading	11 / 23	48%	5/11	45%	6 / 10	60%	5 / 13	38%
Writing	18 / 40	45%	8/18	44%	11/22	50%	6/18	33%
Maths	13 / 33	39%	4/13	31%	8 /15	53%	5/18	28%

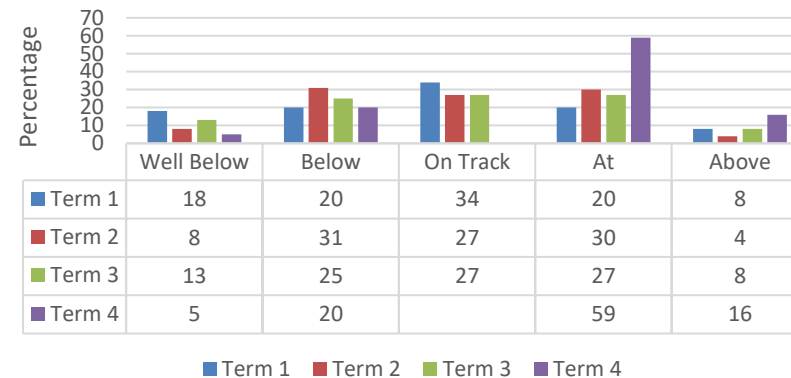
- 18 / 23, 78% of those who are below expectation in Reading have 95% or less attendance.
- 31 / 40, 78% of those who are below expectation in Writing have 95% or less attendance.
- 28 / 33, 85% of those who are below expectation in Maths have 95% or less attendance.
- Absence continues to affect the achievement of our priority learners.

READING

Reading - 2019 - All Students



Reading - 2019 - Maori Students

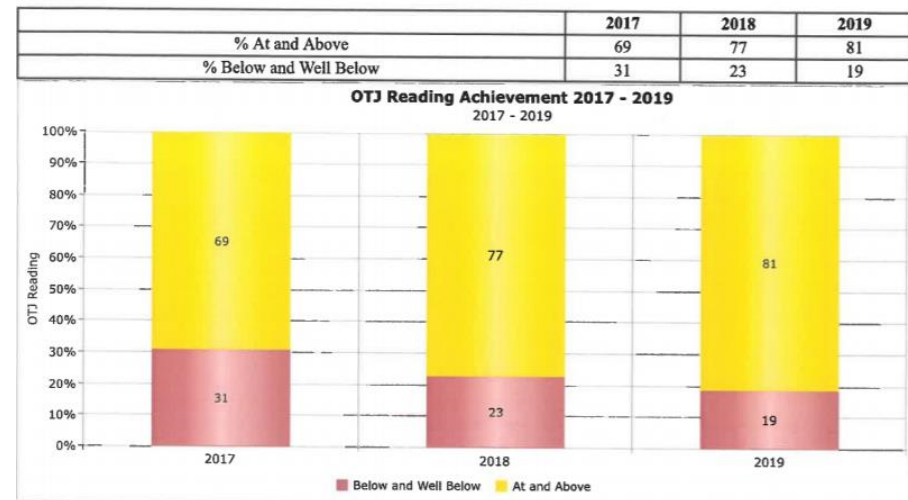


Note: Term 4 data for 'at' looks over inflated in all areas due to the fact that there is no 'on track' option for term 4.

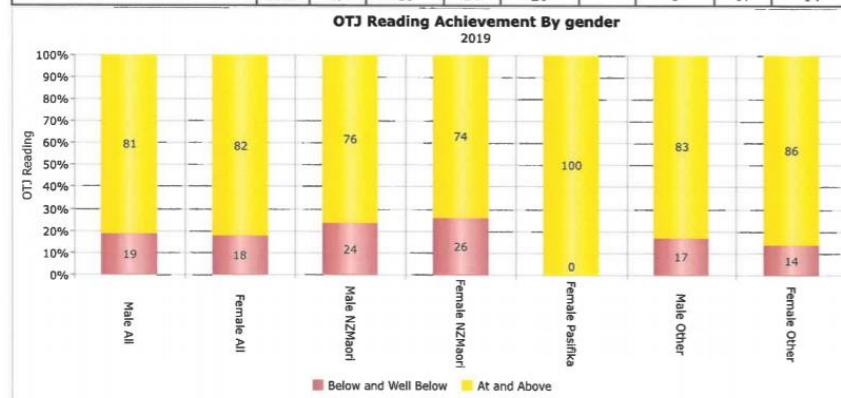
by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above	2017	56	50	82	83	100	71	83	100
	2018	58	63	75	100	73	100	88	85
	2019	100	82	83	81	100	74	70	67
% Below and Well below	2017	44	50	18	17	0	29	17	0
	2018	42	37	25	0	27	0	13	15
	2019	0	18	17	19	0	26	30	33



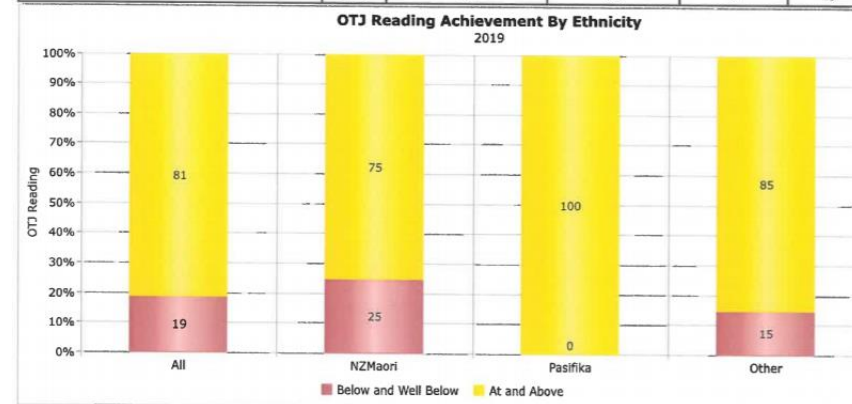
All Students Achievement
OTJ Reading 2017 - 2019



by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2017	65	73	64	61	100	0	65	81
	2018	73	81	59	86	100	0	79	79
	2019	81	82	76	74		100	83	86
% Below and Well below	2017	35	27	36	39	0	100	35	19
	2018	27	19	41	14	0	100	21	21
	2019	19	18	24	26		0	17	14



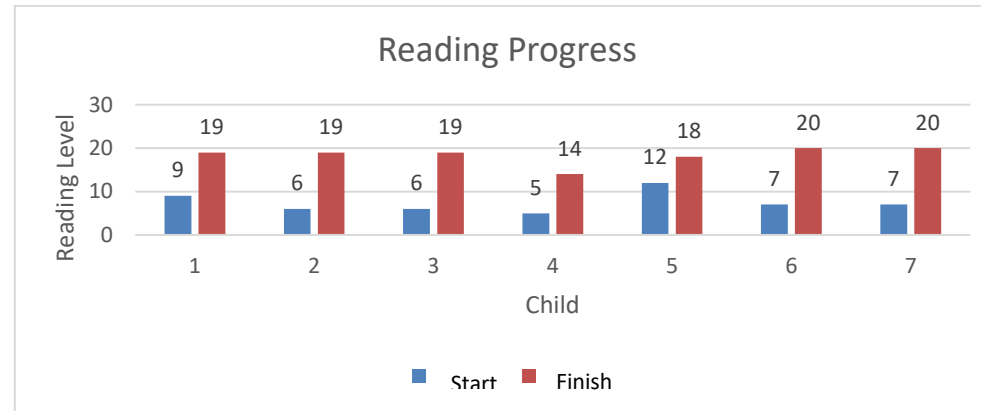
by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2017	69	63	50	73
	2018	77	74	50	79
	2019	81	75	100	85
% Below and Well below	2017	31	38	50	27
	2018	23	26	50	21
	2019	19	25	0	15



- 43% students below expectation in reading started at St Joseph's during the year.
- The number of Maori students below expectations in reading has risen in relation to all students. 6 Maori students were enrolled this year are below expectation and have all received extra assistance.
- Rooms 1 & 2 have shifted focus to decodable texts during the year following an invitation to join a Ministry driven pilot scheme run by Chris Braid. This is proving successful for students who have struggled with making reaching progress. Monitoring of achievement as they move into traditional texts will be completed during 2020.
- Phonics programme has been run 4 times a week with a rotation in the 4 junior rooms. This will continue and begin to show impact in not only reading but writing results in 2020.
- All students who have been identified as below expectation have been on our Priority Learners register and have received extra support along with close monitoring of progress.
- Reading Intervention Programme which has been financed by REAP has shown success within reading results for 24 children during the year. Feedback from staff and students has been positive and we are hoping that funding will again be available for this next year.

SPECIALIST TEACHER READING PROGRAMME

- Shona Worsley has been employed by the BoT in 2019 for 8 hours per week to work with students who are unlikely to make reading progress with normal classroom teaching. She has taken 7 students over the course of the year and has accelerated progress for all.
- Because of the success of the programme we would like to increase the number of hours Shona is employed for next year to 12. We have identified 7 students for next year.
- These students are predominantly from year 2 and 3. They would be expected to shift 5 levels over the course of a year. All students have made accelerated progress, see below.
- A writing component is part of this reading programme.
- Students have become more confident as readers and enjoy sharing their reading skills with me in the office or other classes.

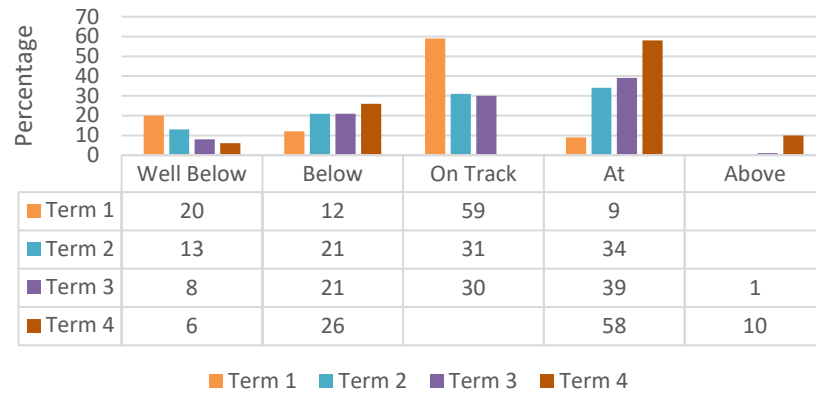


Child	Gender	Attendance	Reading	Writing
1	M	90%	At	B
2	M	96%	At	B
3	M	94%	At	At
4	M	85%	B	B
5	M	80%	B	B
6	F	92%	At	At
7	F	89%	At	At

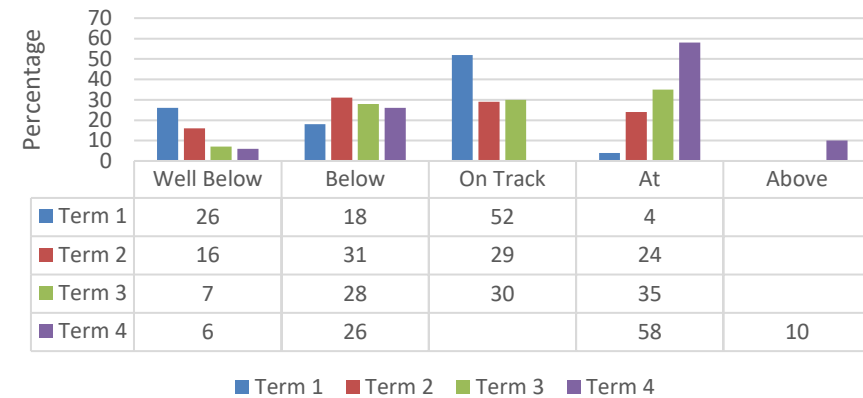
Note: Other students were taken when students on Shona's roll were absent.

WRITING

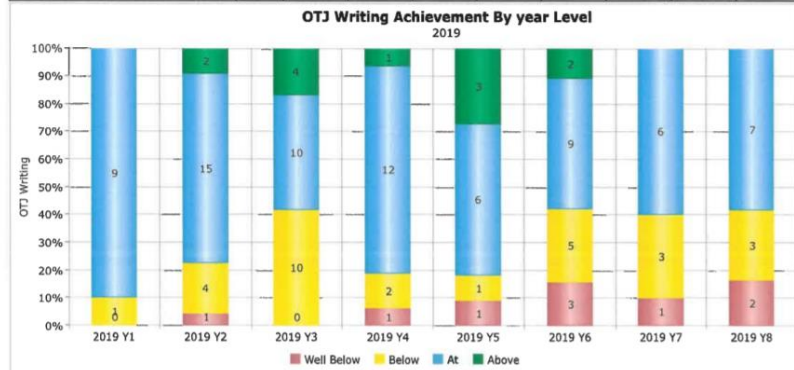
Writing - 2019 - All Students



Writing - 2019 - Maori Students

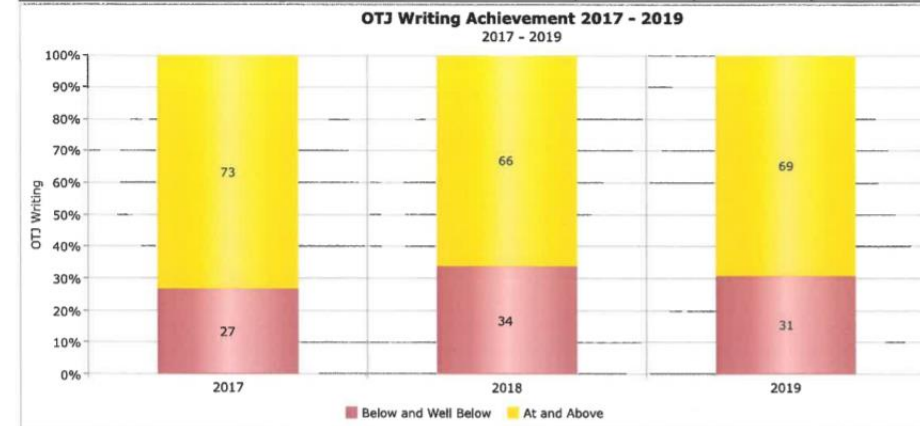


by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above	2017	81	86	82	67	100	86	67	80
	2018	84	74	63	100	60	57	38	23
	2019	90	77	58	81	82	58	60	58
% Below and Well below	2017	19	14	18	33	0	14	33	20
	2018	16	26	38	0	40	43	63	77
	2019	10	23	42	19	18	42	40	42

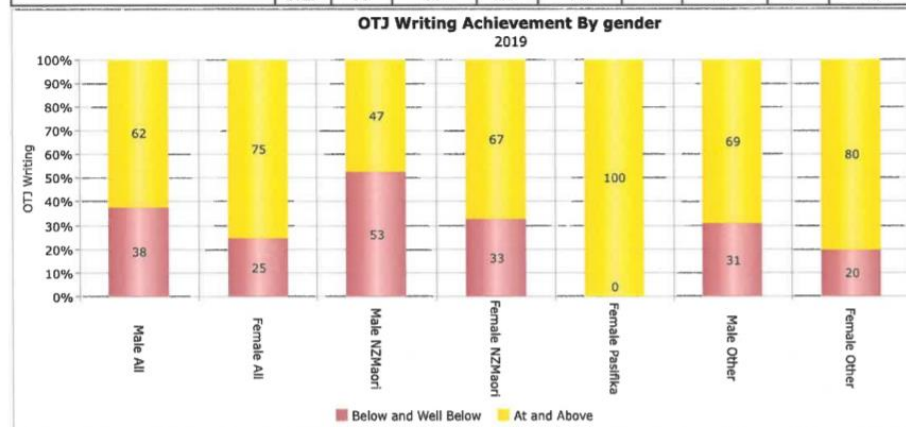


All Students Achievement
OTJ Writing 2017 - 2019

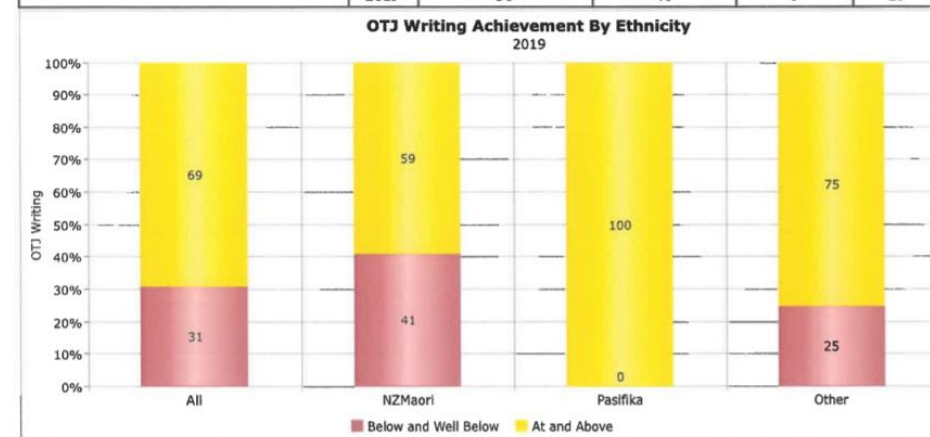
	2017	2018	2019
% At and Above	73	66	69
% Below and Well Below	27	34	31



by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2017	67	78	57	78	0	0	74	81
	2018	53	77	53	68	0	100	55	82
	2019	62	75	47	67		100	69	80
% Below and Well below	2017	33	22	43	22	100	100	26	19
	2018	47	23	47	32	100	0	45	18
	2019	38	25	53	33		0	31	20



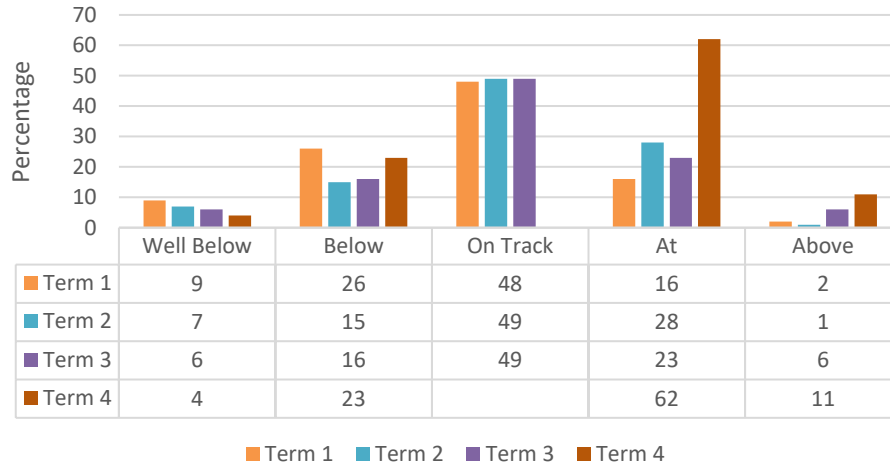
by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2017	73	69	0	78
	2018	66	62	50	69
	2019	69	59	100	75
% Below and Well below	2017	27	31	100	22
	2018	34	38	50	31
	2019	31	41	0	25



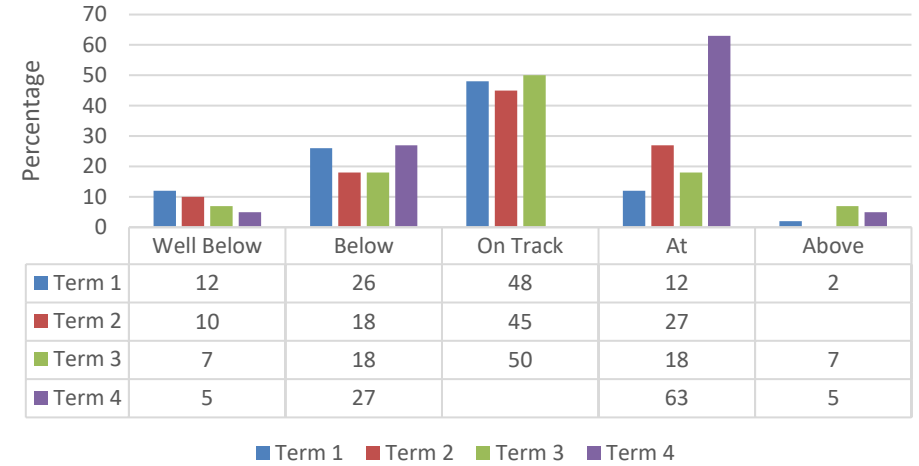
- 28% of those students below expectation in writing are new to St Joseph's in 2019. 55% of these students are in the senior school.
- It was anticipated that with PLD from Chris Braid that an improvement in the level of achievement in writing would be more significant than it is. Feedback from teachers about PLD has been positive in raising teacher capabilities to teach writing successfully. Progress will be monitored closely in 2020.
- Continued phonics programmes and decodable texts will see good progress in the junior school.
- Maori males are a cohort that need to be carefully monitored as 53% are below expectation. Boys require authentic purposes, motivation and a clear audience for writing. Planning needs to ensure that these opportunities are provided for.
- Improved assessment and monitoring procedures including the use of EasTTle (online programme for standardised assessment of writing) monitoring for 2020. We will be using 1 leftover day from Chris Braid PLD this year for training. A writers profile was written on Teachers only day to enable staff to be focussed on the important aspects of writing at their level.
- All teachers will need to focus on providing experiences to enhance vocabulary and improve writing skills. Authentic purposes for writing need to be a focus. PLD in science through Kahui Ako in 2020 should provide a vehicle.

MATHS

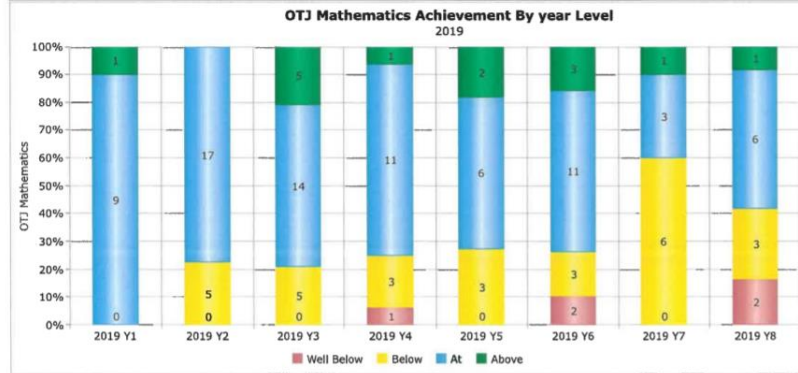
Maths - 2019 - All Students



Maths - 2019 - Maori Students

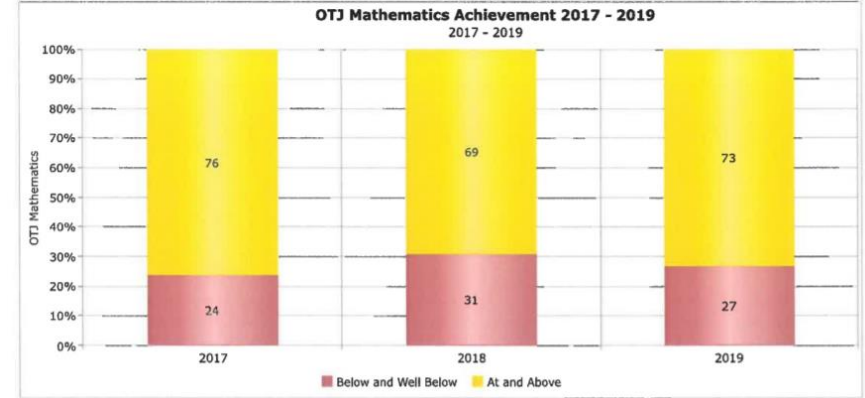


by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above	2017	100	86	64	67	100	71	58	90
	2018	84	89	44	70	53	71	63	54
	2019	100	77	79	75	73	74	40	58
% Below and Well below	2017	0	14	36	33	0	29	42	10
	2018	16	11	56	30	47	29	38	46
	2019	0	23	21	25	27	26	60	42

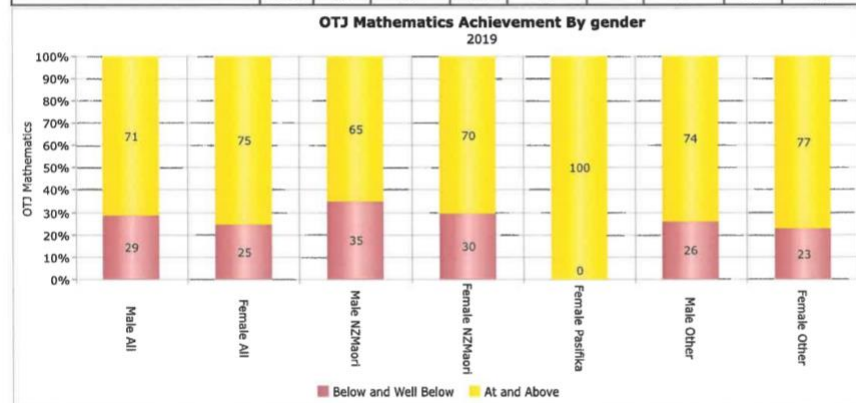


All Students Achievement
OTJ Mathematics 2017 - 2019

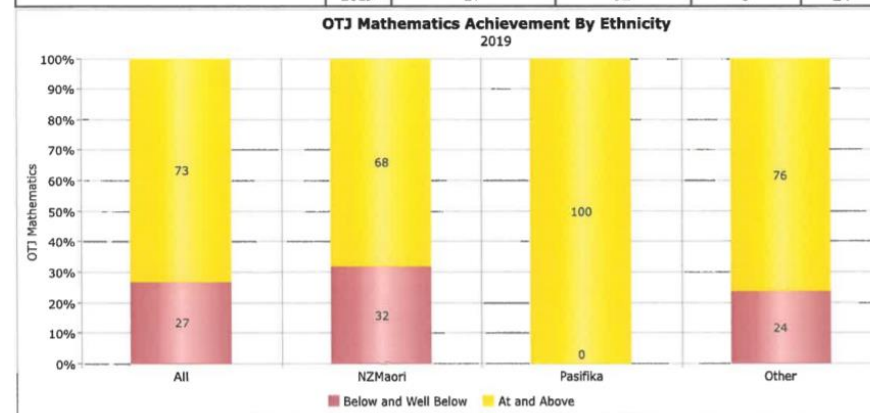
	2017	2018	2019
% At and Above	76	69	73
% Below and Well Below	24	31	27



by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2017	76	76	71	72	0	0	81	81
	2018	71	68	53	59	100	100	79	72
	2019	71	75	65	70		100	74	77
% Below and Well below	2017	24	24	29	28	100	100	19	19
	2018	29	32	47	41	0	0	21	28
	2019	29	25	35	30		0	26	23



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2017	76	72	0	81
	2018	69	56	100	75
	2019	73	68	100	76
% Below and Well below	2017	24	28	100	19
	2018	31	44	0	25
	2019	27	32	0	24



- 30% of the students below expectation in maths are new to St Joseph's in 2019. 60% of these are Maori students.
- A cohort in year 7 need monitoring next year. 60% are below expectation. While they have made progress using PRIME they are still not independent at the expected level.
- Those teachers who are in their second year of teaching PRIME are seeing the benefits of the programme and have made changes to planning, organisation assessment and monitoring. Three staff members are new this year and it has taken some navigating particularly with a shift in classes at the start of term 2.
- Student voice indicates that children are enjoying the programme and finding they are being successful with their learning.
- We have had some PLD through the Kahui Ako in maths this year and rich learning tasks need to be included into maths time to give children opportunities to practice their maths skills and strategies.
- We will continue to monitor progress using PRIME in 2020.
- PRIME requires sound reading skills and 58% of those students below expectation are also below expectation in reading. Teachers have noted that they need to adjust practice particularly for those in the junior school.

PRIORITY LEARNERS

- A priority learner is identified as such following the end of year results from the previous year. Any child who is identified as below or well below expectation is added to the priority learners register for the start of the year. All relevant information is added for the classroom teacher.
- During the year meetings are held twice a term to discuss children's progress and organise extra assistance, whether it is teacher aide time, RIP reading programme, RTLB, specialist teacher support, etc. These children are closely monitored by not only classroom teachers but SENCO (Rae) also.
- Priority Learners are added to the register during the year should there be a concern, after one full term.
A number of students (12) were added to the register this year due to a significant increase in roll.
- Utilising the skills of teachers in classrooms while teacher aides support has been beneficial for our priority learners. We have been putting our most needy with our most qualified which has shown results for learners.
- For 2020, an increase in teacher aide hours would be beneficial so they aren't spread so thinly and teachers can utilise their skills in a more practical way.
- eTAP has been set up this year to allow tracking of sublevels in reading, writing and maths. This will provide more accurate information in showing a shift within sublevels for not only our priority learners but all students for 2020.
-

	Priority Learners / Total Roll	Percentage	Maori PL /PL Roll	Percentage
Reading	45 / 124	36%	17 / 45	38%
Writing	50 / 124	40%	20 / 50	40%
Maths	48 / 124	39%	21 / 48	44%

End of Year Information

	At or Above Expectation / Priority Learners	Percentage of PL At or Above Expectation	Maori Students At or Above Expectation / PL	Percentage of Maori PL At or Above Expectation
Reading	24 / 45	53%	6 / 24	25%
Writing	16 / 50	32%	4/ 16	25%
Maths	18 / 48	38%	10 / 18	55%

- 38 / 69, 55%, priority learners are female.
- 15 Students have had Reading Intervention Programme assistance
- 7 students had specialist teacher reading support.
- All students have had support from either teacher aide or classroom teacher while teacher aide monitors and assists in classrooms.
- 5 students have had RTLB support (Resource Teacher of Learning and Behaviour)
- 2 have had funding for English as a Second Language.
- 2 have had speech language therapist.
- 1 child on in class support which ends at the end of this year.
- 1 ORS funded child.

SPECIFIC TARGETS 2019																																																					
TARGET GROUP	TARGET 2019	PROGRESS																																																			
<u>Accelerating Priority Learners in Reading</u> Baseline data: 26% students from years 1 - 7 (2018) have been identified as working toward expectation at the end of 2018. 38% of these students are Maori and 50% are male.	Our priority learners will show progress in reading and with quality classroom teaching, the specialist teacher employed by BoT and RRIP, we should see a shift in achievement within sub-levels of our school matrix. Individual students will be closely monitored using Priority learners systems.	Shift in Achievement sublevels from term 2 – 4. <table><tr><th colspan="5">All Students</th></tr><tr><th>Progress</th><th>No Sublevel</th><th>1 sublevel</th><th>2 sublevels</th><th>3 sublevels</th></tr><tr><td>%</td><td>18</td><td>41</td><td>34</td><td>7</td></tr><tr><th colspan="5">Maori Students</th></tr><tr><td>%</td><td>33</td><td>33</td><td>33</td><td></td></tr></table> <ul style="list-style-type: none">• All students identified as PL in reading have had extra assistance and been closely monitored using PL systems & procedures.• 53% of PL have met or exceeded expectation.• 38% are of PL in reading are Maori students, 47% male, 53% female• 14% are new to St Joseph’s in 2019 and 83% of these students are Maori.• See Priority Learners & Specialist Reading programme information above.• While our Priority Learners have shown progress, they will continue to be monitored as part of regular school systems.• Board approval has been sort for continued specialist teacher reading with an increase to 12 hours weekly and increased teacher aide time for added in class support.				All Students					Progress	No Sublevel	1 sublevel	2 sublevels	3 sublevels	%	18	41	34	7	Maori Students					%	33	33	33																								
All Students																																																					
Progress	No Sublevel	1 sublevel	2 sublevels	3 sublevels																																																	
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%	33	33	33																																																		
<u>Boys Achievement in Writing</u> Baseline data: Data at the end of 2018 showed that 61% of the students working towards expectation in writing are boys (in year 1 - 7) Of these boys 35% are Maori.	Students will show improvement with their level. Individual students will be monitored and become target students for teaching as inquiry. Writing is our focus area this year with funding for PLD provided by the Ministry for an outside provider, Chris Braid. With extensive time spent on	<table><tr><th colspan="6">All Boys Writing Achievement – Percentage</th></tr><tr><th colspan="6">All Boys</th></tr><tr><th colspan="6">Maori Boys</th></tr><tr><th>Term</th><th>WB</th><th>B</th><th>OT</th><th>AT</th><th>AB</th></tr><tr><td>1</td><td>30</td><td>11</td><td>52</td><td>7</td><td></td></tr><tr><td></td><td>41</td><td>14</td><td>45</td><td></td><td></td></tr><tr><td>2</td><td>18</td><td>26</td><td>26</td><td>30</td><td></td></tr><tr><td></td><td>20</td><td>40</td><td>15</td><td>25</td><td></td></tr></table>				All Boys Writing Achievement – Percentage						All Boys						Maori Boys						Term	WB	B	OT	AT	AB	1	30	11	52	7			41	14	45			2	18	26	26	30			20	40	15	25	
All Boys Writing Achievement – Percentage																																																					
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2	18	26	26	30																																																	
	20	40	15	25																																																	

	pedagogy, practice and programme development as well as writing being a focus for TAI we anticipate a shift in achievement levels.	<table><tr><td>3</td><td>11</td><td>25</td><td>32</td><td>30</td><td>2</td></tr><tr><td></td><td>13</td><td>27</td><td>33</td><td>27</td><td></td></tr><tr><td>4</td><td>10</td><td>29</td><td></td><td>48</td><td>13</td></tr><tr><td></td><td>12</td><td>41</td><td></td><td>41</td><td>6</td></tr></table> <ul style="list-style-type: none">• 38/124 (31%) are below expectation in writing at the end of the year.• 20/52 (38%) of males are below expectation• 9/17 (53%) of Maori males are below expectation.• While the majority of boys have moved 1 – 2 sublevels, 2 boys have only moved within a sublevel. Both students shifted classes during the year. Writing achievement will continue to be monitored for those students as part of the Priority learners systems.• We would have expected a more of an improvement in achievement across the board with PLD in 2019. Changes in pedagogy and practice will continue with the use of decodable texts in the junior school, phonics and handwriting practice. We anticipate writing levels to continue to improve across the school.	3	11	25	32	30	2		13	27	33	27		4	10	29		48	13		12	41		41	6
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<u>Achievement in Writing</u> Baseline data: Data showed at the end of 2018 that we had 64% of students at expectation and only 3% exceeding expectation.	We will see acceleration in students who are at expectation early in the year so more students exceed expectation by the end of 2019	<ul style="list-style-type: none">• 27 students (from years 2 – 8) were identified at the end of term 1 as already meeting expectation.• By the end of term 4:<ul style="list-style-type: none">- 2 students had moved 2 sub levels- 20 students had moved 1 sub level- 5 students had made no progress within sublevels• Of these 5 students 4 had changed classes during the year and 1 has 81% attendance due to ill health.• We have 10% of students achieving above expectation in writing at the end of the year.																								
<u>Curriculum Development</u> Baseline data:	Staff and community will have input into the development and utilisation of a localised curriculum document for St Joseph’s School. Feedback will be sort	<ul style="list-style-type: none">• This target is will remain ongoing as the localised curriculum is not yet completed.• A community survey has provided information for the development of the document.																								

<p>We currently have a school curriculum document which is outdated and current staff and community have had little or no input into.</p> <p>Focus group will be staff.</p>	<p>on the process and value of the document as it is developed.</p>	<ul style="list-style-type: none"> • Vision statement, motto and gospel values have been reviewed by staff and updated to reflect the current community utilising information from the survey. • Target not yet met.
<p><u>Transition to School</u></p> <p>Baseline data:</p> <p>There has been a significant number of new enrolments to St Joseph's School at the start of 2019 as well as a number of new entrants still to start.</p> <p>Focus group will be new students and families who will enter during 2019.</p>	<p>The transition programme, including a special character component, for students entering school is being used effectively to ensure all students and families are confident and comfortable entering school.</p> <p>Surveys with feedback will be used to inform us that the process is working well with students who have entered St Joseph's in 2019, both new entrant and throughout the school.</p>	

Analysis of Variance of Actions Taken to Address Goals

IMPROVEMENT PLAN – DOMAIN 1: CATHOLIC CHARACTER

Strategic Aim 1: All learners are connected to their faith and are fully engaged in faith practices within the school.

Goals (where do we want to be?)	Outcome (desired result end 2019)	Specific Actions (what will we actually do and be accountable for?)	Evaluation & Next Steps
Build a stronger relationship and a sense of community between home, school and parish.	A Catholic Character Self-Review and development on Dimension 2: Growth in Knowledge as part of the 3 year cycle of Self Review is completed and an action plan put into practice.	<ul style="list-style-type: none"> • Undertake Dimension 2 self-review. • Formulate a survey and distribute it to all school families to gather the data you need. Collate the results and devise an action plan based on needs. • Implement the action plan. 	<ul style="list-style-type: none"> • Dimension 2 was timetabled into staff meetings for staff to self-evaluate using the tool before going to the special character committee. • With 4 staff new to teaching in a Catholic School and none being Catholic increasing the knowledge of teachers of RE was seen as a priority. DRS led not only entry and exit meetings for strands but provided information & resources for other events during the year and prayer. • The Special Character committee worked through the tool during monthly meetings and identified strengths and weaknesses. • Principal and DRS to discuss Dimension 2 with Diocesan Education staff to identify gaps with a view to including this in the annual plan for 2020. • Catholic Character committee have begun looking at ways we can use inclusive language that embodies our catholic beliefs, character and theology in policies. We have used the Bishops document and also linked to catholic perspectives using the Myself and Other document -Health and PE. <p>Next steps:</p>

			Review of Dimension 3 – Christian Witness, which has been identified as a possible goal for 2020.
	Learners and community members are assisted to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.	<ul style="list-style-type: none"> • Develop an induction programme for students new to Catholic Schools. • Promote home / school links within the Religious Education programme and use the Bridging document for planning. • Develop opportunities for students and the community to serve others. • Transition meetings to include Special Catholic Character component. • Sacramental programmes to be co-ordinated and parents encouraged to participate. • Review and development of Gospel Values programme. • A.M.D.G to be at the forefront of all that we do. • Promote the use of the 'Formed' website for enriching faith development of the community. • Promote TCI papers to staff and community. 	<ul style="list-style-type: none"> • The year started with a Meet and Greet BBQ as an opportunity to meet teachers and new community members to St Joseph's. (23 enrolments were made in week 1) • A meeting with parents new to St Joseph's was organised to discuss our school routines and organisation, visit the church, discuss powhiri and answer any questions. • An induction programme was developed by DRS to introduce new students to a Catholic school. There was a significant number of new students in years 4 – 8 this year. A secondary school programme from the website Faith Central was used as a model. Strand information has been sent home and also included in the newsletters with information and ideas for parents to use at home to support their children's learning in this area. • Parents, whanau and parishioners were invited to numerous events during the year to build community relationships. Holy week, Grandparents day, All Souls and All Saints Day. • Transitions meetings were re-established with families of students starting during the term following. Visit to the church was included as was information about the RE programme and how to support their children at home. This made people more comfortable about entering the church on the following Sunday for our welcome Mass. Powhiri was also discussed. Timetabling of this meeting was important as we wanted people to feel comfortable attending powhiri and welcome mass.

			<ul style="list-style-type: none"> • Sacramental programme was advertised through the school, with members of the Parish organising this and running it. 10 students completed their First Holy Communion. They found it challenging to find a suitable time and get support from parents. • 8 students were Baptised and Principal was confirmed. • Community members completed questions on our Catholic character as part of a community survey. Information was sort on how best to support them in their faith development and what they would like to know more about to support their children's RE learning. More information about RE strands has been included in the school newsletter following the survey. • Class Masses were more regularly timetabled once we had Priests on a more regular basis. • One staff member completed a TCI Paper. • Gospel Values were reviewed and reworded to be more in line with our current community. • All staff have been involved in DIO Cluster meetings this year including a combined Primary and secondary session on Cultural inclusiveness in our Catholic school and community environments • DRS attended cluster meeting in Term 1. • Principal attended Catholic Principals conference in New Plymouth, as well as Catholic Principals meetings and workshop for Principal's in their first 3 years of principal-ship meetings. • TNTCS Year 1 programme-In school Induction process and ongoing support/ Jane D and Pauline have visited the school to give ongoing advice and support to staff in their first 2 years at a Catholic school.
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			<ul style="list-style-type: none"> • In school PD has been delivered as part of our planned Entry into Strands and Liturgical year events. Survey given to staff using a continuum of what they felt their knowledge was across a wide range of catholic rituals rites and theology. This along with the Strand evaluation sheets and attention to delivering hours across a number of indicators e.g. scripture, theology, RE, Special Character/spirituality have informed the types of Professional readings and other input to support the teachers own knowledge and their abilities to deliver effective delivery of the RE curriculum and catholic character in our classrooms and school • Formed has been mentioned in transition meetings and in school and parish newsletters sent out each week <p>Next steps.</p> <ul style="list-style-type: none"> • Gospel Values programme to be taught by senior leaders in their classes. • Sacramental programme to be reviewed. Investigation about how other school organise programmes to be done along with support from Diocesan Education team. • Look for opportunities for the school to provide service in the community. <p>.</p> <p>.</p>
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IMPROVEMENT PLAN – DOMAIN 2: LEARNING

Strategic Aim 2: To provide a high-quality, student centred education ensuring equity and excellence for all.

Goals (where do we want to be?)	Outcome (desired result end 2019)	Specific Actions (what will we actually do and be accountable for?)	Evaluation & Next Steps
Accelerate student achievement for all students and build capability and capacity in teachers.	Learning programmes are designed to include agentic practices to accelerate achievement for all students with a focus on writing.	<ul style="list-style-type: none"> • PLD with Chris Braid with a writing focus • Professional reading and collaborative conversations. • Investigate the use of Curriculum Progress Tools ie PaCT, LPF • Investigating the reciprocity of reading and writing. • Utilise priority learners systems to monitor achievement. • Attendance to be monitored closely, particularly for priority learners. • In depth analysis of achievement data to inform next steps. 	<ul style="list-style-type: none"> • Professional development sessions with Chris Braid (80 hours MOE funding) included <ul style="list-style-type: none"> - Observations of current practice - Demonstration lessons to meet agreed next steps for development in practice - Staff PLD focus on sentence structure using – using observations and students samples & data. - Teacher only day to build school wide writing matrix for use a teacher tool for monitoring and assessment in writing - Allocated time with teachers individually and in groups to develop and support their won capability in teaching writing including using opportunities in reading to support learning in writing.

	<p>Increased capabilities of teachers to evaluate the effectiveness of their teaching and identify where improvement is needed most, using the teaching as inquiry model.</p>	<ul style="list-style-type: none"> • Each teacher will carry out an inquiry designed to lift student achievement in writing. This will be part of teacher Appraisal. • Enlist the help of an outside provider to support teacher capability. • PLD with Chris Braid • Investigate other avenues of PLD to support inquiry. • Utilise priority learners systems and procedures to closely monitor student achievement. • Effectively and collaboratively analyse data, sharing successes and challenges. 	<ul style="list-style-type: none"> - Using the CODE for planning and teaching spelling alongside phonics programmes being delivered in Years 1 – 4 using Yolanda Sorrel phonics stages. - Provision of resources and tools to support teaching and learning. - Inclusion of structured handwriting programme across school to ensure formation of letters stamina and fluency in writing was developed. - All staff developed their TAI around a writing goal and were rostered onto staff meetings to share how things were going, discuss successes and share challenges. - Observations of writing programme by buddies was also undertaken to support TAI. • Four staff members from the junior school attended a phonics course by Yolanda Sorrel. All junior students have specific phonics teaching daily. • Teachers read Keeping Children Engaged and Achieving in writing. A publication from the Education Review office. This was discussed collaboratively during staff meetings. Teachers also undertook their own professional reading and shared findings with others. • Reading Intervention Programme organised and funded by REAP has started. Teacher aides have been trained in this programme and ongoing support was provided by REAP. Students were identified during priority learners meetings. • Specialist reading teacher is employed 8 hours per week to work with those readers difficult to shift. There is a writing component in this programme.
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			<ul style="list-style-type: none"> • A new priority learners system with twice termly meetings and a tracking register was started this year. Meetings were streamlined over the course of the year to enable focussed discussions. • Teacher aide timetables were reorganised to meet needs following week 8 meetings. Teacher Aides strengths were utilised in certain areas. • Funding was sort and received for ESOL students and TA hours were allocated in support. • Chris Braid also invited New Entrant teacher to join a trial group for a MOE funded initiative using decodable texts. This was also shared with other junior teachers. A workshop was attended and progress has been fantastic, particularly for those readers struggling. A flow on is being seen in writing. • Outside agencies were utilised for those requiring extra support, ie RTLB, Speech Language, CAFS. • Two staff members attended a reading workshop, run by Liz Kane in the holidays. Examples of good practice have been integrated into classroom programmes and discussed with other staff. • Attendance was monitored closely. Reporting systems were changed to highlight those with unsatisfactory attendance. Contact made directly with parents of student below 90% attendance. • Involvement in the Kahui Ako Early childhood to primary transition programme. NE teacher visited early childhood centres, and other new entrant classes. TAI was undertaken and shared during the year at evening meetings.
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			<p>Pedagogy and practice was altered following learning and sharing sessions.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Utilising EasTTle as a standardised assessment tool for writing. Training will be needed. • New staff member to attend workshop by Liz Kane early 2020 to support school wide development of writing. • Look into professional reading to support writing programme & continued sharing of resources. • Continue to monitor attendance.
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IMPROVEMENT PLAN – DOMAIN 3: SYSTEMS & PROCESSES

Strategic Aim 3: To develop the use of effective systems and processes that empower school leaders and teachers to improve learning outcomes for students

Goals (where do we want to be?)	Outcome (desired result end 2019)	Specific Actions (what will we actually do and be accountable for?)	Evaluation & Next Steps
To develop the use of effective systems and procedures that empower school leaders and teachers to improve learning outcomes for students.	Development of a localised St Joseph's curriculum.	<ul style="list-style-type: none"> • Review current Curriculum document. • Consultation with staff, students and community. • Survey community as necessary. • Attend PLD for local curriculum development. • Refine tracking and monitoring practices. • Developing and utilising effective internal evaluation procedures. 	<ul style="list-style-type: none"> • Principal attended workshop on localised curriculum organised by the MOE. Resources were provided to support development. • Resources teachers of Maori visited and provided support on developing the bicultural perspective. • Beginning Principal Mentor and Principal PLG meetings proved to be useful resources and support for discussing the development of the curriculum, how this should look and what should be included. • Community consultation in the form of a survey was undertaken. 42% of the community completed it. Parents were asked about what was important for their children to learn at St Joseph's, must have experiences, and what skills they see as important, amongst other things. This has provided a lot of information to form our curriculum. • Coherent learner pathways documentation was read along with localised curriculum development information from the Kahui Ako website. • Senior leadership team drafted a plan for localised curriculum. Staff PLG time was allocated to review and reword our vision, mission statement and gospel values in response to community survey and our current community. This was shared via newsletter and feedback was sort from the community

			<ul style="list-style-type: none"> • Principal attended a workshop on localised curriculum by Mary Chamberlain at Beginning Principals Hui. • An example of what our localised curriculum could contain, linking it to survey responses, staff responses and the New Zealand curriculum has been drafted. <p>Next steps:</p> <ul style="list-style-type: none"> • Present draft to staff for discussion, particularly around learner dispositions. • Develop symbol, picture to illustrate our curriculum • Review and write individual curriculum statements that sit behind the localised curriculum.
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IMPROVEMENT PLAN – DOMAIN 4: CULTURAL RESPONSIVENESS

Strategic Aim 4: To actively strengthen partnerships for learning through meaningful connections with whanau and families.

Goals (where do we want to be?)	Outcome (desired result end 2018)	Specific Actions (what will we actually do and be accountable for?)	Evaluation & Next Steps
To develop a school with culturally responsive practices that acknowledges the partnership with all whanau, including Māori, in the education of their children.	Development of an educational support network for parents and whanau of children transitioning into primary school, involving Maori whanau, to increase whanau capabilities to support learning.	<ul style="list-style-type: none"> • Participation in ECE transition project as part of Kahui Ako • Transition programme for students new to St Joseph's school • Establishing effective communication practices • Consultation with and feedback from community regarding transition and communication • Information regarding supporting students learning to be shared with whanau 	<ul style="list-style-type: none"> • We held a transition meeting for families new to SJS (and given them the opportunity to ask questions and taken them to the church for a visit. Routines, communication, uniform and our RE programme were discussed as along with protocols for our Powhiri. Meetings have been timetabled for the start of each term. This has proved valuable for parents new to SJS to have their questions answered. It has also put their mind at ease about Powhiri and entering the church. • Parent / Student / Teacher interviews were held in Week 6. 91% of families attended which is fantastic. Parents were informed if their children were on the priority learners roll, information was given to those with identified attendance issues and ways to support learners at home discussed. • Discussion with RTM about how to incorporate culturally responsive pedagogy into localised curriculum development. Including 'place based curriculum' - learning about our local history, myths and legends about our area. • New Entrant teacher scheduled visits with Pre Schools to see children starting at SJS this year. • Parent/student/teacher interviews are scheduled for week 2. This gives parents the opportunity to discuss their child's mid-term report and look at ways to support learning at home.

			<ul style="list-style-type: none"> • Several whanau have been working with our Kapa haka roopu to get them organised for the Tamaki nui a Rua cultural festival. Our roopu performed well and were well presented in their costumes. It has been a great way to involve our Maori whanau in something productive and beneficial for our tamariki. They are keen for this group to continue, perhaps with teaching waiata to the whole school. • New Entrant teacher has continued working on Kahui Ako transition project. Survey of principals has been undertaken by Expert partner, Sally Peters, to inform the write up of the project. We identified alterations to pedagogy and practice to help in transition from early childhood to primary. Rachel has had meetings with Dannevirke High staff regarding transition for our year 8 students attending DHS next year.
	Development of culturally responsive practices at school to ensure equity and excellence for all learners.	<ul style="list-style-type: none"> • Participation in Kahui Ako PLD in culturally responsive practice & pedagogy. • Treaty of Waitangi workshops through Dannevirke High School • Identify current knowledge & skills in culturally responsive practice to develop an improvement plan. • Develop responsive practice for teachers and students i.e. pronunciation, local history, waiata etc • Engage local expertise to provide support. 	<ul style="list-style-type: none"> • Treaty of Waitangi Workshops for all staff. – 2 sessions • We worked with local iwi and whanau to find a Kapa Haka tutor. 2 tutors from Rangitane started with a group of 56 students who participating in Catholic Schools Cultural festival on 19 June in Palmerston North. We were once again let down by tutors and a core group of parents continued with Kapa Haka. A group entered in the non-competitive section of the Tamaki Nui a Rua festival • We also consulted with Keni from Ngati Kahunungu to who provided tikanga and te reo classes for students and support for staff. All be it inconsistently.

			<ul style="list-style-type: none"> • RTM will be assisting us with the development of localised curriculum to ensure culturally responsive practice. • Principal attended a short but very good workshop by Teresa Edwards on Culturally Responsive practice at the Catholic Principals Conference and engaged her to present her sabbatical findings to staff during a PLG session. • A very successful Whanau Roopu Hui to discuss the Kapa Haka group practices, uniforms and ways of fundraising.. • Whanau hui was organised. Discussion on continuation of Kapa Haka group for next year. Responses gathered to question: <ul style="list-style-type: none"> • What aspirations do you have for your children at school? • What support do you need to assist your child / ren in their learning? • What does success look like for you and your child / ren?
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