

ST JOSEPH'S SCHOOL DANNEVIRKE

'Nurturing Spirits, Encouraging Excellence' AMDG



SCHOOL CHARTER STRATEGIC AND ANNUAL PLAN

2020 - 2022



Principal's endorsement:

Board of Trustees' endorsement:

Submission date to Ministry of Education: 1 March 2020

ST. JOSEPH' SCHOOL 2020 - 2022

INTRODUCTORY SECTION - STRATEGIC INTENTIONS

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| Mission Statement | Nurturing Spirits, Encouraging Excellence |
| Vision | We encourage our students to grow in self-worth and self-awareness in their faith journey. We become the best we can be both personally and academically. We follow in the footsteps of Jesus. |
| Motto | A.M.D.G. - Ad Majorem Dei Gloriam (All for the Honour and Glory of God). |
| Gospel Values | <p>Community / Whanau</p> <ul style="list-style-type: none"> We live as part of a faith filled community. We actively participate and serve within our home, school, parish and global community for the good of others. <p>Dignity / Mana</p> <ul style="list-style-type: none"> As people created in the image and likeness of God, we acknowledge and accept the worth / mana of ourselves and others. <p>Faith / Whakapono</p> <ul style="list-style-type: none"> We have a strong belief in God and by other words and actions we invite others to grow in faith. <p>Justice / Tika</p> <ul style="list-style-type: none"> We love others as Jesus Christ / Hehu Karaiti loves us, are inclusive and just, honour the Treaty of Waitangi and work always for the common good. |
| Principles | <p>Our Principles of Learning</p> <ol style="list-style-type: none"> 1. Our learners are at the centre. In recognition that our learners are the core participants, we encourage their active engagement and develop in them an understanding of their own activity as learners. |

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| | <p>2. Learning to learn is integral to the way we teach. We expect teaching that involves agentic student practices and reflection on learning.</p> <p>3. We acknowledge the three articles of the Treaty of Waitangi in all aspects of our curriculum.</p> <p>4. We recognise individual difference and are inclusive. The learning environment is acutely sensitive to the individual difference among the learners in it, including their prior knowledge.</p> <p>5. We teach and expect our students to grow in resilience. We expect hard work and challenge to be part of learning, without excessive overload. Learning from mistakes is a key part of the learning process.</p> <p>6. We assess for learning. We have clear expectations using assessment strategies that are consistent with these expectations. There is a strong emphasis on formative feedback to support learning.</p> <p>7. We actively engage with our community. We promote connectedness with our community through participation, support, feedback and education.</p> |
| Māori Dimensions and Cultural Diversity | <p>To respect the diverse ethnic and cultural heritage of all New Zealanders whilst acknowledging the unique place of Maori which promotes understanding of our bicultural nature.</p> <p>To develop for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture and ensure culturally responsive pedagogy to meet the needs of all learners.</p> <p>To ensure that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for full time students whose parents request it.</p> |
| Special Character | <p>The school is a Roman Catholic School in which the school community through the general school programme and in 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 of Palmerston North. The Proprietor of the school is the Roman Catholic Bishop of the Diocese of Palmerston North.</p> |

BASELINE DATA & SCHOOL CONTEXT 2018

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| Students' Learning | <p>In 2019 we achieved 81% at or above Curriculum Level expectation in Reading (from 77% in 2018)</p> <p>70 % at or above Curriculum Level expectation in Writing (from 67% in 2018)</p> <p>73% at or above Curriculum Level expectation in Mathematics (from 69% in 2018)</p> <p>A significant increase in roll across the school has impacted on achievement levels school wide.</p> |
| Student Engagement | <p>Priorities evidenced through self-review, community consultation and analysis of data are:</p> <ul style="list-style-type: none"> • Early intervention of students with particular needs and a planned partnership between teacher and parents to better meet the student's needs. • Student agency is seen in every class, no matter the age of the students, to enable greater self-direction and autonomy. • Cultural responsiveness visible inside and outside the classroom. |
| School Organisation and Structures | <p>St Joseph's Catholic School is a Decile 5 full primary school with a maximum roll of 160, and a current roll of 136. The school is located on a large property between McPhee St and Allardice St, close to the main street of Dannevirke township.</p> <p>Currently the school is divided into six classrooms: NE/Year 1, Year 1 - 2, Year 2 - 3, Year 4, Year 5-6 and Year 6-8.</p> |
| Review of Charter and Consultation | <p>The current charter and strategic sections were reviewed and revised at the end of 2019.</p> |

STRATEGIC SECTION

| STRATEGIC AIMS | | CORE STRATEGIES FOR ACHIEVING AIMS 2020-2022 |
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| 1 | <p>Our Faith</p> <p>All learners are connected to their faith and are fully engaged in faith practices within the school.</p> | <ul style="list-style-type: none"> • Build a stronger relationship and a sense of community between home, school and parish through responding to the actual faith needs of families. • Use important moments in the life of our children and of the school (school entry, receiving the sacraments, providing service to others, Feast Days etc.) to strengthen faith practices for families and whanau. • Maintain the integrity of Religious Education as a specific curriculum area and utilising the Bridging Document. • Ensure the Catholic worldview is planned for other curriculum areas to support an integration of faith and life |
| 2 | <p>Our Learning</p> <p>To provide a high-quality, student centred education ensuring equity and excellence for all.</p> | <ul style="list-style-type: none"> • Provide a clear, sequential, school-wide pathway for students to grow as independent, life-long learners • To build teacher knowledge and capability in developing student agency. • To build teacher knowledge and capability in using Teacher Inquiry to improve student achievement outcomes. • To involve all teachers in the analysis of student data and to be responsive to what it tells them, for the purpose of improving outcomes for students. • To accelerate the progress of all students with a focus on priority learners. |
| 3 | <p>Our Systems and Procedures</p> <p>To develop the use of effective systems and procedures that empower school leaders and teachers to improve learning outcomes for students.</p> | <ul style="list-style-type: none"> • To review and develop the localised school curriculum in consultation with community, staff and students. • Attend Professional learning & development on localised curriculum. • Refine tracking and monitoring practices. • Developing and utilising effective internal evaluation procedures. |
| 4 | <p>Our Community</p> <p>To actively strengthen partnerships for learning through meaningful connections with whanau and families.</p> | <ul style="list-style-type: none"> • To build culturally responsive practices in the school. |

ANNUAL SCHOOL IMPROVEMENT PLAN 2020 – SUMMARY

| DOMAIN | 3 YEAR STRATEGIC AIM | OUTCOMES FOR 2020 (What exactly?) | SHORT REPORT (Why?) |
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| Catholic Character | All learners are connected to their faith and are fully engaged in faith practices within the school. | <ul style="list-style-type: none"> To strengthen teacher capability and knowledge in relation to delivering the RE programme and prayer as Catholic Educators in order that there is consistent practice across the school. To strengthen the well-being of staff and students for the good of all. | <p>We currently have 4 classrooms with teachers who have 2 years or less experience in teaching in a Catholic School. It is our role to provide support to teachers of prayer and RE to maintain the integrity of our Catholic Character and ensure that teachers have the theological knowledge and skills required.</p> <p>Well being of staff and students is paramount. Staff are working long hours to ensure that children have the best learning environment and are successful. Putting systems in place to ensure a healthy environment and we are addressing what is important is a need.</p> |
| Learning | To provide a high-quality, students centred education ensuring equity and excellence for all. | <ul style="list-style-type: none"> To ensure all students achieve their personal potential and in doing so wherever possible reach expected curriculum levels. Focus on writing. To embed digital technologies curriculum as part of best practice. | <p>This is the next steps area for growth for teachers following PLD in writing in 2019. Student centred learning, assessment and monitoring practices need to be a focus. They have begun the journey and need to continue to develop as a way of improving student outcomes. The school-wide Inquiry process will support and challenge teachers to address and change the areas of their practice that do not support student learning.</p> <p>Data shows that we still have too many students not achieving at expectation who are identified as priority learners. They need to continue to be at the forefront of each teacher's practice and our priority learners systems will help to address their needs.</p> <p>Implementation of the digital technologies curriculum across the school will require professional learning and development.</p> |

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| Systems & Procedures | <p>To develop the use of effective systems and processes that empower school leaders and teachers to improve outcomes for students.</p> | <ul style="list-style-type: none"> • Development of a localised St Joseph's School Curriculum and supporting documentation. • Development of a streamlined purposeful reporting and monitoring system. | <p>Following consultation with the community in 2019 a draft localised curriculum document was developed. Mission statement, vision, motto and gospel values have been reviewed and amended by staff. Learner dispositions are the next step in the process.</p> <p>A need was identified for streamlining curriculum area plans and developing long term plans for curriculum areas across the school. in support of the localised curriculum. All documentation needs to be in usable format.</p> <p>Streamlining our reporting and monitoring systems will ensure they are consistent across the school, assist in developing the home / school partnership and address well-being goals.</p> |
| Cultural Responsiveness | <p>To actively strengthen partnerships for learning through meaningful connections with students, whanau and families.</p> | <ul style="list-style-type: none"> • To deepen our understanding of culturally responsive relationships. | <p>Cultural responsiveness and "actively strengthening partnerships for learning through meaningful consultation with whanau and families" is a focus for the Kahui Ako facilitated by Poutama Pounamu. Taking up opportunities for professional learning in these areas through Kahui Ako initiatives will be a priority in this area.</p> |

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?) | Specific Actions (what will we actually do and be accountable for?) | Responsibility | Timeframe for Review | Reflection/ Evaluation |
|--|--|-----------------------------------|----------------------|------------------------|
| To strengthen teacher capability and knowledge in relation to delivering the RE programme and prayer as Catholic Educators in order that there is consistent practice across the school. | <ul style="list-style-type: none"> • Attend PLD facilitated by the Palmerston North Diocesan Office • Streamlined Strand Entry / Exit meetings. • Integration of RE into Curriculum areas • Develop a robust prayer programme. • Look for opportunities to provide service within the community. • Timetabled observations in classrooms of RE and prayer. • Provide examples of prayer during staff prayer that can be utilised in classrooms. • Modelling of classroom prayer programmes by experienced tagged teachers. • Encourage further theological knowledge with TCI papers • Use of the Bridging document in planning. • Team planning sessions utilising expertise of experienced team leaders. • PLD on structured and useful pre / post formative assessment tasks. • Collaborative analysis of achievement data • Use of previous strand evaluation to inform next steps. • Establish Gospel Values programme to be led by student leaders. | All staff Megan Helen - DRS | 2020- | |

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| <p>To strengthen the well-being of staff and students for the good of all.</p> | <ul style="list-style-type: none"> • Develop an understanding of what well-being is and what effects it at St Joseph's. • Investigate opportunities for retreats. • Challenging staff to ensure their own well-being. • Provide external support where needed. E.g. professional supervision. • Timetable interviews, meetings etc within reasonable hours. • Be selective about adding extra to the timetable. • Prioritising and asking why? • Systems to support teachers of difficult students • Regular well-being check ins. • Actively listening to staff and students. | <p>All staff Megan</p> | <p>2020 -</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?) | Specific Actions (what will we actually do and be accountable for?) | Responsibility | Timeframe for Review | Reflection/Evaluation |
|---|---|--------------------|----------------------|-----------------------|
| To develop student centred learning practices to ensure all students achieve their personal potential and in doing so wherever possible reach expected curriculum levels. Focus on writing. | <ul style="list-style-type: none"> Continued PLD Professional reading and collaborative conversations. Investigate use of EasTTle for writing assessment Focus on learning conversations for student achievement Moderation of writing In depth analysis of achievement data to inform next steps Clarify matrices and use of them by staff and students. Develop the reciprocity between reading and writing e.g. engagement of children with reading at home, visits to the library, Reading Together programme Timetabling of experiences to support learning and improve vocabulary. | All staff Megan | 2020 - | |
| To embed digital technologies curriculum as part of best practice. | <ul style="list-style-type: none"> Familiarise teaching staff with the Digital Technologies Curriculum Participate in online PLD with Mindlab for coding. Utilise the Digital Technologies PLD from MOE website to build teacher capabilities. Incorporate new technologies and approaches to learning in order to support students to be successful, safe digital citizens.. Ensure Digital Technologies infrastructure allows for maximum use of digital technologies. | | 2020 - 2021 | |

IMPROVEMENT PLAN – DOMAIN 3: SYSTEMS AND PROCESSES

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

| Goals (where do we want to be?) | Specific Actions (what will we actually do and be accountable for?) | Responsibility | Timeframe for Review | Reflection/ Evaluation |
|--|--|--------------------|----------------------|------------------------|
| Development of a localised St Joseph's School Curriculum and supporting documentation. | <ul style="list-style-type: none"> • Development of a narrative and graphic to illustrate our localised curriculum • Development of learner dispositions section of curriculum • Attend PLD as necessary. • Write delivery statements for curriculum areas. • Procedures for assessment and monitoring for all curriculum area to be reviewed and refined to ensure they are meaningful and purposeful | All Staff Megan | 2020 | |
| Development of a streamlined purposeful reporting and monitoring system. | <ul style="list-style-type: none"> • Investigate how other schools are reporting to parents • Review current reporting and monitoring systems • Develop home-school partnership link • Review of Etap - recording and reporting to ensure all staff are utilising it efficiently. • Develop a plan for what reporting might look like in the future. • Development of a reporting and monitoring timetable. • Ensure systems are purposeful • Development of effective internal evaluation processes. • Consultation with staff, students and community as necessary. • Develop student driven monitoring systems. | All Staff Megan | 2020 - | |

IMPROVEMENT PLAN – DOMAIN 4: CULTURAL RESPONSIVENESS

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

| Goals (where do we want to be?) | Specific Actions (what will we actually do and be accountable for?) | Responsibility | Timeframe for Review | Reflection/ Evaluation |
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| To deepen our understanding of culturally responsive relationships. | <ul style="list-style-type: none"> Participate in Kahui Ako PLD with Poutama Pounamu Develop and implement an action plan based on PLD. | All Staff Megan Mary - | 2020 - | |

| SPECIFIC TARGETS 2020 | | |
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| TARGET GROUP | TARGET 2020 | PROGRESS |
| <u>Achievement in Reading</u> Baseline data: <ul style="list-style-type: none"> 83% students from years 1 - 7 (2019) have been identified as working at or above expectation at the end of 2019 53% of Maori students are at or above expectation 58% of male students are at or above expectation | Our priority learners will show progress in reading and with quality classroom teaching, the specialist teacher employed by BoT and RIP, we should see a shift in achievement within sub-levels of our school matrix. Individual students will be closely monitored using Priority learners systems. | |
| <u>Achievement in Writing</u> Baseline data: <ul style="list-style-type: none"> 71% of students from years 1 - 7 (2019) have been identified as working at or above expectation at the end of 2019 65% of Maori students are at or above expectation 65% of male students are at or above expectation | Students will show improvement with their level. Individual students will be monitored and become target students for teaching as inquiry. Writing continues to be our focus area this year. time will be spent on pedagogy, practice and programme development as well as writing being a focus for TAI we anticipate a shift in achievement levels. We will also monitor those students who reach expectation early in the year. | |
| <u>Achievement in Maths</u> Baseline data: | We are in our 3rd year of Prime Maths but teaching of Prime and we expect to see students making improvements within their level. Streamlining of monitoring systems and online PLD will support learning and teaching. While not | |

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| <ul style="list-style-type: none"> • 75% of students from years 1 - 7 (2019) have been identified as working at or above expectation at the end of 2019 • 74% of Maori students are at or above expectation • 76% of male students are at or above expectation | <p>part of our strategic plan, maths will continue to be monitored closely.</p> | |
| <p><u>Curriculum Development</u></p> <p>Baseline data:</p> <p>Our localised curriculum is in draft form and work will continue to develop and present it to our community. Supporting documentation requires development as to how we do things at St Joseph's School.</p> | <p>Localised Curriculum document will be completed by the end of the year. Supporting documentation is well underway with the majority of curriculum area delivery plans and long term plans completed.</p> | |
| <p><u>Culturally Responsive Practice</u></p> <p>Baseline data:</p> <p>We have undertaken professional learning through the Kahui Ako in previous years but with the withdrawal of facilitators it has not been effective. New facilitators Poutama Pounamu will work with us to improve teacher capability, develop and implement an action plan</p> | <p>An action plan will be developed, implementation will be underway and teachers and staff will have a better understanding of what culturally responsive practice and pedagogy is and entails.</p> | |

| Key Improvement Strategies to Achieve Strategic | | | |
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| Property | Outcomes | Finance | Outcomes |
| <ul style="list-style-type: none"> Storage shed Internal Painting of Office Block - 10YPP - April 2020 Provision of bark for playground and gardens | | <ul style="list-style-type: none"> Provide funding for Shona 12 hours per week priority learners (Reading) Funding for 12 days release for DRS Funding for increased hours for teacher aides - 19 hours | |
| Personnel | Outcomes | Community Engagement | Outcomes |
| <ul style="list-style-type: none"> Engage in CoL professional development Induct two new teachers into the school and ensure their understanding of school culture (Catholic Character) and teacher development (student agency, teacher improvement through inquiry) | | <ul style="list-style-type: none"> Meet & Greet Barbeque Communication Curriculum consultation Fundraising Events Teacher / Student / Parent Interviews Transition Meetings for New Whanau School / Parish Mass Powhiri & Poroporoaki | |