

# School Charter

## Strategic and Annual Plan for

### St. Joseph's Catholic School Te Kuiti

#### 2017 -2019

St. Joseph's Catholic School is a well established State, integrated primary school.

It caters for students in Years 1-8 from the local town and surrounding rural areas, and is set on spacious site that is well maintained.

The school is placed alongside the Catholic parish of St. George's Te Kuiti.







# St. Joseph's Catholic School Te Kuiti 2017 - 19

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Together we will provide a quality all round education developing valuable contributors to society who reflect the teachings and values of Jesus Christ.
<b>Vision</b>	<div data-bbox="539 488 1290 1069" data-label="Image"> </div> <div data-bbox="1303 488 2036 1069" data-label="Image"> </div> <p data-bbox="539 1098 2036 1222">“For us, the essential purpose of education is to draw out each pupil’s potential, gifts and creativity. The tasks of the Catholic School, its teachers and trustees are that of shaping full human beings who will be able to get the most out of life and who will be able to give the most of life.” Cardinal T.S. Williams May 2000</p>





## **Virtues and Values**

The school is “a privileged means of promoting the formation of the whole person.”

Catholic schools rightly see the development of values and virtues as central to their work in education.

A virtue is a habitual and firm disposition to do good. The practice of virtues give us the strength to do what is right and leads us deeper into the life of Christ.

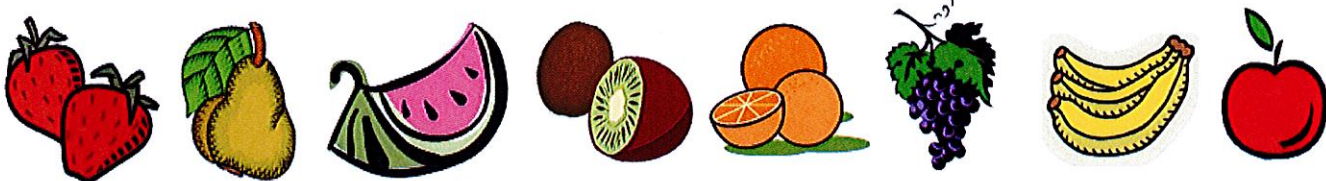
Values are internalised sets of beliefs or principles of behaviour. Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

The Virtues and Values at St. Joseph’s school are embedded in the Catholic Social Teachings that underpin all decision making:

- Valuing all People’s Dignity
- Treating People Equally and Fairly
- Respecting All People
- Valuing the Family and Community
- Taking Part in the Community
- Working for the Good of Everyone
- Caring for the Whole Human Family
- Helping to Protect the Poor and Vulnerable
- Respecting and Caring for the Earth
- Being Responsible for Ourselves.





	<p>These virtues and values find expression and are shown to others as the Fruits of the Holy Spirit - Aroha(Love), Manaaki (Kindness), Hari (Joy), Rangimarie (Peace), Ngawari (Patience), Rangatira (Generosity) Pono (Faithfulness)</p>  <p>The gifts and fruits of the Holy Spirit dispose those who receive them to live a virtuous life (cf CCC 1830-1832)</p>
<p><b>Principles</b></p>	<p>The principles relate to how the curriculum is formalised in a school; they are particularly relevant to the processes of planning prioritising and review.</p> <ul style="list-style-type: none"> <li>• High Expectations - the curriculum empowers all students to learn and achieve personal excellence</li> <li>• Treaty of Waitangi - the curriculum acknowledges bicultural foundation of Aotearoa NZ.</li> <li>• Cultural Diversity - the curriculum reflects awareness of cultural differences.</li> <li>• Inclusion - the curriculum is non-sexist and non-discriminatory.</li> <li>• Learning to Learn - the curriculum encourages all students to reflect on their own learning processes.</li> <li>• Community Engagement - the curriculum connects the learner with families, whanau and communities.</li> <li>• Coherence - the curriculum makes links within and across learning areas.</li> <li>• Future Focus - the curriculum encourages students to look to the future.</li> </ul> <p>(NZ curriculum pg 9)</p>





**Māori Dimensions  
and Cultural  
Diversity**

St. Joseph's Te Kuiti has an ethnic grouping of

Maori 19%, Pasifika 7%, NZ European 63%, Other 11%

Maori 20/103, Pasifika 7/103, NZ European 65/103, Other 11/103

St. Joseph's school supports 'Ka Hikitia Accelerating Success' focus areas, to ensure  
Māori enjoy and achieve education success as Māori.

We will

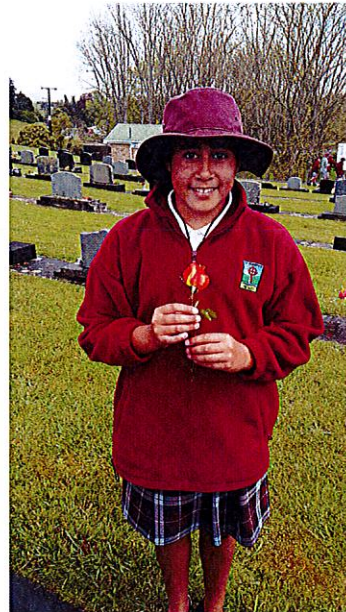
- Provide access to high quality Māori language ensuring that all reasonable steps will be taken to provide instruction in tikanga Māori and te reo Māori.
- Use the guidelines of Te Aho Arataki Maru mō te Ako I te Reo Māori - Kura Auraki
- Support Māori students/ako to believe in themselves and their potential
- Continue to encourage engagement and contribution from Māori students/ako, parents, whanau and hapū that support them.
- Ensure inclusively of Tikanga Maori throughout the Religious Education programme.
- Consult with our Maori whanau every two years - i.e. odd years.





St. Joseph's school supports the 'Pasifika Education Plan' and its vision for Pasifika students.

- Optimum learning will be achieved by promoting closer alignment and compatibility between the learner's educational environment, and their home and/or cultural environment



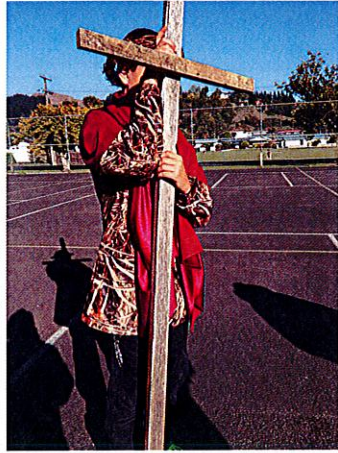
We will

- Recognise the position the Pasifika students, family and community have, in engaging their learning.
- Provide learning opportunities and pathways that support Pasifika learners to succeed.
- Prioritise inclusivity of our Pasifika families - specifically the Kiribati community - into our school environment, through the sporting and cultural activities their students are engaged in.
- Consult with our Pasifika community every two years (odd years)





## Special Character



St. Joseph's Catholic School's special character is Catholic. It provides the framework within which the whole school curriculum is delivered; it is integral to everything that takes place in school, or on behalf of the school, and its community.



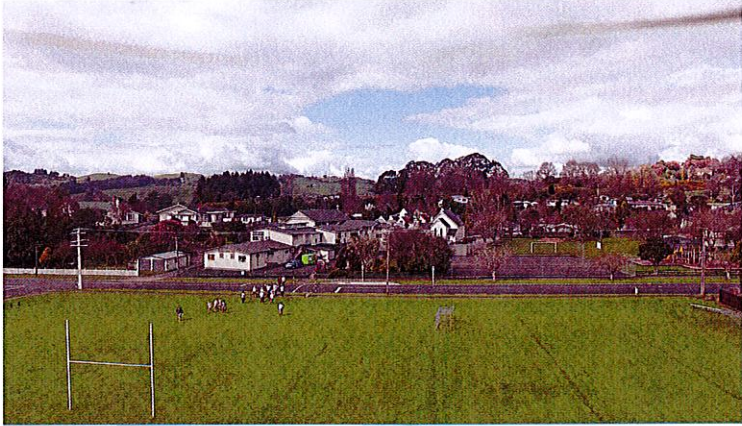
Jesus Christ is the foundation of the school and the school programme and its religious education and observances exercise the right to live and teach the values of Jesus Christ.

"St. Joseph's is a faith community where Gospel values are central, where Catholic faith is nourished and everyone feels valued and included" CCReview 2014







<b>School Organisation and Structures</b>	<ul style="list-style-type: none"> <li>• St. Joseph's is a decile 4 school. In 2017 there are 5 classrooms. The starting roll is 103.</li> <li>• NE Year 0/1/2 (15 students), Year 1,2 (18 students) Year 3, 4 (21 students) Year 5 and 6 (24 students) Year 7 and 8 (25 students)</li> <li>• The FTTE for 2017 is 5.9</li> <li>• A teacher assistant is employed 15 hrs per week.</li> <li>• The office is attended 5 days a week by an office manager</li> <li>• A librarian is employed part-time 4 hrs a week.</li> <li>• A reading recovery trainee teacher is employed 0.44 FTTE</li> <li>• Caretaker/ Cleaner is employed at 9.5 hrs week</li> <li>• Students are identified as gifted and talented using the school's criteria.</li> <li>• RTLB and RTLit are regularly consulted for assistance and support with student needs</li> </ul> 
<b>Property</b>	<p>The school building and land are owned and maintained by the Hamilton Diocese.</p> <p>The Ministry of Education lease the buildings and land from the Hamilton Diocese.</p> <div style="display: flex; justify-content: space-around;">   </div>





## Health and Safety

Health and Safety requirements are based on the Ministry guidelines and reviewed on an annual basis.

Health and safety is everyone's responsibility and together we will keep our school workplace safe and secure. To do this, we will manage health and safety risks effectively.

The four steps below describe how we do this.

1. Identifying hazards: finding out what situations and things could cause death, injury or illness
2. Assessing risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. Controlling risks: implementing the most effective control measures that are reasonably practicable in the circumstances
4. Reviewing control measures: ensuring control measures are working as planned

The school uses 'School Docs' to maintain the school policies and procedures. The Health and Safety Manual has been updated in 2016 in line with the Health and Safety at Work Act 2016.

A safety officer from the staff has been appointed.

[Health and Safety At Work Act 2015](#)

[Health and Safety At Work Act Factsheets](#)







## Review of Charter and Consultation

St. Joseph's Parents', Caregivers and church community have been consulted in February 2017. The results of which are still to be analysed and collated.

The Maori community was consulted via a hui in 2014.

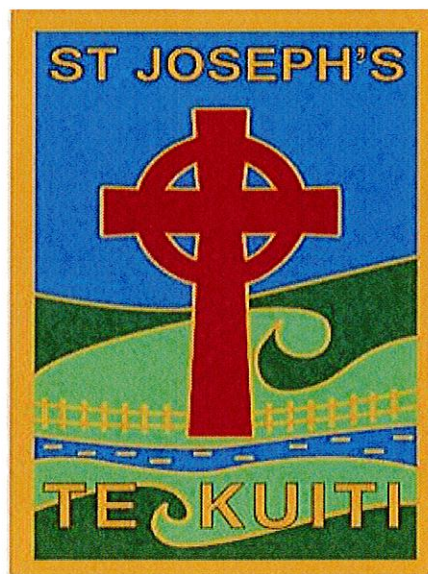
Community were consulted re P.E. and Health 2013 and Pubertal Change 2015.

### Community consultation 2014

#### Maori consultation

Maori consultation - next review is Term 2 2017

P.E. and Health consultation is annually and has been a major focus of the Community Consultation Questionnaire







## ANNUAL PLAN

RED = update    GREEN= Term 1

Strategic Goals		Core Strategies Goals 2017 - 2019
Catholic Character	Develop and promote Catholic Special character by weaving beliefs, traditions and teachings of the Catholic faith through all dimensions of our school.	<ul style="list-style-type: none"> <li>• To collectively with the community create a school 'motto'</li> <li>• To purchase banners for the newly named Roopu groups -                         <ul style="list-style-type: none"> <li>◦ Pompallier (orange), MacKillop (purple) and Assisi (green)</li> </ul> </li> <li>• To provide information on baptism for our parent community</li> <li>• To support the parents to understand the Education and Faith programme and support their children's faith development.                         <ul style="list-style-type: none"> <li>◦ Prayer journals into the home each week</li> <li>◦ To provide opportunities for parents to learn more about the faith</li> </ul> </li> <li>• To support the parish based sacramental programme taught by Father Matt McAuslin in Terms 2 and 3</li> <li>• To activate a Catholic Character support group.</li> <li>• Staff to undertake Religious Education formation and professional development They will be offered the opportunity to complete papers towards their .... by distance or taught classes by the Tertiary Catholic Institute (TCI)</li> <li>• Staff will also undertake professional development with their peers each term:                         <ul style="list-style-type: none"> <li>◦ Term 1: Staff Meeting x 2 (3hrs)including speaker form Diocese. Diocese TOD with Father Richard Leonard, observations.</li> <li>◦ Term 2: Staff Meeting x2, speaker, observations</li> <li>◦ Term 3: Staff Meeting x2, observations</li> <li>◦ Term 4: Staff Meeting x2, observations</li> </ul> </li> </ul>



<p>A: Student Learning (NAG 1)</p>	<p>All students will access and be engaged with the curriculum, through a diverse, flexible and inclusive learning and teaching environment, that reflects our special character and our passion for learning</p>	<ul style="list-style-type: none"> <li>• (ERO Key Next Steps 2016) Build on the progress made in establishing a reflective culture of teaching as inquiry to include reading and writing.</li> <li>• (ERO Key Next Steps 2016) Continue to develop partnership with parents and whānau that are focussed on student learning and progress - learner centred.</li> <li>• All students will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. <ul style="list-style-type: none"> <li>○ To develop a school curriculum that includes Maniapototanga - our local environment.</li> <li>○ To involve Kāhui Ako schools to assist with the local curriculum development.</li> <li>○ By the end of level 2, students will understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges (Te Aho Arataki Maru mō te Ako I te Reo Māori)</li> </ul> </li> <li>• To include specific key competencies focus as a basis for the concept based curriculum <ul style="list-style-type: none"> <li>○ <a href="#">Literacy and Numeracy and the Curriculum KC</a></li> <li>○ Teachers will explore Māori concepts such as tā taritanga, rangatiratanga, whakawhanaungatanga, whaiwāhitanga, and manaakitanga with their students. It is useful to relate such learning to real-life stories about actual people to illustrate the power of these qualities and competencies.</li> </ul> </li> </ul> <p><b>Professional Development associated with this strategic goal:</b></p> <ul style="list-style-type: none"> <li>• Support and dialogue with local kura and kaumatua</li> </ul>
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<p>B: Student Learning (NAG 1)</p>	<p>Literacy:</p> <p>To improve written literacy achievement through rich scientific inquiry.</p> <p>To provide authentic contexts for students oral and written language.</p> <p>To use the 'Spiral of Inquiry' as the inquiry tool to inform teacher practice and for students to inform their learning.</p>	<ul style="list-style-type: none"> <li>• (ERO Key Next Steps 2016) Build on the progress made in establishing a reflective culture of teaching as inquiry to include reading and writing.</li> <li>• To apply for and implement outside funded PLD for Science <ul style="list-style-type: none"> <li>○ We need to: <ul style="list-style-type: none"> <li>- develop teacher confidence in the teaching of science,</li> <li>- develop teacher understanding of the goal of science in the New Zealand Curriculum</li> <li>- engage in a collaborative process to identify what progress in science looks like</li> <li>- inquire into what cross curricular science and literacy could consist of.</li> </ul> </li> </ul> </li> <li>• Continue and complete the upgrade the library information literacy centre <ul style="list-style-type: none"> <li>○ purchase a digital screen</li> <li>○ complete labelling and keywords, so students can use OPAC - a web based search engine of resources in our library.</li> <li>○ extend the graphic novel section</li> <li>○ Purchase some faith based fiction stories</li> <li>○ Furniture: bean bags/low whiteboard table/4 high chairs</li> </ul> </li> </ul> <p><b>Professional Development associated with this strategic goal:</b></p> <ul style="list-style-type: none"> <li>• Science Professional Development via the Institute of Professional Learning at Waikato University</li> </ul>
<p>C:</p>	<p>Mathematics:</p>	<ul style="list-style-type: none"> <li>• Develop systems to investigate more deeply, student data in Mathematics</li> </ul>



<p>Student Learning (NAG 1)</p>	<p>To implement and consolidate AliM 2 across the school.</p> <p>To review and develop the Mathematics curriculum delivery plan</p> <p>Implement the school wide Curriculum Action Plan (CaAp)</p>	<ul style="list-style-type: none"> <li>• At mid year Implement the school wide Curriculum Action Plan (CAaP) to record mid-point progress and identify mid-year mathematical learning needs across the school.</li> <li>• <b>Professional Development associated with this strategic goal</b>            ALiM refresher: Focus on: mixed ability problem solving tasks           <ul style="list-style-type: none"> <li>■ student mindset</li> <li>■ mixed ability problem solving tasks</li> <li>■ formative assessment and ethic of care</li> </ul> </li> </ul>
	<p>E-Learning:</p>	<ul style="list-style-type: none"> <li>• Self Review using the e-learning planning framework the school progress since LwDT in 2016.</li> </ul>





	<p>To review LwDT sustainability outcomes and maintain a future focused approach to implementation of elearning.</p>	<ul style="list-style-type: none"> <li>• Review: <a href="#">LwDT Exit Card 2016</a> and <a href="#">E-Learning Development Plan</a></li> <li>• Increase use of digital technology tools in pedagogically sound ways by staff and students <ul style="list-style-type: none"> <li>○ provide readings to support future focused challenges of e-learning</li> <li>○ Empowerment and self management of existing GAFE systems</li> <li>○ Ensure digital citizenship is understood and taught to all students</li> <li>○ Ensure school's LwDT strategic planning and associated policies are up-to-date and relevant</li> </ul> </li> <li>• To continue with the BYOD policy and support the Waitomo District Education Trust goal: To provide families cheap loans to buy digital devices for students' learning and to join with schools to bulk buy devices, resulting in savings for everyone. This will be a hand up to those families that wish to make use of it, not a hand out.</li> <li>• To replace data projectors and sound systems with T.V. screens in classrooms.</li> <li>• To use Seesaw, Facebook and updated Website as digital technologies to make school/classroom connections with parents, whanau and beyond.</li> </ul> <p><b>Professional Development associated with this strategic goal:</b></p> <ul style="list-style-type: none"> <li>• Attendance at ULearn conference</li> <li>• GAFE courses x1 per teacher need</li> <li>• Subscribe to Interact</li> <li>• Employ SiTech to revisit the use of visualisers.</li> </ul>
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<p>Documentation and Self Review (NAG 2)</p>	<p>Refinement of self-review processes by trustees (ERO Key Next Steps 2016)</p> <p>Board of Trustees to receive regular reports on the progress of priority learners throughout the year and effectively respond. (ERO Key Next Steps 2016)</p> <p>Board of Trustees to lead the process of change by embedding schooling improvement as core business</p>	<ul style="list-style-type: none"> <li>● Teachers, leaders, and boards to use the self-review tools with a clear focus on deeper understanding of student achievement results. <ul style="list-style-type: none"> <li>○ <a href="#">Self Review Tools</a> -</li> </ul> </li> <li>● Encourage the community to become more involved in the 'School Docs', policy and procedure updates and review processes.</li> <li>● To reread and review the principles of Maori education as outlined in Ka Hikitia and Ka Hikitia accelerating success.</li> <li>● To develop understandings of learning progressions for students in literacy, ESOL, and mathematics.</li> <li>● To involve students in the assessment of their own learning, which supports metacognition and self-regulation</li> <li>● Analyse assessment information with a focus on addressing underachievement and on the specific practices needed to do so</li> <li>● Develop school systems and structures to monitor the effectiveness of any changes made to teaching practices</li> </ul>
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National Standards (NAG 2a)	<p>National standards are moderated effectively and reported twice yearly to the parents and the BOT</p> <p>National standards are reported to the Ministry using the prescribed format</p>	<ul style="list-style-type: none"> <li>• Assessment practices focusing on what students can do and what they should do next.</li> <li>• A variety of assessment approaches and activities will be used to make the learning of all students visible to themselves and all those in their network of support. (Inclusive practice - making learning visible) <a href="#">Making Learning Visible</a></li> <li>• Use the PacT tool in 2017 for Junior Mathematics and whole school writing.</li> <li>• Charter March 1st 2017</li> <li>• Audit May 31st 2017</li> </ul>
Personnel (NAG 3)	<p>Provide professional development for all personnel that support student learning.</p> <p>Monitor employment contracts.</p>	<ul style="list-style-type: none"> <li>• Ensure the professional development budget focuses on student learning targets.</li> <li>• Engage with and complete the HR Self Audit Process as outlined by the STA HR Advisor</li> <li>• All Board of Trustee members will be enrolled in the SMS for STA</li> <li>• Office Manager Professional Development:</li> <li>• Librarian Professional Development</li> <li>• Teacher Assistant Professional Development</li> </ul>









Health and Safety (NAG 5)	To comply with H&S at Work Act 2015  Promote a healthy and safe school community	<ul style="list-style-type: none"> <li>• Check that school policies comply with Vulnerable Children's' Act.</li> <li>• Use the <a href="#">11 key components of an effective health and safety system</a></li> <li>• The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded</li> <li>• Ensure workers and others know about health and safety risk processes and procedure</li> <li>• Ensure that workers receive the right health and safety risk training and are made aware on induction what the risks in the workplace are.</li> <li>• Inform 'others in the workplace' of any known risks and controls in place</li> <li>• Inform community of restorative practices and how they are implemented.</li> <li>• Review Peer Mediation</li> </ul>
Legislative Requirement (NAG 6)	Comply with and monitor attendance requirements, length of school day and length of school year.	<ul style="list-style-type: none"> <li>• Review attendance policy, reporting and procedures annually.</li> </ul>
Charter (NAG 7)	To complete and provide the Ministry an annual update of the school charter  1 March 2016 31 May 2016	<ul style="list-style-type: none"> <li>• Develop a school 'motto'</li> </ul>
Analysis of Variance (NAG 8)	Provide a statement to the Ministry providing an analysis of any variance of the school's performance and the targets set out in the annual plan	<ul style="list-style-type: none"> <li>• Annually.</li> </ul>





## Annual School Improvement Plans – TARGET

<b>FOCUS</b>	<b>Literacy - Reading/Writing</b>
All students will access and be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects our special character and our passion for learning.	
<b>Achievement Challenge</b>	<p>To have all After 2/3 Year students achieving at the standard for Reading.</p> <p>To have all Pasifika students engaging in their writing and achieving at standard.</p> <p>To have Year 5 students writing at standard.</p>
<b>Target</b>	<p>The target students for 2017 are:</p> <p>Reading:</p> <p>4 students after Year 2 - 2 males - 1 NZ European and 1 Asian, 2 females - NZ European</p> <p>2 students after Year 3 - 2 males - 1 Maori and 1 NZ European</p> <p>Writing</p> <p>3 Pasifika - 2 male and 1 female</p> <p>3 students in Year 5 - 1 Maori male and 2 Maori females</p>



## Baseline Data for Target Students

Reading		6 Year Net Total stanine:	Colour Wheel Feb 2017 Instruction	Expected Level mid 17	Expected Level Dec 17	Writing		End of Dec 16 Stage	Expected Level mid 17	Expected Level Dec 17
JKE	Y2 MB	16/45	Red 3	Green	6.11 Turquoise L1	PEP	Y4 MB	L1ii	L1iii	L2p
CHWE	Y2 FB	19/45	Red 3	Green	7.2 Turquoise L1	NGP	Y5 FB	L2P	L3b	L3a
JOA	Y2 MB	11/45	Blue 3	Turquoise	Turquoise	MIP	Y6 MB	2p	3b	3p
CHHE	Y2 FB	N/A	Yellow 1	Green	6.11 Turquoise L1	CHM	Y5 FB	L1iii	L2p	L3b
LAE	Y3 MB			Purple	8.6 Gold L2	HEM	Y5 FB	L1iii	L3b	L3a
CAM	Y3 MB	15/45		Gold	L2	KOM	Y5 MB	L2b	L3b	L3a
JAE	Y2 MB	15/45	Red 2	Green	6.11 Turquoise L1					



High Level Plan for Lifting Achievement (how do we intend to do)	Expected Outcomes	Resources
<ul style="list-style-type: none"> <li>Implement Reading Recovery for After Year 1 students</li> <li>Year 2 teachers work closely with RR teacher to ensure RR students are engaged in similar programmes in and out of the classroom</li> <li>4 x guided reading sessions a week differentiated for interest and needs..</li> <li>1 day a week shared reading</li> <li>Text home every night read to/with parents</li> <li>Weekly library visits - each child selects a book to take home.</li> <li>A strong phonological awareness/spelling programme</li> <li>Running records at least once a term and when required.</li> <li>Engage students in learning discussions/self review of skills.</li> <li>Teacher aide supports students 1:1</li> <li>Connecting with Parents using the Seesaw</li> <li>Parent evening about literacy and how they can help at home</li> <li>Teachers design literacy programmes that are relevant to the students interests and needs</li> <li>Teachers provide authentic oral language experiences to enhance written language</li> <li>Teachers will use the Literacy Learning Progressions and the Learning Progression Framework identify Knowledge Skills and Attitudes required at specific points in their literacy learning.</li> <li>PAcT used as a tool to support OTJ for writing.</li> </ul>	<p>Accelerated progress of those After 1 students. Students experiencing coherent collaborative focussed learning.</p> <p>Target Students regularly monitored</p> <p>Student voice is captured. Students can talk about their learning goals and know their next steps Learners on task and supported. Engaged parents/whanau - stronger home school partnership</p> <p>Students become fully engaged learners</p> <p>Teachers make changes to assessment and teaching practice as a result of deeper understandings of student learning progressions. Explicit data gathered on the Year 3 students below in reading</p>	<p>\$100 budget - consumables R/R Tutor .1 Board funded .34 Ministry</p> <p>Reading Together support with RTLit</p>





<ul style="list-style-type: none"> <li>• Teachers literacy PD - on LLP, LPF and PAcT</li> <li>• Seek RTLit assistance Tier 3 - at mid year</li> <li>• Writing Samples analysed once a term and twice a term for target students.</li> </ul>	<p>Explicit data on the Year 4/5/6 writing target students is gathered using these tools.</p> <p>Students to be writing at the National Standard at the end of the 2017</p> <p>Students to have a positive attitude towards purposeful writing and to enjoy the writing process</p>	
<ul style="list-style-type: none"> <li>• Use the PLD in Science</li> </ul>	<p>Students will fully utilise their oral and written language skills through engagement in scientific processes.</p>	



<b>FOCUS</b>	<b>Mathematics</b>
All students will access and be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects our special character and our passion for learning.	
<b>Achievement Challenge</b>	To have 50% or 5/10 of the below female students at standard by the end of 2017.
<b>Target</b>	<p>The target students for 2017 are:</p> <p>10 female students - 4 Maori, 1 Pasifika, 5 NZ European</p>





# Baseline Data for Target Students

Mathematics		Jam 2016 + x / BF	2016 Dec Numeracy Stage G IK	2016 Term 1 Patm score	Expected 2017 Numeracy Stage	2017 Feb Patm	2017 expected average SS progress over 12 months	2017 Patm mid year	Jam mid 2017	2017 Dec Patm	2017 Jam Dec
CHHE	Y2 FB	2 2 0-1			4 CL1				St. 3		St E4
MYE	Y4 FB	4 2-3 2-3		17.6	5E CL2	22.3	8.3		E5		St5
CHM	Y5 FB		5E		6E CL3B	25.0	6.2	28.1	n/a	31.2	n/a
HEM	Y5 FB	4 4 4	5	24	6E CL3B	36.5	6.2	39.6	n/a	42.7	n/a
NGP	Y5 FB	4 4 4	5#	26.9	6E CL3B	27.3	6.2	30.4	n/a	33.5	n/a
CHAM	Y6 FB				6E CL3B	37.6	4.5	39.85	n/a	42.1	n/a
CHP	Y7 FB		5	28.2	7E CL4B	38.4	5.4	40.65	n/a	42.9	n/a
KRE	Y7 FB		4	23.8	7E CL4B		5.4		n/a	49.6	n/a
AVE	Y7 FB		6	36.2	7E CL4B	35.0	5.4	37.25	n/a	39.5	n/a
SHM	Y7 FB	5 5 5	5E	33.3	7E CL4B	35.0	5.4	37.25	n/a	39.5	n/a



High Level Plan for Lifting Achievement (how do we intend to do)	Expected Outcomes	Resources
Use in-class ALiM intervention groups.	That all target students will accelerate their mathematical learning to at or above their expected level.	Readings
Teachers will know their learners and use best practice to meet their learning needs :)	Detailed analysis of whole school mathematical data, by End of Term 1 2017	ALim 2 PD and support
Use PLD Science to engage mathematics	Students will develop process thinking .	Detailed data analysis support
Use PAT adaptive mathematics testing for Yr 4-8 and PaCT for the Junior School.	Teachers will go deeper into the data using the spiral of inquiry to really know their learners. They will then plan differentiated learning for their students based on the data analysis Collecting this data will inform teachers in their planning, practice and self review.	Tools for learning that are specific to the students learning needs.
Use the Curriculum Achievement and Action Plan as a mid year marker of progress.  Teachers will use the Mathematics Learning Progressions and the Learning Progression Framework identify Knowledge Skills and Attitudes required at specific points in their mathematics learning.	Early identification of specific mathematical learning areas to be explicitly taught.	Opportunity to explore and time to reflect upon learning.  Reflection books
Provide opportunities to inform parents /whanau Maths Curriculum and assessment  Parent/Whanau are kept informed of their child's progress on a regular basis through 'Seesaw'	Parents and whanau in a better position to support their children as learners.	Release to visit other teachers classrooms (Mathematics lead and teachers)
To review the Mathematics Curriculum	A revised school mathematics curriculum	



## Board of Trustees 2017 Key Improvement Strategies to Achieve Strategic Goals

Catholic Character	Self Review	Finance	Self Review
<ul style="list-style-type: none"> <li>-school motto</li> <li>-Catholic support group</li> <li>-monitor preference status of students</li> <li>-all staff attend Father Richard Leonard</li> </ul>	<ul style="list-style-type: none"> <li>October 2017</li> <li>July 2017</li> <li>ongoing</li> <li>April 2017</li> </ul>	<ul style="list-style-type: none"> <li>-promote PSG fundraisers</li> <li>-purchase 6 chromebooks from WEDT</li> <li>-maintain and upgrade the playground</li> </ul>	<ul style="list-style-type: none"> <li>March 2017</li> <li>Feb 2017</li> <li>May 2017</li> </ul>
Property	Self Review	Personnel	Self Review
<ul style="list-style-type: none"> <li>-garden maintenance</li> <li>-fencing on the Queen Street boundary</li> <li>-new drinking fountains</li> </ul>	<ul style="list-style-type: none"> <li>Feb 2017</li> <li>Oct 2017</li> <li>August 2017</li> </ul>	<ul style="list-style-type: none"> <li>-when any teaching vacancy occurs give consideration to our need to appoint Catholic teachers.</li> <li>- Catholic Principal's Conference</li> <li>-consult STA re Human Resources review</li> <li>-Investigate ULearn for staff</li> </ul>	<ul style="list-style-type: none"> <li>July 2017</li> <li>April 2017</li> <li>October 2017</li> </ul>
Community Engagement	Self Review	Documentation/Self Review	
<ul style="list-style-type: none"> <li>-Community consultation 2017</li> <li>-Maori and Pasifika consultation</li> <li>-Whanau meeting</li> </ul>	<ul style="list-style-type: none"> <li>May 2017</li> <li>August 2017</li> <li>Feb 2017 Meet the Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Embed 'School Docs' policy review system into our community</li> <li>-Trustees PD attendance at STA trainings</li> <li>-Use one dimension of the Hautu self review tool</li> <li>-Continue to use the Progress and Achievement Inquiry tool to assess presented data.</li> </ul>	<ul style="list-style-type: none"> <li>May 2017</li> <li>as required</li> <li>April 2017</li> <li>June 2017</li> </ul>



Your board should use this information to identify students and groups of students that need targeted support to raise their achievement. Your board can then set aims and targets for these students and outline the actions you will take to achieve these in your charter for the following year.

Principal's' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	



