

School Charter

Strategic and Annual Plan for

St. Joseph's Catholic School Te Kuiti

2020 -2021

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 a spacious site that is well maintained.

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



St. Joseph's Catholic School Te Kuiti 2018 - 20

Introductory Section - Strategic Intentions

Mission Statement

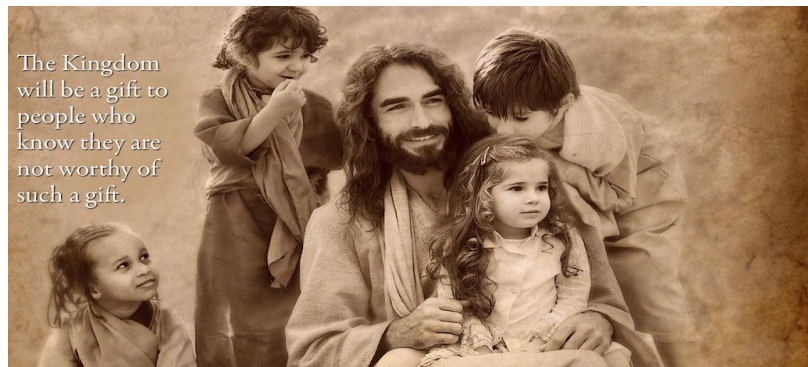
Together we will provide a quality all round education developing valuable contributors to society who reflect the teachings and values of Jesus Christ.



Vision



“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







Michael Belk's "Ragamuffins"

Encounter Jesus -
-through gratitude

<p>Virtues and Values</p> <p>Gospel-based values are likely to stand in contradiction to the secular values of society.</p> <p>Catholic schools need to define and focus strongly on the core values of the Gospels, which are central to the work of education in Catholic schools, and to the development of the children in Catholic schools.</p> <p>When schools define the values they support it is expected that these will be sourced from the Gospels.</p> <p><i>(Virtues and Values in Catholic schools NZCEO October, 2014)</i></p>	<p>The school is “a privileged means of promoting the formation of the whole person.”</p> <p>Catholic schools rightly see the development of values and virtues as central to their work in education.</p> <p>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.</p> <p>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.</p> <p>The Virtues and Values at St. Joseph’s school are embedded in the Catholic Social Teachings that underpin all decision making:</p> <ul style="list-style-type: none"> • 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>"I, St Joseph's Catholic School TE KUITI, am the servant of the Lord. "</p> 
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	<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>Principles</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. All curriculum should be consistent with these eight statements</p> <ul style="list-style-type: none"> • High Expectations - the curriculum empowers all students to learn and achieve personal excellence • Treaty of Waitangi - the curriculum acknowledges bicultural foundation of Aotearoa NZ. • Cultural Diversity - the curriculum reflects awareness of cultural differences. • Inclusion - the curriculum is non-sexist and non-discriminatory. • Learning to Learn - the curriculum encourages all students to reflect on their own learning processes. • Community Engagement - the curriculum connects the learner with families, whanau and communities. • Coherence - the curriculum makes links within and across learning areas. • Future Focus - the curriculum encourages students to look to the future. <p>(NZ curriculum pg 9)</p>


Māori Dimensions and Cultural Diversity	<p>St. Joseph's Te Kuiti has an ethnic grouping of</p> <p>Maori 20%, Pasifika 3%, NZ European 61%, Indian 4 % Filipino 5%</p> <p>Maori 23/115, Pasifika 4/115, NZ European 70/115, Indian 5/115 Filipino 6/115</p> <p>St. Joseph's school supports 'Ka Hikitia Accelerating Success' focus areas, to ensure Māori enjoy and achieve education success as Māori.</p> <p>We will</p> <ul style="list-style-type: none"> • 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 • Build staff knowledge around Tikanga Maori and te reo to better engage with our Maori communities and learners. • Support Māori learners/ako to believe in themselves and their potential • Continue to encourage engagement and contribution from Māori learners/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 
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	<p>We will</p> <ul style="list-style-type: none"> • 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)
<p>Special Character</p> <p>Catholic schools need to be obviously Catholic</p> <ul style="list-style-type: none"> • knowing what they stand for • living what they stand for <p>“within an atmosphere enlivened by the gospel spirit of freedom and charity.</p> <p><i>(Virtues and Values in Catholic Schools NZCEO 2014)</i></p>	<p>St Joseph’s Catholic School is a State Integrated School under the Integration Act (1975). It is owned by the Proprietor (Bishop of Hamilton) and governed by a Board of Trustees and four Proprietor Representatives.</p> <p>St Joseph’s Catholic School has its own Integration Agreement or signed partnership between the Proprietor and the Crown.</p> <p>The Integration Agreement defines a school’s Special Character.</p> <p>St Joseph’s Catholic School’s special character is Catholic. The Catholic faith 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.</p> <p>Jesus Christ is the foundation of the school and its primary goal is ‘to help form Christ in the lives of others’</p> <p>“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)</p>



School Organisation and Structures	<ul style="list-style-type: none"> • St. Joseph's is a decile 4 U3 school. In 2020 there are 5 classrooms. The starting roll is 115. • NE Year 0/1 (13 students), Year 2/3 (25 students) Year 3/4 (23 students) Year 5/6 (25 students) Year 7/8 (29 students) • Preference (108 students) • Criteria of Preference <ul style="list-style-type: none"> ◦ 5.1 (95) 5.2 (2) 5.3 (3) 5.4 (16) • Non Preference (7 students) • Sacramental Programme 47 (Yes) 68 (No) • The FTTE for 2017 is 5.9 • A teacher assistant is employed 9 hrs per week. • The office is attended 5 days (30hrs) a week by an office manager. • A librarian is employed part-time 4 hrs a week. • A reading recovery trainee teacher is employed 0.4 FTTE (.2 board funded) • A Caretaker is employed at 9.5 hrs week. • Students are identified as gifted and talented using the school's criteria. • RTLB and RTLit are regularly consulted for assistance and support with student needs.
Property	<p>The school building and land are owned and maintained by the Proprietor.</p> <p>The Ministry of Education lease the buildings and land from the Proprietor.</p>



<p>Health and Safety</p>	<p>Health and Safety requirements are based on the Ministry guidelines and reviewed on an annual basis.</p> <p>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.</p> <p>The four steps below describe how we do this.</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>A safety officer from the staff has been appointed.</p> <p>Health and Safety At Work Act 2015</p> <p>Health and Safety At Work Act Factsheets</p> <div data-bbox="1608 914 2022 1318">  </div>
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Review of Charter and Consultation	<p>St. Joseph's Parents', Caregivers and church community have been consulted in February 2017.</p> <p>The Maori community was consulted via a hui in 2017.</p> <p>Community were consulted re Physical Education and Health 2017 and Pubertal Change 2017.</p> <p>ERO August 2016</p> <p>2017 Maori and Pasifika Consultation</p> <p>2017 Community Consultation</p> <p>2018 Catholic Character Review</p> <p>Student Voice - What would make our school better?</p> <p>Student Voice - What makes our school cool?</p> <p>Physical Education and Health consultation is annually and has been a major focus of the Community Consultation Questionnaire</p>
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ANNUAL PLAN

RED = update

GREEN= Term 1



Strategic Goals

Catholic Character

Many factors combine to create the Catholic character of a school. It is this character that the Catholic community hopes will create that "encounter with the living God" which will lead the young person to become a committed disciple of Jesus Christ.

-Catholic Education of School Age Children 44

Develop and promote Catholic Special character by weaving beliefs, traditions and teachings of the Catholic faith through all dimensions of our school.

**=CCR 2014

- To collectively with the community create a school 'motto'
- To purchase banners for the newly named Roopu groups -
 - Pompallier (orange), MacKillop (purple) and Assisi (green)
- To support and promote the ALPHA programme organised through the Parish.
- To provide information on Baptism for our parent community and plan for Baptisms of the children wishing to enter the sacramental programme to happen in Term 2.
- To plan with the Assistant Priest the timing for the Sacramental programme. Taught during the week. 4.30-7pm. Four lessons at the end of Term 3 and Four lessons in the beginning of Term 4. Three compulsory

		<p>parent sessions and 1 day for reconciliation teaching and receiving the Sacrament of Reconciliation.</p> <ul style="list-style-type: none"> • Have the First Communion and Confirmation Sacrament booked for mid November. • To support the parents to understand the Education and Faith programme and support their children's faith development. <ul style="list-style-type: none"> ○ Provide opportunities for parents to learn more about the faith through the ALPHA programme. ○ Hold parent meetings for our new families and invite the DRS to be part of them to explain the Education and Faith programme. ○ Present new parents and families with a booklet about the Education and Faith programme ○ Advertise FaithAlive as a resource for parents also. Faith Alive • To activate a Catholic Character support group- to support the Board and provide pastoral care to the school families** • Staff to undertake Religious Education formation and professional development. Staff will be offered the opportunity to complete papers towards a Diploma through the Tertiary Catholic Institute TCI. • Staff new to teaching in a Catholic School will complete 501 Teachers new to Catholic Schools. • Director of Religious Studies release time to be planned each term. • Staff to attend the Commissioning Mass in February • Staff to attend David Wells in August (a Diocese organised speaker) • Term 1: Staff Meeting x 2 (3hrs) • Term 2: Staff Meeting x2, speaker, observations • Term 3: Staff Meeting x2, observations. DRS BOT report • Term 4: Staff Meeting x2, observations • Resources to be set aside for the next Catholic Convention in 2021 • To start a school based Young Vinnies student service group with support from St Vincent de Paul in Te Awamutu and the local parish.
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		<ul style="list-style-type: none"> • To fill tagged positions when acceptable applicants are available.** • Further signage and artworks that enhance the playground and cross garden need to be explored. Employ a landscape designer to help. <ul style="list-style-type: none"> ○ 'At this school' sign to be made for the front and student entrances. ○ Front white wall with cultural greetings ○ Bicultural signage to be improved. ○ Ideas for Cross garden circulated • To continue to develop cohesive planning and evaluation systems for religious education eg; end of strand evaluations as a whole school.**
<p>A: Student Learning (NAG 1)</p> <p>At the heart of Catholic education there is always Jesus Christ: everything that happens in Catholic schools and universities should lead to an encounter with the living Christ. If we look at the great educational challenges that we will face soon, we must keep the memory of God made flesh in the history of mankind - in our history - alive.</p> <p>EDUCATING TODAY AND TOMORROW: A RENEWING PASSION Instrumentum laboris 3 2014</p>	<p>All Learners 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"> • (ERO Key Next Steps 2016) Build on the progress made in establishing a reflective culture of teaching as inquiry to include reading and writing. • (ERO Key Next Steps 2016) Continue to develop partnership with parents and whānau that are focussed on student learning and progress - learner centred. <ul style="list-style-type: none"> ○ Review the 2017 consultation parent feedback requests. ○ Term 1 (early) Parent/Student/Teacher Learning Discussions followed up with a Google Form re feedback. ○ Numicon evening ○ New parents to the school evening ○ Flexible Learning Environment consultation ○ Seesaw to continue and encourage 100% log ons. ○ Send out spot questionnaires to gauge parent feedback and review of learning and school events.

		<ul style="list-style-type: none"> ● Learners/ākonga will be affirmed in their cultural identity <ul style="list-style-type: none"> ○ Cultural day ○ Pepeha/introduction in own languages at assembly ○ POF in own languages at Mass ○ Kapa Haka teacher re- employed ○ Students eligible for ELL have their own specialist lesson ○ Attendance/School Trips to local Pa. Matariki performances, and Kapa Haka and Maniapoto Festival ○ Kahui Ako (WAKA) goal to consult students and build a student profile of the Maniapoto district learners, to be completed firstly in our own school and then brought together with others. ● Learners will have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success (Ka Hikitia) ● Learners will know their potential and feel supported to set goals and take action (Ka Hikitia. <ul style="list-style-type: none"> ○ To develop a school curriculum that includes Maniapototanga and our local environment. <ul style="list-style-type: none"> ■ Participate in combined Matariki focus - which has been outlined as a significant important tikanga for all peoples who live and work or visit Maniapoto area. <p>To involve W.A.K.A. (Waitomo Arotahi Kāhui Ako) schools to assist with the local curriculum development.</p> <ul style="list-style-type: none"> ● Change our Pepeha maunga to Motakiora and our awa to Mangaokewa ● Visit the local pa and begin to hear some stories about its renovation.
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		<ul style="list-style-type: none"> • 2019 - LANDMARK Te Kuiti Pa. • Explore Pukenui maunga ■ Learn about our Diocese Catholic Marae in Hamilton ■ 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 <i>(Te Aho Arataki Maru mō te Ako I te Reo Māori)</i> <p>The Connected Curriculum will be learnt through a key competencies focus.</p> <p>Literacy and Numeracy and the Curriculum KC</p> <p>The ERO Learner Focused Evaluation Processes and Reasoning will be used will be used as the inquiry tool to inform teacher practice.</p> <p>It will also be used as a format to report to the Board of Trustees.</p> <p>NB: this has direct links to the Spiral of Inquiry</p> <ul style="list-style-type: none"> ○ Spiral of Inquiry ○ Learner Focused Evaluation Processes and Reasoning
B: Student Learning (NAG 1)	Literacy:	<ul style="list-style-type: none"> • (ERO Key Next Steps 2016) Build on the progress made in establishing a reflective culture of teaching as inquiry to include reading and writing. <ul style="list-style-type: none"> ○ Regular writing moderation using the Learning Progression Framework. Use the given exemplars as a formative tool.

	<p>1. To build Oral language skills as the base for becoming better readers/writers and learners in our school/kura</p> <p>2. To improve written literacy achievement through rich scientific inquiry.</p>	<ul style="list-style-type: none"> ● To develop and organise professional development for teachers with specific focus on early oral language identification and intervention over a range of transition points. <ul style="list-style-type: none"> ○ To upskill the Deputy Principal in play based learning and offer PD on the building of oral language within the learning ○ Using the Science PD focus on oral language development as the students communicate through the science capabilities. ○ Plan with the Kahui Ako (WAKA) the goal of improving oral language. ● Explore pedagogies which best support each learner/ākonga (cultural sustainability) <ul style="list-style-type: none"> ○ To review of writing - <ul style="list-style-type: none"> ■ moderation of writing using Learning Progressions Framework ■ explicit teaching of handwriting ■ review the teaching of spelling . ● To collaborate with whanau to increase quality and frequency of oral language usage in the home. ● To explicitly gather student voice. <ul style="list-style-type: none"> ○ Through the RE pre knowledge ○ Through consultation ● To seek outside support for student with special learning needs.
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	Library:	<p>To use the Learning Progression Framework</p> <ul style="list-style-type: none"> • To use the progression framework across the school to prompt teachers to notice what students know and can do across the breath of reading and writing to support their learning in different areas of the curriculum. <ul style="list-style-type: none"> ○ Each term a focus from the PF is to be chosen for Reading Writing and Maths. These focus areas are assessed in PACT. <p>Engage in Centrally Funded PLD for 2019</p> <ul style="list-style-type: none"> • To apply for and engage Centrally Funded Professional Learning and Development (PLD) for <ul style="list-style-type: none"> ○ Science to complete assessment and implementation plan ○ Digital Technology to help implement the Technology Curriculum by 2020 <p>St Joseph's PLD JOURNAL PLD programme for St Joseph's School 2018 (need the new one for 2019)</p> <p>Continue and complete the upgrade the library information literacy centre</p> <ul style="list-style-type: none"> ○ Continue the genrefication of the library ○ Create student created signage for the Library entrance ○ Continue to keep adding the genres to AccessIt ○ Purchase new books including dyslexic format, computer coding and graphic novels and e-books
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	Reading Recovery:	<p>Reading Recovery for a 2nd Year (.2 BOT funded, .2 Ministry)</p> <p>Understand and Utilise Learning Support available for our learners.</p> <ul style="list-style-type: none"> • Develop the role of the SENCO (Special Education Needs Coordinator) <ul style="list-style-type: none"> ○ SENCO to oversee the ELL programme set up in 2018 • Investigate and Navigate confidently the Special Education site on TKI
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<p>C: Student Learning (NAG 1)</p>	<p>Mathematics:</p> <p>To review and develop a cohesive Mathematics curriculum delivery plan</p>	<p>Basic Facts Review....</p> <p>PLD - Inquiry on how best to teach basic facts.</p> <ul style="list-style-type: none"> • To use PAT 2018 data for Term 1 and assess with PAT Term 2/4 • 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. • Use the LPF and the illustrations to make formative assessment. <p>To develop Maths professional leadership within the school</p> <ul style="list-style-type: none"> • Set up a Maths team alongside the lead teacher to review the teaching of mathematics through strand and through other curriculum contexts i.e. Science. • To review across school understanding of mathematics pedagogy and develop a cohesive approach school wide. <ul style="list-style-type: none"> ○ Set up Numicon as an approach throughout the school ○ Resource Numicon ○ Resource PD for the staff throughout the year. <p>To review the principles of ALiM and CAaP plan</p> <ul style="list-style-type: none"> • To reset the weekly problem solving, cross grouping, task each week. <p>To explicitly link the Science PLD</p> <ul style="list-style-type: none"> • To link explicitly for learners the science capabilities with mathematical process thinking.
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		<p>To explicitly link the Junior Play Based Learning Inquiry.</p> <ul style="list-style-type: none"> • To explicitly use the Junior Play Based Learning inquiry to engage mathematical process thinking and mathematical language in the Junior area of the school. <ul style="list-style-type: none"> ○ Attend Play Based conference in Napier (Longworth) and 'Nitty Gritty' course in Taupo by end of Term 1. <p>To use the Learning Progression Framework</p> <ul style="list-style-type: none"> • To use the progression framework across the school to prompt teachers to notice what students know and can do across the breath of reading and writing to support their learning in different areas of the curriculum. <ul style="list-style-type: none"> ○ Each term a focus from the PF is to be chosen for Reading Writing and Maths. These focus areas are assessed in PACT.
D: Student Learning (NAG 1)	Develop an Innovative Learning Environment to provide support for learners that is respectful of, and responsive to, individual learner preferences, needs, and values.	<p>To create an environment that provides for Learners with more opportunities to organise themselves and engage in learning.</p> <ul style="list-style-type: none"> • Teachers and Board to visit ILE schools. <ul style="list-style-type: none"> ○ Close schools after school? ○ Talk to Diocese Property Manager to get some suggestions - Putaruru? Otewa? Junior School/Senior School layouts • Teachers to understand the principles of Universal Design for Learning and begin to build knowledge about the 'why' flexible learning environments are seen to be important environments for our future focussed learners.

	Digital Citizenship	<ul style="list-style-type: none"> • Learners will collaborate with each other <ul style="list-style-type: none"> ■ Senior teachers upskilling on Hapara and the collaborative approaches that it can encourage • Self Review using the e-learning planning framework the school progress since LwDT in 2016. LwDT Exit Card 2016 and E-Learning Development Plan <ul style="list-style-type: none"> ○ Increase use of digital technology tools in pedagogically sound ways by staff and students ○ provide readings to support the future focused challenges of learning. ○ Ensure digital citizenship is understood and taught to all Learners ○ To continue with the BYOD policy and support the Waitomo District Education Trust goal: <ul style="list-style-type: none"> ■ “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”. ■ To use Seesaw, Facebook and updated Website as digital technologies to make school/classroom connections with parents, whanau and beyond. ■ Each class is actively using Seesaw as a place to evidence the teaching and learning in the classrooms. Feedback from parents is very positive ○ To provide for our parents/whanau information evenings on Innovative Learning Environments and Seesaw feedback.
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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>	<p>Self Review Processes</p> <p>To consult NZSTA re workshop with Board on Self Review?</p> <ul style="list-style-type: none"> Teachers, leaders, and boards to use the self-review tools with a clear focus on deeper understanding of Learners/Ako achievement results. <ul style="list-style-type: none"> Self Review Tools - Activate a 'School Docs' Policy support team on the Board of Trustees. <ul style="list-style-type: none"> Encourage the community to become more involved in the 'School Docs', policy and procedure updates and review processes. To develop understandings of learning progressions framework and curriculum levels for students. Analyse assessment information with a focus on addressing underachievement and on the resources required for specific pedagogies to support individual progress. <ul style="list-style-type: none"> Develop school systems and structures to monitor the effectiveness of any changes made to teaching practices. <p>Professional Development Google Shee</p>
<p>Assessment</p>	<p>Learner Progress is moderated effectively.</p> <p>Learner Progress and reported twice yearly to the parents and the BOT for years 4-8.</p>	<p>Assessment practices focusing on what students can do and what they should do next.</p> <ul style="list-style-type: none"> Assessment tasks will meet the needs of the learner 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) <p>Making Learning Visible</p>

	<p>Learner progress is reported twice yearly July and December</p> <p>There is one interim and one full report each year.</p>	<ul style="list-style-type: none"> ● To use the progression framework across the school to prompt teachers to notice what students know and can do across the breath of mathematics reading and writing to support their learning in different areas of the curriculum. ● Charter March 1st 2018 ● Audit May 31st 2018
Personnel (NAG 3)	<p>Provide professional development for all personnel that support student learning.</p> <p>Monitor employment contracts.</p>	<p>Professional Development</p> <ul style="list-style-type: none"> ● Ensure the professional development budget focuses on student learning targets. <ul style="list-style-type: none"> ○ Director of Religious Studies planning days and Diocese DRS days resourced x2 per term and more when requested. ○ Staff: Science, Numicon, Play Based Learning, Te Reo, Oral Language, ELL, ● Office Manager: x2 per year ● Librarian: x1 per year ● Teacher Assistant: x1 per year

<p>Finance and Property</p> <p>(NAG 4)</p>	<p>To ensure the school is resourced effectively.</p> <p>To provide a welcoming vibrant learning environment.</p> <p>Ensure financial and property plans are managed effectively</p> <p>Work alongside the Hamilton Diocese to redesign classrooms to Innovative Learning Spaces (ILE's) in 2019</p>	<ul style="list-style-type: none"> ● Continue the library updates and implementation of the space as a literacy information centre. ● Plan with the Diocese - the developing 10 yr property plan that is expected in 2018 Term 1. <ul style="list-style-type: none"> ○ Ensure provisions are made for the future 10 yr cyclical maintenance ○ Renew all water fountains throughout the school ● Investigate a school shower ● Lay astroturf on the tennis courts with the help of the Diocesan Property Fund. ● Wish Wish List
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		<ul style="list-style-type: none"> ● Graphic Artists - <ul style="list-style-type: none"> ○ vege garden ○ cross garden/contemplative area/buddy bench ○ stainless statues - Mary/Joseph ○ Gifts/Fruit ● Signage - <ul style="list-style-type: none"> ○ At the Seddon Street Entrance (Health and Safety) ○ Replace the signs on the outside of the 'cross window' building ○ Include Te Reo and other languages in a welcome sign. ○ Improve the bland concrete wall at the entrance with plaster and children's art ○ Display the motto once it has been decided upon. ● Art Work - <ul style="list-style-type: none"> ○ Use the Council community grant (obtained Jan 2018) to display student initiated artwork within the school grounds. Community members need to be involved with this project and a community message involved. ● Wash outside of the building, spray roof with wet and forget and spray for ants and spiders as per 2 yearly cycle - due in 2019 Nov/Dec ● Carpets 2019 ● Put money aside as per furniture grant allocation. ● Purchase 10 Chromebooks as per yearly commitment from the Waitomo District Education Trust. (WDET)
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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"> ● Check that school policies comply with Vulnerable Children's' Act. ● Review the use of the 11 key components of an effective health and safety system ● The board will keep a risk register and record information from the risk management process. ● Ensure workers and others know about health and safety risk processes and procedure ● Ensure that workers receive the right health and safety risk training and are made aware on induction what the risks in the workplace are. ● Inform 'others in the workplace' of any known risks and controls in place ● Inform community of restorative practices and how they are implemented. ● Review Peer Mediation ● Involve the Learners in Health and Safety reporting and monitoring processes. ● Practice Evacuation drills each term <ul style="list-style-type: none"> ○ Term 1 Fire/Evacuation/Lockdown ○ Term 2 - Fire/Lockdown/Evacuation ○ Term 3 - Shake Out Nationally Fire/LockDown/Evacuation ○ Term 4 - Shake Out/Fire Lockdown/Evacuation
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"> ● Review attendance policy, reporting and procedures annually. ● Report to the board each meeting on attendance

Charter (NAG 7)	To complete and provide the Ministry an annual update of the school charter 1 March 2019 31 May 2019	<ul style="list-style-type: none"> • Annually
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"> • Annually.

Target Learners Reading and Writing

- **Who?**

The target students for 2019 are those students who are not achieving at their appropriate curriculum level in Reading and Writing. Identification is based on 2018 end of year Overall Teacher Judgements, Progressive Achievement Tests, Running Records and Learning Progression Framework.

Reading Recovery

4 students

Year 2 Females - 1 European and 2 Maori

Year 2 Males - 1 European and 1 Pacific

Reading and Writing:

Year 4 cohort

Reading - 2 Males - 2 European
2 Females - 2 European

Writing - 5 Males - 4 European 1 Maori
- 1 Female - 1 XXX

and Year 5 cohorts

Reading - 5 Males - 2 European
2 Maori
1 XXX

Writing - 3 Males - 2 European 1 XXX
1 Female - 1 XXX

See the following data sheets showing 2018 Data for details of student expectations in relation to the NZC.

A separate register is kept of the the students showing baseline data, expected progress at mid-year and again at end of year.

This is followed up with actual data inserted from checkpoints throughout the year.

Mathematics

Year 5 cohort (15 students)

Priority Learners Mathematics	- 4 Males	- 2 Maori, 1 XXX and 1 XXX
	3 Females	- 1 Maori and 2 European

Year 8 cohort (20 students) 1 below, 19 at, the NCL

Priority Learners Mathematics	- 5 Males	- 4 European, 1 XXX and 1 Pacific
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High Level Plan for Lifting Achievement (how do we intend to do this)	Expected Outcomes	Resources
<p>Literacy</p> <ul style="list-style-type: none"> Using the ELL Matrix assess those students who are ELL and apply for ESOL funding based on their matrix results. Set up ELL language learning group to assist with vocabulary, oral language. Put the students on Reading Recovery as the spaces become available Year 2 teachers work closely with RR teacher to ensure RR students are engaged in similar programmes in and out of the classroom Provide teacher aide time approx 3 sessions per child per week. 4 x guided reading and writing sessions a week differentiated for interest and needs. Parent/School regular communication i.e. each 2/3 weeks about each child's programme and/or progress. Parents to be invited to take part in the ELL programme, see Reading Recover and or Teacher Aide in action Parents are instructed as to how to support their child at home with their reading/writing texts. Weekly library visits - each child selects a book to take home. 	<p>Increase confidence and expression of language in the students own cultural context. Increase of english vocabulary that has come from authentic learning contexts that relate to each students own culture, interest or passion.</p> <p>Accelerated progress of those After 1 students.</p> <p>Students experiencing coherent collaborative focussed learning.</p> <p>Regular monitoring of progress</p> <p>Collaborative learning discussions with the intervention teachers/professionals on a regular basis. (at least x2 a term)</p> <p>Teacher inquiries reflect the challenges of these priority learners.</p> <p>Student voice is captured. Students can talk about their learning goals and know their next steps</p> <p>Learners on task and supported.</p> <p>Engaged parents/whanau - stronger home school partnership</p>	<p>ESOL funding</p> <p>.2 staffing extra from the BOT to enable 4 students each day to have access to R/R</p> <p>Review of Teacher Aide hours and increase time where necessary.</p> <p>Reading resources suited to student needs and interests</p> <p>Parent communication/Seesaw continuation of the app and the PD associated with it from the PSG</p> <p>Teacher PD on phonological awareness/spelling</p> <p>PD for dyslexia where necessary.</p>

<ul style="list-style-type: none"> • A strong phonological awareness/spelling programme • Running records at least once a term and when required. • PAcT used as a tool to support OTJ for writing. • Writing Samples analysed once a term and twice a term for target students. • Engage students in learning discussions/self review of skills. • Connecting with Parents using the Seesaw • Teachers literacy PD - on LLP, LPF and PAcT • Seek RTLit assistance Tier 3 - at mid year and or RTLB assistance for learning behaviour difficulties. • Use Science PLD to engage authentic learning environments for reading and writing. The focus on the science capabilities has transfer to reading and writing. 	<p>Students become fully engaged learners</p> <p>Students to have a positive attitude towards purposeful writing and to enjoy the writing process</p> <p>Students will fully utilise their oral and written language skills through engagement in scientific processes.</p> <p>Resources purchased that are specific to the priority learners needs. Resources are not to be commercial programmes - particularly if they are not specific to individual needs.</p>	<p>Revisit of PacT now the curriculum levels have replaced NStandards.</p> <p>Availability of RTLit and RTLB and the time to prepare data for them by the teachers.</p> <p>PLD Science facilitator and resources.</p>
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<p>Mathematics:</p> <ul style="list-style-type: none"> • To resource Numicon approach to teaching mathematics throughout the school. Support this with resourcing and professional development throughout the year. • Use of the CAaP plan to identify mid-year progress for priority learners. • Specific use of formative data from PAT Mathematics - misconceptions identified and parallel problems built into the learners specific teaching plans. • Positive mindset language to promoted throughout the classroom environment • A variety of ways to explore problems and share strategies needs to be a priority for the students. This includes the use of technology and shared discussion/problem solving cross groupings. • Two collaborative meetings each term to analyse the students data and share teaching/learning strategies that are having success with the learnings • Teacher inquiries reflect that the teachers know their learners. 	<p>Assessment data is used formatively and strategies and next steps for the students are explicitly taught.</p> <p>Students have a positive attitude to mathematics and have developed strategic approaches to problem solving tasks.</p> <p>Materials are expected to be used to solve problems. There should be no expectation that the priority learners do not use materials.</p> <p>Teachers/Parents share student data and successful practice that can be transferred to other students or throughout other classes.</p>	<p>Numicon resources and professional development support throughout the year.</p>
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FOCUS	W.A.K.A. Collaborative Achievement Challenge							
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.								
Achievement Challenge <i>“Being Māori is a Māori reality. Education should be as much about that reality as it is about literacy and numeracy. In short, being able to live as Māori imposes some responsibilities upon the education system to contribute towards the realisation of that goal.” (Durie, 2001)</i>	Cultural sustainability - This Achievement challenge focuses our activities and actions to ensure; our ākonga are confident, contributing and valued learners in our schools and communities. (W.A.K.A. 2018) <ul style="list-style-type: none"> • What? <ol style="list-style-type: none"> To develop graduate profile for our school To enable all ākonga have opportunity to te reo Māori. • Why? <ol style="list-style-type: none"> All Learners/ākonga need to have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success (Ka Hikitia) All Learners need to know their potential and feel supported to set goals and take action (Ka Hikitia) All Learners need to enjoy success experience teaching and learning that is relevant, engaging, rewarding and positive (Ka Hikitia) • How? <ol style="list-style-type: none"> Our measure of success toward this Achievement challenge will be to develop a graduate profile that celebrates, a localized culturally sustainable environment/curriculum at age 6, 8, 10, 12 years 							
<table border="1"> <tr> <td>Principal's' endorsement:</td> <td></td> </tr> <tr> <td>Board of Trustees' endorsement:</td> <td></td> </tr> <tr> <td>Submission date to Ministry of Education:</td> <td></td> </tr> </table>			Principal's' endorsement:		Board of Trustees' endorsement:		Submission date to Ministry of Education:	
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Literacy Baseline Data ** Reading Recovery Term 1 * Reading Recovery pre 2020

Reading	Cohort	6 Year Net C.A.P. Total stanine:	Colour Wheel Feb 2019 Instruction	Expected Level mid 19 Actual mid	Expected Level Dec 19 Actual Dec 19	Writing		End of Dec 18 curriculum Level	Expected curriculum Level mid 19 Actual mid	Expected curriculum Level Dec 19 Actual Dec 19
CHA*	Y4FE		Orange 1 Turquoise 2 R/R20 wks 6	Purple 2	CL2 Gold 2	CHAH	Y4FE	L2b	L2b	CL2 L2p
HOL*	Y4FE		Gold Purple 1 R/R 20 wks +3	Gold 2	CL2	HOL	Y4FE	L1iii	L2b	2 L2p
PHO*	Y4ME	2	Turquoise Purple 1 RR/19 wks +1	Purple 2	CL2 Gold 2	PHO	Y4ME	L1iii	L2b	CL2 L2p
JAK*	Y4ME	7	Gold Turquoise 1 +3	Purple	CL2 Gold 2	JAK	Y3ME	L1iii	L2b	CL2 L2p
JAM*	Y4ME		Turquoise Orange 1 R/R +3	Turquoise 1	CL2 Purple 1	JAM	Y4ME	L1iii	L2b	CL2 L2p
SIA*	Y4MM		Turquoise Gold 1 R/R +5	Gold 2	CL2	SIA	Y4MM	L1iii	L2 b	CL2 L2p

Mathematics Baseline Data

Mathematics		2018 Dec Numeracy Stage Curriculum Level and Patm score	Expected 2019 Numeracy Stage and curriculum level	2019 T2 Patm	2019 expected average SS progress over 12 months	Dec Goal	2019 Dec Patm	2019 Dec Numeracy Stage Curriculum Level and Patm score	2017 Jam Dec	2019 Jam mid
BNE	Y5ME	NS E5 Patm 2018 33.8 (+20.0)	NS E6 CL3		6.2					
BER	Y5FE	NS E5 Patm 2018 29.7 (+5.7)	NS E6 CL3		6.2					
KEN	Y5FE	NS E5 Patm 2018 29.7 (+13.9)	NS E6 CL3		6.2					
LAC	Y5ME	NS 5 Patm 2018 28.3 (+7.3)	NS E6 CL3		6.2					
MAL	Y5FM	NS 5 Patm 2018 38.2 (+22.4)	NS E6 CL3		6.2					

NEV	Y8ME	NS E7 Patm 2018 35.0 (+0)	NS 7 CL4		5.6					
CUL	Y8ME	NS 6 Patm 2018 30.8 (+0)	NS 7 CL4		5.6					
MIK	Y8MP	NS E7 Patm 2018 41.4 (0)	NS 7 CL4		5.6					
CHA	Y8FM	NS E7 Patm 2018 35.0 (-2.6)	NS 7 CL4		5.6					

