

2020 Annual Plan - St Joseph's Catholic School 1497

This plan will be updated every three months for the BOARD of TRUSTEES

Strategic Goal 1: Our Catholic Character Annual Goal 1: To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Teachers new to Catholic Schools will attend the CEO course on March 20th. Kaiako will attend Teacher-Only-Days and three two hour staff meetings for RE502, Spirituality for Teachers. All Kaiako will be encouraged to complete the assignments for RE502, so that they have more practical tools and knowledge for classroom practice in delivering the RE curriculum. 				
Student Achievement	-				
Professional Development	-				
Resourcing	- TCI Paper				
Key Highlights during this period:					
Key Issues needing to be addressed:					
Key Risks:					
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern					

Strategic Goal 1: Our Catholic Character Annual Goal 2: To facilitate a genuine and ongoing encounter with Christ.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> The children will participate in Catholic Sacraments regularly. 				

	<ul style="list-style-type: none"> • Enable ākonga to be present with Jesus Christ daily through classroom prayer and meditation. • Team Leaders to observe team and classroom prayer each term. • The children will participate in School Liturgies and Masses regularly. • Assembly values awards will be part of School Assemblies, with follow-up on these in the School Newsletter, so that a school culture of Christ's LOVE is promoted. • Prayer Kete will continue to go home so that each child receives it at least once per term. • Kaiako will provide opportunities for akonga to reflect on their relationship with Christ. • Adoration will be available to all students in the school year and the Reconciliation will be made available to Year 5-8 at least twice a year. • Teachers will be encouraged to participate in the Diocese-wide dedication mass as well as school assisted masses each term. • Teachers will be encouraged and assisted to make their classrooms a place where Jesus Christ and our Catholic faith is clearly on display. 				
Student Achievement					
Professional Development					
Resourcing					
Key Highlights during this period:					
Key Issues Needing To Be Addressed:					
Key Risks:					
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Strategic Goal 2: Student Achievement <u>Annual Goal 1:</u> To develop learner agency practices to enable a shift in student achievement in Writing with a focus on strategies to support/engage Maori and Pasifika students.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> • Teachers will use a variety of assessment tools e.g. PaCT and e-AsTTle writing. • Teachers in the junior and middle areas of the school will use programmes such as Motor skills/kinesiology “Switch on” Brain gym to develop fine motor skills. • Specific handwriting lessons will be taught in Years 0- 4 to increase students ability to physically write comfortably. • Teachers will plan and provide authentic reasons to write, so students have greater motivation to communicate through written language . • Building writing portfolios (Y7&8) • Teachers will use writing exemplars provided by St Joseph’s School. • Teachers will establish clear learner goals through <ul style="list-style-type: none"> ○ Next steps ○ Writing progressions ○ Writing exemplars 				
Student Achievement					
Professional Development	-				
Resourcing	-				
Key Highlights during this period:					
Key Issues Needing To Be Addressed:					
Key Risks:					
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Strategic Goal 2: Student Achievement <u>Annual Goal 2:</u> To raise student achievement through enhanced teacher practice through Mathematics					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> • Teachers will work alongside the DMIC facilitators to strengthen their ability to deliver DMIC approaches in their maths programmes 				

	<ul style="list-style-type: none"> Teachers will be observed by the DP/Lead Teacher of Maths throughout the year on their delivery of maths with one formal written observation being completed in Term 2 or 3 Teachers will attend a TOD at the beginning of the year on the implementation of DMIC maths programmes into their classrooms Teachers will participate in at least 2 staff meetings a term around the implementation of DMIC maths Teachers will determine their team's Target students in Maths and create working groups to provide extra sessions to these students to encourage an acceleration of progress in Maths to the expected curriculum level Teachers will use the St Joseph's Maths Progressions to set goals alongside students for the term/year in maths Teachers will complete school-wide assessment tasks - IKAN, Gloss, DMIC Assessments, Basic Facts and Asttle Maths to determine students strengths and areas of future focus All teachers will use collaborative and personal inquiries through their appraisal process to develop and reflect on programmes of learning which will lead to accelerated achievement for target students in Maths 				
Student Achievement	- Measured by OTJ's and IKAN, Gloss, DMIC Assessments, Basic Facts and Asttle Maths results				
Professional Development	- DMIC facilitators provided by Massey University for 2019-2022				
Resourcing	-				
Key Highlights during this period:					
Key Issues Needing To Be Addressed:	Specific teachers capability in Maths needs to be strengthened				
Key Risks:					
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Strategic Goal 3: Collaborative Practice					
Annual Goal 1: Strengthen teacher pedagogy and teaching practice to support the embedding of the school-wide initiative towards collaborative practice. (2020- 2022)					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov

Key Actions/Workstream	<ul style="list-style-type: none"> ● Work alongside external facilitator Jacque Allen to scaffold individual teams in their collaborative practice pedagogy ● Provide opportunities for teams to meet within and out of the classroom setting to strengthen their teams collaborative practices ● Consult with shareholders (staff, BOT, whanau) around their understanding, expectations and goals around collaborative practice within our school ● Staff develop a personal inquiry goal focused on Collaboration that they will develop with the support of staff through their appraisal process ● Teams given opportunities at staff meeting to share any readings, practices, systems etc that they have implemented on collaborative practice and found to be successful ● Provide resources on developing collaborative practice pedagogy 				
Professional Development	- Provided by external facilitator Jacque Allen				
Resourcing	-				
Key Highlights during this period:	-				
Key Issues Needing To Be Addressed:	-				
Key Risks:					
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Strategic Goal 2: Collaborative Practice <u>Annual Goal 2:</u> To work alongside the Project Team and the Staff in the establishment of our new building/flexible learning space.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> ● Preparation and research ● Regular meetings with the Project manager and required personnel around decisions required to complete the building project ● Furniture- purchase of furniture and selection of furniture to be placed within the new building reflect and compliment the collaborative approach to teaching ● Consideration given to the the Physical layout of the furniture in the new spaces, adhering to a collaborative pedagogy 				

	<ul style="list-style-type: none"> • The purchase of new technology, and the placement of Technology within the new building takes into consideration the collaborative teaching pedagogy • Ensuring the new build has the proper resources available to run efficiently, and the storage of existing school resources are installed in the new build effectively • Pricing and purchasing of new materials, resources, technology etc. is monitored and kept within the established budget 				
Professional Development					
Resourcing	•				
Key Highlights during this period:	•				
Key Issues Needing To Be Addressed:	•				
Key Risks:					
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Strategic Goal 4: Digital Technologies					
<u>Annual Goal 1:</u> Build teacher fluencies in teaching the Digital Technology Curriculum					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> • Develop resources to promote the new facet of the NZ curriculum under Digital Technologies; computational thinking for digital technologies (CT), designing and developing digital outcomes (3DO) . • Provide PD in digital technologies. • Run teacher workshops to share DT ideas and DT curriculum knowledge with other teams • Use the STEAM room as a resource hub/learning space for every team. • Introduce and demonstrate new technologies, apps, resources and programmes. • Promote the DT Learning Progressions -i.e What a DT programme looks like at each year level. 				
Student Achievement	•				

Professional Development	•
Resourcing	•
Key Highlights during this period:	•
Key Issues Needing To Be Addressed:	•
Key Risks:	
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Strategic Goal 4: Digital Technologies

Annual Goal 2: To support students to be capable and safe digital citizens

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> • Ensure all students have entered into a DT agreement with the school. • Provide Cyber-safety PD the school. • Work with Netsafe to develop pathways and resources to enable students and teachers to be safe digital citizens. • Liaise with the community and provide opportunities to be involved with DT safety. • Promote DT citizenship through providing resources for the staff. • Development of STEAMclub 				
Teacher/Student Achievement					
Professional Development					
Resourcing					
Key Highlights during this period:	•				
Key Issues Needing To Be Addressed:					
Key Risks:					

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Strategic Goal 5: WellbeingAnnual Goal 1: To develop a culture within YO-2 to promote responsibility and readiness for learning.

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> - Work with Mana Potential facilitator to develop and strengthen this pedagogy within the Junior School - Teachers to attend a day with Kathryn Berkett "Raising Resilient Kids" - Implement Circle Time Sessions weekly within our learning spaces - Teachers to attend Incredible Years in T3 and T4 and report back to the Ministry in the time frame allocated - Acceptance to Wellbeing Initiative and submit reports according to reporting schedule - Implement Healthy Active Learning programme within YO-2. Nikki ? to attend Team Meeting 20 Feb to run through the programme with teachers. - Unpack Key Competencies - Managing Self and Relating to others. - Build resilience in students through embedding Afol practices within the team - what makes a great classroom, what is a great learner, growth mindset, learning pit, learning about the brain / muscle for learning, new pathways. 	3/02/20			
Student Achievement	-				
Professional Development	<ul style="list-style-type: none"> - Healthy Active Learning provided by Counties Manukau Sport - Raising Resilient Kids by Kathryn Berkett - Incredible Years Programme provided by Ministry of Education 				
Resourcing	-				
Key Highlights during this period:	-				
Key Issues Needing To Be Addressed:	-				
Key Risks:	-				

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Strategic Goal 5: Wellbeing**Annual Goal 2:** Provide an induction programme that fully supports the growth of our three Provisionally Registered Teachers as they work towards full qualification

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Working alongside Mentor Teacher to follow guidelines set out by the Education Council to support teachers to develop positive professional relationships with mentor teachers and the wider staff. Growing collaborative practice through peer teaching opportunities in developing flexible learning spaces. Work with in-school experts on an induction to our school, covering our school history/charism and traditions, school systems, processes, and guidelines, including our staff handbook, behaviour management handbook, Health and Safety guidelines and other policy documents. Provide opportunities to attend workshops specifically designed to support Beginning Teachers according to availability and their individual needs Promote opportunities to observe best practice in our school and the wider COL. Be supported as active members of peer appraisal sessions. Be supported in developing their appraisal blog to store evidence against the teaching Standards and Catholic elaborations. 				
BT Achievement	-				
Professional Development	-				
Resourcing	-				
Key Highlights during this period:	-				
Key Issues Needing To Be Addressed:	-				
Key Risks:	-				

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