

2019 Annual Plan - St Joseph's Catholic School 1497

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

Strategic Goal 1: Special Catholic Character Annual Goal 1: To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in the delivery of the RE curriculum, as well as through school events and daily life.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> ● Increase the use of Te Reo in School Masses and Liturgies. ● Teach/learn more Catholic Karakia and Waiata in Te Reo Maori e.g. Our Father, Hail Mary, Karakia mo te Kai. ● Embed the rōpū (and school Gospel values') names in Te Reo across the school - Arahi, Piripono, Ako & Aroha. ● Use Te Reo Māori in RE lessons and on wall displays, with reference to Māori spirituality where appropriate. ● Protect the hauora of tamariki; bringing their faith, culture and life into harmony. 	Term 3 Term 3 Term 3 Term 4 Term 4	O O O O S	A A A O O	 O/A A
Student Achievement	- Taha Maori Team - Y7/8 student group.				
Professional Development	- Mana Potential PLD in January 2019.				
Resourcing	- Karakia mo te Kai in each classroom. - Ko te Awe e Maria in each classroom. - Mana Potential handbook from PLD day.				
Key Highlights during this period:	<p>NOVEMBER</p> <p>The DRS visited learning spaces last term and found very culturally responsive wall displays throughout, including Te Reo.</p> <p>The Māori Mass and Marae visit were successful at the start of this term, thanks for Fleur de Farias and Anna Francis. Our tamariki are now quite fluent reading the Miha responses.</p> <p>The principal has continued to promote Mana Potential as a hauora tool for our akonga, both at leadership and staff level. The mana potential wheel is on display in each learning space.</p> <p>AUGUST</p> <p>Ko te Awe e Maria (Hail Mary in Te Reo) has been practised widely throughout the school and at assemblies. It was prayed as a whole school at the Feast of Assumption Mass, without words on the data projector.</p> <p>The Maori Mass is scheduled for 24 October and practise is starting at Monday School Singing 19 August.</p>				

	<p>The rōpū names are used in daily notices, school assemblies, newsletters and Proclaim the Word competition, to name but a few examples of how widespread and embedded they are now.</p> <p>MAY</p> <p>Karakia mo te kai is spoken daily in classes at morning tea-time or lunch. Ko te Awe e Maria (Hail Mary) has been distributed to teachers to start working on with their ākongā. The Lord’s Prayer in Te Reo continues to be used in liturgies and assemblies.</p> <p>For School-Assisted Mass in Term 1, the school and choir learnt a new waiata “Te Atua” (Majesty in Te Reo). This was the opening hymn and the students mastered it successfully, singing with mana. For the prayers of the faithful at this Mass, the readers used a title for Te Atua in Te Reo e.g. “God of Peace, Hohou rongo,” and this was also displayed on the powerpoint.</p> <p>On the school calendar, newsletter and liturgy roster, our rōpu names are used as opposed to “Middle Team” or “Intermediate Team” This is the first step in embedding our rōpu names.</p> <p>Stairwell and staffroom RE displays have translations in Te Reo - e.g. Te Tau o Te Whanau - Year of the Family.</p>
<p>Key Issues needing to be addressed:</p>	<p>NOVEMBER</p> <p>The only area for further development was the use of Te Reo during the teaching of RE lessons.</p> <p>Some teachers do this naturally and/or deliberately while others don’t seem to. This has been recommended to individual teachers in the DRS write-up of her visit, where necessary.</p> <p>AUGUST</p> <p>Upon visiting classrooms, the use of Te Reo Maori within RE lessons and in wall displays seems to vary. Teachers do get direct feedback about this from the DRS visits, so hopefully that will get this more on track. If not, it is a possible area to review for the next cycle.</p> <p>Mana potential has been raised at leadership level and a strong reminder has gone to all rōpū to continue to use this tool to promote the hauora of tamariki.</p> <p>MAY</p> <p>Checking on Mana Potential as a school-wide tool for promoting hauora of our ākongā.</p> <p>Encouraging staff to use the rōpu names in Student Daily Notices, so that they can become more embedded for our ākongā.</p>
<p>Key Risks:</p>	<p>Encouraging staff to use Te Reo in wall displays. This will be reviewed with them when the DRS visits classes in Terms 2 & 3.</p>
<p align="center">Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern</p>	

Strategic Goal 1: Special 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"> Integrate RE strands with school Gospel values, making explicit connections where possible, where students can encounter Christ in their lives (e.g. Jesus' LOVE for others as an example for us to live by). Kaiako will carry out assessment of the affective domain in order to evaluate Christian attitudes and values of students. As a school we will continue to promote Christian values to live by, within a respectful Catholic school-culture of inclusion, acceptance and most importantly LOVE, as Jesus taught. Enable ākonga to be present with Jesus Christ daily through the introduction of daily school-wide meditation. To link our school values with a scripture/virtue or action. The children will participate in Catholic Sacraments regularly. Develop a Catholic identity, forming a relationship with Christ within our school. 	T1 2019 T4 2019	A A O O	 O O A O	 A A A O A/O
Student Achievement	Student voice will be collected through evaluations in the affective domain.				
Professional Development	RE staff meetings daily PLD call-back day in July				
Resourcing	Faith Alive Online Resource for RE Curriculum Meditation - Daily Practice by Laurence Freeman NZCM (New Zealand Christian Meditation) Website Mana Potential Hauora Programme				
Key Highlights during this period:	<p>NOVEMBER</p> <p>School-Assisted Mass is scheduled for the Feast of Christ the King on November 24th. Some of our tamariki will be baptised during this Mass. Our tamariki will lead the singing and Year 8 Leaders will do other ministries.</p> <p>The Sacrament of Reconciliation is scheduled for Years 5-8 on Friday 29 November. Fr. Robert will have the help of five priests.</p> <p>The DRS attended a PD day with the RE advisors and other DRS' from the diocese on Friday 8 November.</p> <p>Two meditation resources have been purchased for the School: "Daily Meditation: A Resource for Teachers and Parents" by Noel Keating, and a Junior book "My Happy Heart" with CD by Gregory Ryan.</p> <p>The Rosary was promoted and prayed during October and now the focus has moved to prayers for All Souls in November.</p> <p>Our Carol Evening has been scheduled for Wednesday 4 December.</p>				

Christian witness is a feature this November through Mission Day preparations, with leadership from Te Rōpū Arahi in promoting and organising, as well as contributions from our School Community.

As part of our self-review around encounter with Christ, student voice (evaluation in the affective domain) and teacher voice were collected about daily Meditation. The responses of our tamariki were very positive and encouraging overall, showing a very positive attitude towards this Christian prayer practice, with many children also identifying benefits for their well-being and appreciation of this time in which they can be still with Jesus. The review and findings were submitted to the BOT and have been included for Part C of the Annual Bishop's Report.

Values awards continue to be a feature of school assemblies.

AUGUST

Prayer kete continue to go home.

Most staff attended the 1-day Two Wise Men course on 25 July, enhancing staff's relationship with Christ. The speaker Fr. Richard Leonard was easy to listen to and inspired teachers in their efforts in Catholic education.

Fr. Peter Murphy did a lovely session with staff around daily Christian meditation on 30 July. This was a good opportunity to reflect on how it's going school-wide. He had some good recommendations for us and resources we are purchasing.

Catholic Schools' Day on 28 May was a real success, with children participating in real Christian witness in doing the Caritas Challenges in their house groups. We built up to this in the weeks beforehand, with daily videos on the notices for the children to watch. On the day the students did Caritas lessons about South Sudan, followed by Caritas challenges (water-carrying, indoor and outdoor chores, walking distances and making cardboard shelters). We ended the day with a liturgy lead by Te Rōpū Arahi. The feedback from students and tamariki was overwhelmingly positive. They had an opportunity to develop empathy and to help their fellow Catholics in South Sudan. \$303 was raised for Caritas through the house-colour mufti money.

Took our Year 8's in a bus to represent our school at a CoL Mass at Holy Cross Papatoetoe to celebrate Catholic Schools Day and had students involved in banner carrying and singing the psalm.

There was a positive turnout for School-Assisted Mass on 30 June and the choir, readers, liturgical dancers and other ministries did an excellent job.

The Proclaim the Word Competition on 8 August was successful in terms of the high standard of reading of the finalists and the reverence shown by our akonga at this Church-School event. The teachers have been acknowledged for their efforts in promoting this at classroom level.

23 Children from our School received their Sacraments of First Holy Communion and Confirmation on 23 June. Their photo was in our school newsletter to acknowledge and celebrate this special milestone in their faith development and relationship with Christ. There will be another group receiving these Sacraments this September.

Teachers have had some PLD from the DRS around using the Christian Liturgy Ritual website, to which we have subscribed (sister site is EMMAUS) by Monica Brown. This will hopefully enrich staff prayer, classroom prayer and liturgies, to promote an ongoing encounter with Christ and God's message of LOVE, as Jesus taught.

MAY

New Prayer Kete have been resourced and distributed to all class groups for the beginning of Term 2. They contain a prayer cloth, a cross, a candle, a children's bible (Year 5 - 8 have a NLT bible), a children's pocket Catholic prayer book, a pocket rosary book, rosary beads and a notebook for feedback. We expect that each child will bring the kete home to their whanau at least once per term.

	<p>In our Jesus Strand planning in Term 1, explicit connections were made around our School Gospel value aroha, with how Jesus showed Aroha for God and for people. At our RE staff meeting in February we identified specific lessons where this could be done.</p> <p>The affective domain was a key aspect of our RE PLD at staff meetings last year in Terms 3 & 4. Staff have been reminded to maintain this in Term 1 RE PLD meetings.</p> <p>Our School Values awards continue to be distributed at School Assemblies. A large number were awarded after Tabloid Sports to ākongā across the school.</p> <p>For Staff PLD in February, we did some professional reading and discussion around Christian Daily Meditation. According to the latest questionnaire of staff and students, Meditation is happening 3-4 times per week in the majority of classes.</p> <p>As part of self-review, we collected whānau voice around “encounter with Christ” at the February Parent Evening. This gave us positive feedback around many ways in which whānau feel we successfully facilitate an ongoing encounter with Christ. The two areas for development from this survey were Daily Meditation and opportunities for ākongā to reflect on their relationship with Jesus. The DRS has followed up on this with two further questionnaires about Daily Meditation for staff and students, to get a gauge on how this is going school-wide. This will be reviewed further at leadership level.</p> <p>There have been a host of liturgies and Masses throughout Term 1 and 2 so far: School Dedication Mass, School Ash Wednesday Liturgy, St. Joseph’s Feast Day Mass, School-Assisted Mass, Palm Sunday Liturgy, Stations of the Cross Liturgy and our Easter Liturgy. Fr. Robert spoke about our Stations of the Cross Liturgy at his Palm Sunday Mass homily, saying how moving the freeze frames were, even moving some to tears. Thank you Father.</p> <p>At our RE Staff PD in March, we linked our school Gospel values to scripture references.</p> <p>17 of the staff will attend the Two Wise Men PLD Day on 17 July, next school holidays.</p> <p>Principal attended 3 day Catholic Principals’ Conference at Waitangi.</p>
<p>Key Issues Needing To Be Addressed:</p>	<p>NOVEMBER The continuation and sustaining of Daily Meditation through to 2020.</p> <p>Should our “Assembly Values Awards” merge into the “AWARD of MERIT” for 2020, so that they become one Assembly Certificate? A new assembly certificate design would be needed with the school Gospel values around the edges? The rationale being that living our school Gospel values - love, learning, leadership and loyalty - is worthy of “merit”, and so academic achievements (learning) shouldn’t be distinguished as separate from living Gospel values.</p> <p>AUGUST Noise after lunch during meditation time. We have started to put photos of values award recipients in the Newsletter, but it would be great to see more students awarded at each assembly. Sustaining daily meditation at whole-school level. Our students will receive the Sacrament of Reconciliation next term hopefully. A reminder to staff to continue evaluations/assessment in the affective domain.</p> <p>MAY Putting our school Gospel value scripture references on display in our School Prayer Garden. With the busy term, the Sacrament of Reconciliation did not happen during Lent. The DRS will need to liaise with Fr. Robert and the Parish Office to see when will be a suitable time to put this in place.</p>

	Merging our values awards with our “Awards of Merit”.
Key Risks:	Trying to maintain assessment in the affective domain, continuing to enable ākongā to reflect on their relationship with Jesus.
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 2: Collaborative Practice					
<u>Annual Goal 1:</u> Supporting staff to improve individualized learning in flexible/quality learning environments (FLEs) by embedding collaborative practice and enabling learner agency					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Provide opportunities for PLD through an external facilitator - Jacque Allen on collaborative practice 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> Teams develop a team inquiry focused on Collaboration that they will build on throughout the year 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> Staff to share back their team inquiries at least twice a term 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> 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 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> Provide resources on developing learner agency for our students 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> Scaffold individual teams in their collaborative practice. 	Nov 2019	O	O	A
Professional Development	<ul style="list-style-type: none"> TOD (January and June) School Visits 				
Resourcing	<ul style="list-style-type: none"> 100 hours PLD Jacque Allen (Cognition) approved by MOE 2019 Relievers (school funded) 				
Key Highlights during this period:	<ul style="list-style-type: none"> May: Ārahi flexible learning space alterations completed Feb - the team now works across the space and have specific developed areas for different types of learning The deck outside rms 5, 6 & 16 (Arahi) were renovated to create steps and a new gathering and learning space for children Jacque Allen held a teacher only day for staff on Feb 1- they were given a quick refresher on what collaborative practice looked like, they were given the opportunity to draft a MATES (Mutually agreed Team Expectations) document - this will be a living document and can be referred and updated throughout the year. They reviewed their systems for planning for the year to make their practices more collaborative and they set up their team inquiries for Term 1 for 2019 Staff were given the opportunity at staff meeting to work on their team inquiries and present back their term 1 inquiry findings August: TOD held with School visits to Glenbrook, Redhill and St Mary’s, (a teacher from each team went to a different school) then feedback session with Jacque Allen In-Hub Korero sessions held where Jacque worked with the classrooms to evaluate current practices as well as another session working with teams towards their Capability continuum 				

	<ul style="list-style-type: none"> - The PLD Responsive report was completed by principal, DP and facilitator and submitted to the MOE. - Staff were able to share at staff meeting their Team Inquiries and where their next focus would be <u>November 2019</u> - Jacque has continued to work with our staff coming in 2 times a term to work with teams in out of hub sessions and in-hub sessions. Teams have been given the opportunity to work through team inquiries with Jacque and implement team within their teams with Jacque's support. Teams have presented these inquiries to the staff at staff meetings providing evidence and next goals with their colleagues. - Middle Leaders attended a conference that provided workshops on learner agency and brought these back to their teams to implement ideas - A further application has been made for more hours with Jacque Allen in 2020 which has been accepted and a journal has been submitted.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - August: Continued support from our current facilitator into a second year is most desirable. A further PLD Journal, completed by the principal and facilitator, has been requested for 2020. (100 hours confirmed.) -
Key Risks:	
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 2: Collaborative Practice Annual Goal 2: Develop strategies and guidelines that encourage effective collaboration between staff to build cohesion across the school.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> ● In consultation with whanau, fono, BOT, management and leadership build a shared language of identity across all levels of the school 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> ● Have signage put up around the school to identify learning ares/levels of the school for parents/visitors 		S	S	S
	<ul style="list-style-type: none"> ● In consultation with the external facilitator - develop inquiry/assessment/learning/behaviour language across all areas of the school 	Nov 2019	O	O	A
	<ul style="list-style-type: none"> ● Provide opportunities for staff to present to parents school wide initiatives in collaboration 	Sept 2019	O	O	A
	<ul style="list-style-type: none"> ● Attend PD through CoL opportunities or individually to explore strategies to implement collaborative practice across the school 	Nov 2019	I	O	A
	<ul style="list-style-type: none"> ● New shared language shared with community through weekly newsletters, website, team newsletters, correspondence etc 	Nov 2019	O	O	A
Professional Development	<ul style="list-style-type: none"> ● Hours provided by Jacque Allen/MOE funded 				

Resourcing	<ul style="list-style-type: none"> ● Hours for facilitators to work with teams/staff ● Inquiry model
Key Highlights during this period:	<ul style="list-style-type: none"> ● Teams are now referred to by their te reo names that align with our school values (Aroha, Ako, Piripono, and Arahi) ● Staff participated in Mana Potential programme TOD on 30th of Jan. Staff has implemented the Mana Potential Colours for our behaviour management strategy and all classes have unpacked the tool with students. Mana potential chart being used in teams. ● A parent workshop evening was held in week 3 (Feb 19th) where teams presented to parents about how their teams would be operating this year (shared language used) and opportunity given for question and answer period to keep parents informed ● A new newsletter has been developed for the start of Term 2 - done digitally - shared fortnightly - more opportunity for staff to be part of the development - lighten load for office staff - opportunity for more parents to view the newsletter ● August: as the Col has restructured its method of delivering PD, we have contacted the Across School Leaders directly to have PD given to the Junior team in regards to collaboratively delivering a maths curriculum to run alongside our DMIC PD ● End of Term 2 - teachers delivered in their teams a hands-on workshop to parents around different areas of STEAM - teachers worked on delivering this as a team ● Jacque Allen has been in to work with teams both in and outside the classroom to develop their collaborative practice, establish their current practice and to develop their shared language - which has transferred across all levels of the school ● Jacque has visited each learning space to give suggestions on how to make the space more collaborative and optimise student's learning experiences ● Staff visit to local schools on TOD to view their Collaborative practice and spaces - teachers able to network with other teachers from surrounding schools to share ideas and resources around Collaborative practice ● DP present to the BOT on the schools move towards Collaborative practice and the Need for Change - also shared at a Principal's PLG group ● A new PLD Proposal was submitted to gain more hours with Jacque Allen to support the school through Collaborative Practice and the transition to the proposed new build next year ● Directional and gate signage being explored. <p><u>End of November</u></p> <ul style="list-style-type: none"> ● Parent Evening held in term 3 where teams collaboratively worked together to deliver to parents how they have been developing STEAM within their teams. ● Teachers visited Mary McKillop school and were able to look at models of collaborative practice ● Teams have filled in a staff survey towards collaborative practice which showed a positive shift towards implementing a pedagogy that supports a shared language of learning ● Teams have established goals for next year and look forward to continuing to work with Jacque ● Still awaiting pricing on the signpost ● All correspondence continues to be delivered to parents using our new team names in te reo
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> ● CoL has restructured how they will provide PD - not specifically for our in-school COL teachers - no PD provided for term 1 ● Funding for signage is on hold- pursuing possible Grants through PTA, waiting to hear about progress with new build. Directional and gate signage being explored.
Key Risks:	
<p align="center">Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern</p>	

Strategic Goal 3: Learning with Digital Technologies

Annual Goal 1: Incorporate new technologies and approaches to learning in order to support students to be successful, safe digital citizens.

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Continue to develop a STEAM learning space within the school. Provide resources to promote the 5 new technology learning areas (designing and developing materials outcomes, designing and developing processed outcomes, design and visual communication, computational thinking for digital technologies, designing and developing digital outcomes.) Provide an after school Robotics Club every week Attend PD and local technology cluster meetings/forums to share ideas. Develop a shared resource pool so all learning levels have access to level appropriate technologies. Create and maintain a functional school website. Have student and parent LWDT contracts discussed, unpacked and signed. Use Netsafe and other internet safety agencies to reinforce positive digital citizenship. Have teachers and students understand where to go and who to talk to about sensitive issues they have on social media or the internet. 	<p>T3 2019</p> <p>T1 2019</p> <p>T2 2019</p> <p>T2 2019</p>	<p>O</p> <p>O</p> <p>A</p> <p>O</p> <p>O</p> <p>A</p> <p>O</p> <p>O</p>	<p>O</p> <p>O</p> <p>-</p> <p>A</p> <p>O</p> <p>O</p> <p>-</p> <p>O</p> <p>O</p>	<p>A</p> <p>O</p> <p>-</p> <p>-</p> <p>O</p> <p>-</p> <p>S</p> <p>O</p>
Student Achievement	<ul style="list-style-type: none"> August: Two teams (one senior, one intermediate) entered into the Auckland RoboCup Jnr. competition. 				
Professional Development	<ul style="list-style-type: none"> Tracey Pacheco (Cyclone) has been working with all teams in the school as well as working with Alan and Lori to deliver a staff digital technology workshop. South Auckland COL Deep Dive Day - run by CORE education (May 2019) Clive Francis from CORE Education will hold DT support lessons in Term 3 Week 8 				
Resourcing	<ul style="list-style-type: none"> STEAM room devices - 3D printer + consumables, iPads, Desktop computers, Chromebooks Technology resources - robots, construction materials, apps, lego, Duty time allocated for Robotics club 1 afternoon block release/week for LWDT Lead Teacher. 				
Key Highlights during this period:	<p>May:</p> <ul style="list-style-type: none"> Setting up a functioning STEAM room - amalgamation of science and technology resources into the new space. Offer of LEGO robotics kits from Caroline Harrington as well as mentoring on the use of them. Wednesday Robotics club has been working well - students are beginning to be used as mentors/examples during team STEAM lessons. WIX designed website is underway - Helen Thorpe and Cheryl Surrey are lending their expertise. Lori, Alan and Linda to attend a 3 day 'COL Deep Dive' technology workshop - May 16 -17 & 31. 				

	<p>August:</p> <ul style="list-style-type: none"> ● Lego EV3 robotics kits were donated to the school along with two large boxes of extra Lego. This was donated by Boeing and facilitated by Caroline Harrington. ● WIX website group has been meeting regularly and have built up the first version of the new school website. ● Shifting and consolidating of resources into the STEAM room. ● Arranging more STEAM based books and manuals be ordered through Debbie Chapman for the school library/STEAM room. ● Training students to use 3D modeling software (Tinkercad) in both Te Ropu Piripono and Wednesday's Roboclub so we can get a knowledge base built up to use the 3D printer. <p>November:</p> <ul style="list-style-type: none"> ● Large greenscreen was created for use in the STEAM room and in the hall to complement our smaller portable one. ● Developing the STEAM room space with digital citizenship posters. ● Robotics club is now being used as a proving ground for new technology or DT learning. This is developing experts across the teams. ● KiwiSchools has taken over the development of our school website and previous development from the WIX site is being rolled over onto the new website template. A placeholder website is currently being provided by KiwiSchools. ● New 3D printer is being organised after the old has been out of commission. ● RoboCup was held with varying degrees of success - this was a big learning curve.
<p>Key Issues Needing To Be Addressed:</p>	<p>May:</p> <ul style="list-style-type: none"> ● Setting up a team/s to be involved with a robotics competition. ● The new WIX website is underway, however the current KiwiSchools website will be unsupported by July. ● 3D printer has not been working properly so we have been unable to use it. <p>August:</p> <ul style="list-style-type: none"> ● eTap has the LWDT contract checkbox added to student information, but will need to input the student's current status. ● Sphero robots are no longer holding a battery charge and many are therefore unusable. <p>November:</p> <ul style="list-style-type: none"> ● Storage space and organisation of LEGO resources is an ongoing issue. Boxes have been provided by Lori. ● Maintaining a tidy space for STEAM activities. Many resources are being used and not charged/put away or stored carefully. ● PD to be arranged for next year to further develop DT practical usage throughout the school and inform the development/purchase of new resources. ● RoboCup was a great opportunity as should be looked into for DT extension for next year. ● Further sharing of DT expertise- teachers need to familiarise themselves with new resources by going on PD courses and seeking guidance through hands-on lessons.
<p>Key Risks:</p>	
<p>Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern</p>	

Strategic Goal 3: Learning with Digital Technologies
Annual Goal 2: Implement the new digital technological areas of the Technology Curriculum by 2020.

	<ul style="list-style-type: none"> The school ran a very well received BYOD evening. Kerri, Tricia, Alan, Ursula and Lori discussed and demonstrated to the parents the BYOD use in each teaching team. The slide show has been adapted on request from Cyclone to be used as an exemplar of Chromebook use for future events at other schools. Teacher-led workshop in utilising Designing and Developing Digital Outcomes with TinkerCAD 3D modelling to LEGO and using the greenscreens. Teams of Piripono students are actively involved in teaching how to use the greenscreen and video editing software to Te Ropu Ako students during their STEAM sessions.
Key Issues Needing To Be Addressed:	<p>August: Teachers need to view exemplars of the Progress Outcomes for their learning stage. Signing up and using the Kia Takatu lessons will help solidify understanding - Clive Francis from CORE Education will be a key point of contact as he helped design the Digital Readiness programme.</p> <p>November:</p>
Key Risks:	Not having teachers understand the progress outcomes and expectations of teaching DT at their learning level. I.e. most DT learning at Progress Outcome 1 for Computational Thinking for a student Years 0-5 can be achieved on 'unplugged' activities.
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Strategic Goal 4: Student Achievement <u>Annual Goal 1:</u> Build teacher Assessment Capability to inform Overall Teacher Judgements against the National Curriculum					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	To develop personal professional knowledge and understanding around how assessment can best be used to support teacher practice, student achievement and the development of learner agency.		O	O	A
	For staff to be proficient users of a variety of assessment tools across the curriculum.		O	O	A
	To induct new staff to Assessment For Learning practices and using PACT to make OTJs.		S	O	A
	To grow teacher practice in Assessment for Learning capabilities leading to improved teacher planning and delivery and developing student agency.		S	O	A
	All teachers will use collaborative and personal inquiry to develop programmes of learning which will lead to accelerated achievement for target students		O	O	A

Student Achievement	
Professional Development	<ul style="list-style-type: none"> - Staff meeting once or twice a term. - Induction Programme for new staff.
Resourcing	<ul style="list-style-type: none"> - Management unit for L Sokimi to deliver Professional Development.
Key Highlights during this period:	<p>12/2 Staff Meeting on making Writing OTJ's. This linked to our writing assessment that was happening at the same time. Making a Writing OTJ</p> <p>20/3 Staff Meeting on Best Fit descriptions (using the PAC Tool) - was moved to next term due to time. Both of these staff meetings involved staff researching and feeding back to the whole staff. Two collaborative powerpoints were developed, then teachers were able to put this onto their Blogs as evidence of Professional Development.</p> <p>May 2019 - Staff Meeting on PACT - Best Fit Descriptions Staff comments: It was really helpful to look at it collaboratively as it helped me to clarify my thinking and where I thought my student's best fit was. Was useful to have time to discuss as a team and look closely at one aspect. I like the group mode - it makes it easier to assess one aspect at a time. Has been great to find out that we can group students when marking different aspects. Great to have the time to be shown - group tab up the top of the page.</p> <p>August 2019 - Staff Meeting on promoting further learning and next learning steps. The purpose of this staff meeting was to revise the assessment capabilities of giving feedback, learning conversations, feed forward, when to give explanations or extra information and reinforcement. We also looked at developing or sharing the next learning steps with students. Promoting Further Learning and Next Learning Steps Staff were invited to add one thing they would try after presentation, reading and discussion. I suggest that next term we look at assessment practices in our school.</p> <p>21 August 2019 - I took Ashley and Claudia our PRTs through an induction to PaCT. They looked at what it was, how it could help them, how to make a best fit judgement and how to manage PaCT. Both PRT's found the time useful.</p> <p>October 2019 - Staff Meeting - Review of Assessment Practises at St Joseph's. Using assessment information to inform teaching and learning. After brainstorming the which assessment practises we use at St Joseph's Pukekohe, the staff then rated each practice out of 5 as to how effective the practise is in informing their teaching and learning. Teachers wrote their rating on a sticky note and gave a reason for giving this rating. Most practises scored a 3 or higher. Some practises were not useful to our teaching or learning and we would like to only use them if needed. For example the Listening PAT is only useful if we suspect a child as hearing difficulties, auditory processing difficulties or is perhaps dsylexic. Other practises were rated in the middle, there were issues around administering certain tests, time factors and suitability of the practise for different age groups. In the link there are photos to show the ratings. These are now displayed in the teacher workroom. This review will be helpful in deciding which assessment practises to change for next year.</p> <p>Teacher Only Day 25th October - A staff meeting was held about the changes to PaCT. Particular emphasis was given to different types of reports that are now offered. A decision needs to be made on when initial PaCT assessments are made and when or if we move to assessing certain aspects at different times of the year. Teacher Only Day 25 October 2019 - Changes to PaCT</p>
Key Issues Needing To Be Addressed:	<p>New staff Induction - need for release to do this.</p> <p>13/5 Upskill for everyone in PACT and use of it to inform planning.</p> <p>16/8 For next term: Look at how we use Assessment for learning in the classroom - how can we support student agency and assessment</p>

	capability? 30/10 A decision needs to be made on when initial PaCT assessments are made and when or if we move to assessing certain aspects at different times of the year. Decisions need to be made around which Assessment Practises to stop doing, keep doing or change when and how they are administered.
Key Risks:	Time to upskill for facilitator and consolidate. We need time to embed PACT as part of our planning and assessment - not just assessment for OTJS.
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 4: Student Achievement <u>Annual Goal 2:</u> Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of students, particularly priority students.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<p>Classroom programmes will cater for differentiated learning through the use of student agency and promoting Growth Mindset, including the use of the learning pit, and solo taxonomy.</p> <p>The AP and DP will meet with and share achievement data and targets with our Maori and Pasifika communities as part of annual processes at the beginning of the year.</p> <p>In consultation with the Pasifika Komiti, the DP and Pasifika team will continue to work to achieve the goals for the Pasifika Education plan</p> <p>Teachers will demonstrate culturally responsive practice through the Implementation of the PEP and MEP within classroom programmes and school wide initiatives</p> <p>The AP and Taha Maori team will work with Maori Whanau to implement the Maori Education plan</p> <p>Provision of support will be allocated and ongoing monitoring will continue for all priority learners (e.g. Reading Recovery, target groups, tracking forms etc...)</p> <p>Established transition to school practices will be provided for New Entrant students.</p> <p>Individual education Plans will be developed in conjunction with teachers, students whanau and outside agencies for students with identified special needs.</p>	ongoing	O	O	O
			A	-	-
			O	O	O
			O	O	O
			O	S	O
			O	O	A
			O	O	A
			O	O	A

	Regular opportunities are provided for face-to-face, digital, and written communication with whanau in regards to student progress.		O	O	A
Student Achievement	Achievement of individual students identified on Term 1 progress data tales.				
Professional Development	TOD session with Peter Fa'afiu - Insights on Pasifika Communities				
Resourcing	Pasifika and Maori budget: Teacher Aide and Maori Tutor resourced Pasifika uniforms added to More drums were purchased for Pasifika group				
Key Highlights during this period:	<p>Term 1 Progress Data was collected by the teams and the DP collated the data and prepared final data and shared with the Teams for discussion.</p> <p>The DP and Principal met with the Pasifika Komiti in Term 1 to discuss how to implement the goals for the year (PEP) and the Komiti leader and secretary were named for the year. Ideas were presented for the Pasifika week - fundraising initiatives - and the possibility of other whanau getting involved in the Komiti</p> <p>The Pasifika girls and boys group performed at the Franklin Cultural Festival. The groups have grown in number and the items they presented were well received. They were able to perform in their new costumes. Many whanau attended and helped with the day = building community engagement.</p> <p>We were able to take a busload of students (from the Pasifika and Kapa Haka groups) to Polyfest for the first time. Many whanau attended with us and the trip was well received. We endeavor to make this an annual event.</p> <p>Kapa haka Performance group performed at the Franklin Cultural festival and were a credit to to the tutor Whaea Gina and Anna Francis.</p> <p>The group was invited to perform at a powhiri at a local new pre-school.</p> <p>In class support from the ministry was achieved for a student who was on the waiting list and two students were allocated Interim Response Funding. We were able to resource this by employing an experienced teacher aide from last year whom we didn't have work for earlier.</p> <p>August -</p> <p>Tiny Joes continues to operate though the numbers of children attending are much smaller due to the smaller intake of 5 year olds this year. A new Reading Recovery Teacher was appointed at the start of Term 3 to work with three students a day and still funded by the Ministry.</p> <p>August 11th - a Pasifika fono meeting was held at the school to discuss, PEP, Pasifika week and fundraisers</p> <p>The school has started PD from Massey University to implement DMIC into our Maths programmes from yrs 3-8. This has shown great results in raising achievement in maths for Pasifika and Maori akonga.</p> <p>November-</p> <p>Tiny Joes now catering for the students who will start school in Term 1 2020.</p> <p>IEP's have been held for the two ORS funded students with a view to catering for their needs in 2020.</p> <p>ELLP's and Tracking forms completed. Children with special needs transitioned for 2020.</p> <p>Maori Mass and visit to the Marae successfully held in Week 2 of Term 4.</p>				

	<p>We had a huge Pasifika Week Celebration, including the inclusion of some of our transition schools - Wesley College and Pukekohe High, with visits from local schools to participate in the event. Lots of fono were involved in the activities throughout the week and we were published in the local paper describing the events.</p> <p>The Pasifika Boys and girls groups continue to grow in numbers with many of our boys and girls leading and teaching performances.</p> <p>PD in DMIC maths has been provided to the staff from yrs 3-8 this year- with has been promoted as being culturally responsive to Pasifika and Maori learners.</p>
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> ● Lack of Pasifika parents supporting tuition of cultural group (working or not confident) ● Lack of involvement from Maori whanau at the term hui. After the Term 1 hui a survey was sent with a poor response but from the 6 responses we will change to evening meetings. ● Being able to cater for the special needs of students from an already stretched budget with the addition of two new students from other schools without their own funding and the fact that one of the ORS funded students will have his hours cut in Term 3. <p>August -</p> <ul style="list-style-type: none"> ● No whanau attended the Term 2 Maori hui (an evening meeting as requested). ● Not able to hold Maori Mass and Marae visit in Maori Language Week due to timetable clashes so have been scheduled into Term 4.
Key Risks:	- Lack of parent engagement
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 5: Wellbeing <u>Annual Goal 1:</u> Develop a school-wide climate and practices that support positive behaviours and reflect our Catholic values					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	- Promote positive behaviours and resilience through peer mediation and restorative justice practices.	Ongoing	O	O	A
	- Implement the Mana Potential model in the school to be used for learning and behaviour.	Term 1	O	O	A/O
	- Provide opportunities for student voice, in classrooms and in student leadership roles	Ongoing	O	O	A/O
	- Expose students to positive role models within and beyond the school, including their peers.	Ongoing	O	O	O
	- Develop Tuakana/Teina opportunities throughout school.	Ongoing	O	O	O
	- Promote teacher wellbeing through consultation, hauora and professionalism.	Ongoing	O	O	O
	- Promote opportunities for staff to build positive relationships with parents.	Ongoing	O	O	O
	- Monitor student attendance patterns "Every Day Matters"	Each Term	O	O	A
	- Administer and analyse Wellbeing@School survey to teachers and Y5-8 students T4	Term 4	-	-	A

Student Achievement	<ul style="list-style-type: none"> - Less behaviour issues than 2018 - Student Leaders active in their roles - role models
Professional Development	<ul style="list-style-type: none"> - TOD: Mana Potential: Angeline McDonald - January 2019
Resourcing	<ul style="list-style-type: none"> - School funded/BOT
Key Highlights during this period:	<p>Term 1</p> <ul style="list-style-type: none"> - Classroom inductions included the Mana Potential colour dial in every classroom. All teachers using colours to identify student moods (some when checking in/behaviours and others to indicate mood at beginning of day along with attendance). Teachers using colour keyring indicators (leveled to their children). DP using colours consistently when working with individual behaviour. Students are able to identify how they are feeling and place themselves on the dial, as well as know strategies to move from that place to be somewhere more positive if needed. Improved self esteem noted by small target group. - Peer Mediator group established for beginning of year. Caught being good incentives in place. - Opportunities for teachers to meet with parents twice this term: Meet the Team and Child/Teacher/Parent Goal Setting meetings. Teachers rostered on to attend PTA meetings. Involvement of parents in sports, EOTC, camp fundraising and School Assisted Mass (and school working bee Feb). - Support of a number of families (illness and/or financial). Parenting programmes promoted. Pastoral care home visits by principal. - Kapa haka and Pasifika groups empower students in leadership, confidence and enjoyment of school and heighten their own cultural awareness and that of their teachers <p>Term 2</p> <ul style="list-style-type: none"> - May: Pink Shirt Mufti Day - students support anti-bullying at school. - Seasons Programme in place for 14 children. - Principal and AP attended a National Safeguarding and Safe church training session at St Patrick's Church for people who work with children to comply with the new standards rolled out by the Church's National Office for Professional Standards. - Y7/8 Team Leader attending 3 day Restorative Justice course in June. - Principal meets with Class Councillors and School Captains twice a term and DP meets with School Leaders regularly - School Leaders organising sport and art activities to promote wellbeing within the school <p>November:</p> <ul style="list-style-type: none"> - Wellbeing@School survey to teachers and Y5-8 students administered T4/wk 6 - Every Day Matters data collected each term. Trends analysed and taken to BOT T1 the following year (whole year). - Positive relationships within PTA/school association. - Big brother/sister allocated to younger children when needed (anxiety, behaviour...) - All teachers met with Principal in T4. Twelve noted positive relationships within teaching teams.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Maintaining the Mana Potential Model across the school, within team and spaces. - Teachers need to give class councillors the opportunity to meet with the class/team between meetings with Principal.
Key Risks:	<ul style="list-style-type: none"> - All teachers need to follow restorative justice practices as set out in behaviour management plan. - Following procedure - complaints
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

Strategic Goal 5: Wellbeing

Annual Goal 2: Provide an induction programme that fully supports the growth of our two 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. Be supported in developing their appraisal blog to store evidence against the teaching Standards and Catholic elaborations. Provide release to observe best practice in our school and the wider COL. Provide opportunities to attend workshops specifically designed to support Beginning Teachers according to availability and their individual needs. 	<p>T4 2019</p> <p>T3 2019</p> <p>T1 2019</p> <p>T1 2019</p>	<p>O</p> <p>O</p> <p>O</p> <p>A/O</p> <p>O</p> <p>A/O</p>	<p>O</p> <p>O</p> <p>A</p> <p>O</p> <p>O</p>	<p>O</p> <p>A</p> <p>A</p> <p>O</p> <p>O</p>
BT Achievement	- Both teachers have now graduated.				
Professional Development	<ul style="list-style-type: none"> Attended Teachers New to Catholic Schools 1 day PD PRT's read and discussed school policy handbooks together and raised any queries to Mentor Teachers. 				
Resourcing	- MOE funded first year PRT 0.2pp - Mentor Teachers in place.				
Key Highlights during this period:	<ul style="list-style-type: none"> Partnerships of PRT/Mentor are working well: collaborative and supportive Scheduled weekly meeting for planning / discussion / feedback (what's going well / what's not) Discussions held at Team Meetings regarding students achievement and tracking progress Met with DP to set up appraisal blog. Has begun to develop their appraisal blog and has added evidence to it. This is ongoing. PRT's attended workshop at Kohia for day - unpacked "The Practising Standards" RE advisor came to St Joseph's to run PD on aligning the bridging document and introduced the RE curriculum Developed a strong understanding of collaborative planning using Google Docs on shared documents. CF : Completed Running Records for Term 1 and E Astle writing. Currently testing using JAM (Junior Assessment in Mathematics) and Term 2 Running Records 				

	<ul style="list-style-type: none"> - Planning evidence is available in Team Planning Folders - Using eTap to enter data and create eTap plans - Collaboratively planning Term Concept plans with team - Actively involved in assigned Curriculum teams within school. <p>August:</p> <ul style="list-style-type: none"> - PRTs have met with Principal to discuss school charism. - Weekly meetings with mentors held to discuss planning, assessment, behavior management, give feedback and feed forward. Attending the Kohia PRT course. - Fully contribute to team planning and meetings. - CF worked collaboratively with all teachers in team to develop our Next Learning steps for writing at 3 levels : Within the first year at school, At the end of Year 1, at the end of Year 2 - Participating in ongoing professional development within school with Jacque Allan re collaboration - Contributed to and led hands on activities at our parent evening workshop at end of Term 2 to share what the students have been learning about in Digital Technology / STEAM - Both organised and led a staff prayer in Term 2 - CF completed all class observations for Literacy, Maths and RE in Term 2 - Completed all assessments required for Term 2 - Attended call back day “Two Wise Men”, RE PD - CF has developed behaviour management plans for specific students in her Kaitiaki class, as well as met with parents of those students - AC behaviour management plan in place for most challenging student. RTLB in place for two other students, one more about to come for another child. - PRTs involved in all staff meetings/TOD/PLD consolidating policies and procedures - now have access to SchoolDocs - Have changed PRT beginning teachers course/day to best suit their needs - Having same PRT day enables both to collaborate and compare. <p>November</p> <ul style="list-style-type: none"> - Attended Tools 4 Teachers and Kohia workshops - AC attended e-AsTTle workshop - Collaboratively planned for T4 - In school PD - Continued Collaborative PD through Jacque Allen, In hub Korero - PaCT workshop with Linda Solimi in Term 3 - In the process of completing EOY reports, writing these collaboratively where possible - Completing EOY data - Contributes to planning for 2020 - Met with parents of students who do make expected curriculum level or behaviour - PRTs met with principal. Both reported a huge personal professional growth year and acknowledged the support of mentor teachers.
<p>Key Issues Needing To Be Addressed:</p>	<ul style="list-style-type: none"> - One PRT in fixed term one year position - keep for second year depends on staffing. - Release time for PACT induction and further learning about AFL practices (unit in place)

Key Risks:	- PRT has many students with Behavioural needs not identified when we were establishing this class.
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