


2023 Annual Plan - St Joseph's Catholic School

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

This year, due to the impact of the COVID pandemic 2020-2022, we are concentrating on three main areas.

Strategic Goal 1: Hauora <ul style="list-style-type: none"> <u>Annual Goal:</u> Prioritise attendance and engagement of students post-Covid 					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Teachers to initially engage with whānau of absent or late students to build a relationship/rapport Create a data report of weekly lateness and attendance and highlight patterns of students, so teachers can be in touch with whānau. Promote a welcoming and inclusive environment for whānau and tamariki. Teachers to engage regularly with parents who come to school; including drop off and pick up. Create opportunities for whānau to come into our school. Leadership to attend SeeSaw 'Meaningful Engagement' Webinar. Take opportunities to Inform parents during parent evening about the importance of regular attendance Communicate positive emails to parents at the beginning of each team meeting for 10 minutes. Reinstate Tiny Joes once a week post covid 	7/2/23 4/4/23	O O O O O A A O O O	O O O O O	A A A A A A A
Outcomes	<ul style="list-style-type: none"> Improved attendance and punctuality of students - at school all day! Better routines and time management - more quality time in school 				
Professional Development	<ul style="list-style-type: none"> Unpack Tapasā https://tapasa.tki.org.nz/teaching-stories/community-engagement/ review in team meetings - make reflections and consider future actions and link to team inquiry.  Engaging Families Webinar 				
Resourcing	-				
Key Highlights during this period:	Term 1: engaging with parents at opening evening. Communicating weekly with a weekly update to all parents and students. Started weekly email to parents about positive behaviour. <ul style="list-style-type: none"> Merit Mention emails going from Ako 2 each week (2-3 per teacher). Very positive feedback from whānau about that. A great turnout for our St. Joseph's Feast Day School-Assisted Mass - tamariki came with their whānau. Advertising our Friday Masses on the school Public calendar and Newsletters, so whānau will be informed and can attend. In our Term 1 reports to parents, attendance was commented on in writing if it was a problem, and then discussed in the parent interviews. Increased promotion of school events on facebook 				

	<p>Term 2: continuing with weekly emails home to parents about positive behaviour.</p> <ul style="list-style-type: none"> ● St Joseph's Pukekohe Hauora Journey - To be presented to Kahui Ako on Friday 26th May ● Ako 1 Prayer Kete going home weekly in all classes. ● Ako 1 Stars of the week shared on Seesaw weekly ● Discuss at team meeting and email and contact parents ● Send email Merit Mentions every week to parents ● Grandparents Day/Matariki/Maori Mass <p>Term 3: parent conferences in Week 9 - by request</p> <ul style="list-style-type: none"> ● Discuss at team meeting and email and contact parents ● Continue stars of the week and positive emails home ● Centennial Celebration ● Pasifika Week - many families attended and helped ● Aroha - Contact parents of students of concern re absent and late. Sent email home to all parents to explain the process if your child is sick on consecutive days. Included the process using skool loop, website or phone in Term 3 team newsletter ● Team prayer and Aroha rotation on Friday mornings allows for Tiny Joe's to operate successfully and gives time for Jo to meet with parents to provide all the relevant information required prior to starting school and this also allows for a pre- school assessment to be carried out ● Ako 2 Production - many families involved with preparation and attendance of 300+ family members on Thursday night. <p>Term 4</p> <ul style="list-style-type: none"> ● Open door policy - many coming into classrooms - more like prior to covid. ● Seesaw posts continuing and positive emails home ● Extra curriculum events have had plenty of parent helpers for sporting events and trips, shared lunches, especially Pasifika Week shared lunch. ● New parent evening Developed a pamphlet with information for Year 0-3 students and distributed via email week prior the evening and was then available on the evening as well ● Tiny Joes continued to run and was accommodated through the team running athletics ● To accommodate the large number of pre enrol students in January we are having an open session at the end of term. ● Continued communication and celebrations through seesaw and through home-school learning books ● Regularly meet with whanau before and after school ● Beginning school report allows the opportunity to meet and share their child's learning ● Maaori Whaanau Hui ● Carol night, assemblies, liturgies, Sporting event, special EOY celebrations welcoming families to attend ● Attendance was 88.6% attendance for Term 4- even with end of year approaching we are still able to maintain high levels of attendance ● Parent helper morning tea
Key Issues needing to be addressed:	<ul style="list-style-type: none"> - Lateness affects children's ability to be ready to learn, begin their day with prayer and to follow their daily programme.
Key Risks:	<ul style="list-style-type: none"> - Further interruptions due to Covid Levels/Restrictions and/or weather events closing Auckland schools.
<p>Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern</p>	

All - Black, Arahi -Purple, Ako 2 - Blue, Ako 1 - Green, Aroha - Red

Strategic Goal 2: Capability Annual Goal 1: To raise student achievement through enhanced teacher practice through deliberate acts of teaching.					
Action/Workstream		Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Focus on working memory by teaching students specifically spelling and grammar. Re-establish a school-wide spelling programme (Switched on to Spelling & Spelling under Scrutiny) Empower teachers to know where our ākonga are in relation to their progress in Writing, through understanding the Learning Progression Framework (LPF) to be able to teach Writing in a more impactful way. Develop effective feedback strategies for teachers and students. Consolidate Quick 60 reading support programmes to continue to provide for identified/target students in Years 2-4. Consolidate oral language practices in Year 0-2 Deliver the Early Words programme to our target students in Literacy in Aroha Provide accelerated learning opportunities for target students. 	Term 4 2023	O	O	A
			O	O	O
		Term 4 2023	O	O	A
			O	O	O
		Term 4 2023	O	O	A
		Term 4 2023	O	O	A
		Term 4 2023	O	O	A
Student Achievement/ Outcomes	<ul style="list-style-type: none"> Positive shifts in all academic areas (EOY data) post covid years 				
Professional Development	<ul style="list-style-type: none"> Working with external facilitator from Cognition Education with a Literacy focus Jacque Allen LPF understanding and implementation 				
Resourcing	<ul style="list-style-type: none"> Del Costello (Cognition) to work alongside Aroha Teachers MOE funding for tutoring in Years 7-8 Teacher aides Relievers for CAT team when working with Jacque Allen 				
Key Highlights during this period:	<p>Term 1 - Arahi: Adapted our maths programme to have more explicit teaching prior to the problem-solving questions and provide more time for independent work, marking and feedback.</p> <ul style="list-style-type: none"> Whole school - updated the school writing progressions to use for teacher planning and create purposeful feedback <p>Term 2 - Spelling programme established in Ako 1 using Switch onto Spelling resources</p> <ul style="list-style-type: none"> Arahi: Continued to run the maths programme as we did in term 1; seeing excellent results across the team in maths progress. Very evident in recent E Astle testing. Arahi: Structured Reading using school journals to increase mileage. Teachers read daily with target students. 				

- Arahi: Using Teacher and Peer feedback for goal setting
- Aroha: Developed an oral language story (Maui and the Giant Ika) which is incorporated into Writing programme. Story is delivered 2 days a week and writing programme focuses on specific aspects (DAT) around this story. The story is told to the students, not read to and every time it is delivered it is added to, specific aspects emphasis.
- Aroha: Del Costello and LW had a PLD day to develop a St Joe's Teacher Practice Rubric in Literacy (DRAFT) for the delivery of Reo-a-waha (Oral Language)
- Early words continues to be delivered by TA. 1 student has finished, 1 added and others continuing
- Quick 60 groups in Aroha. 2 students have been discontinued as are no longer a concern and are reading / writing at expected level for Year 2. Have added 2 new students to programme.
- Spelling programmer established in Ako 2 - Switched On to Spelling

Term 3

- Continuing Spelling programme in Ako 1 and 2
- Good reading progress made by Quick 60 students in Ako 1
- Staff Meeting with Mandi Hildreth re Structured Literacy
- Accelerated writing group identified in Ako 1 - using colourful semantics to improve their sentence construction.
- Accelerated Maths group to move students from stage 4 to 5 in Ako 1
- Accelerated learning groups identified in Reading, Writing, and Maths
- Home Learning Book established in Ako 2.
- Learning goals identified in Ako 2 for each area based on learning needs for each child.
- Quick 60 and Early Words continues to see our target students making progress in Literacy. All Year 2 students who were below expected level at the beginning of the year have now all been on this programme and we are starting to take on our Year 1 students.
- Year 2 Maths Target group is providing more support to our target students on a consistent basis
- Our Oral language strategies have been implemented within our classrooms to enhance our writing programme

Term 4

- Writers Toolbox trialled with a targeted group - engagement increased. Changed writing to first thing in the morning has also increased student engagement.
- Reinforcing self management skills - and our group norms so students are always aware of expectations.
- Target students in Reading who received Quick 60 and worked in smaller groups with structured literacy have made 2+ years progress.
- Target students in writing and maths showing greater confidence in being their writing and solving problems.
- Aroha continuing in Quick 60 and Early Words continues to see our target students making progress in Literacy. All Year 2 students who were below expected level at the beginning of the year have now all been on this programme and we are starting to take on our Year 1 students.
- Year 2 Maths Target group is providing more support to our target students on a consistent basis
- Continued with Our Oral language strategies have been implemented within our classrooms to enhance our writing programme - developed a Euphrasie Barbier story for our Korero Paki
- Since the beginning of the year, 16 Year 2 students have received Early Words, Quick 60 or both throughout the year. Of these 16 students, 6 students are now working at curriculum level 1 or early level 2. Two of these students are working at just below (ie 2 levels below where they need at the end of Year 2 in Reading. Four of these students have had a high level of absences (parents / families contacted about these) so progress has been slow. However, for two of these four students, once consistent attendance progress has been made. ALL students have made progress this year.
- Students who received support through Early Words and Quick 60, have increased confidence in their own ability - writing independence, decoding and comprehension ability
- Targeted workshops based on assessment data
- Student voice surveys to find out about engagement and interest

	- Approved PLD for 2024 with Jacque Alan
Key Issues Needing To Be Addressed:	- Decisions about a cohesive spelling programme -Switched on to Spelling/Spelling Under Scrutiny
Key Risks:	- .Staffing: We are struggling to get relievers to cover classes when teachers are unwell resulting in added pressure of teachers needing to cover extra classes or splitting classes.
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Strategic Goal 2: Capability <u>Annual Goal 2:</u> To grow teachers' understanding of the newly revised NZ Curriculum Learning Areas and its implementation; focusing on the following in 2023. <ul style="list-style-type: none"> • Social Sciences (including ANZ Histories) - Our School Charism & Centenary • Religious Education Curriculum Year 1&2 • Mathematics and English 					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	• AP and DP to run regular staff meetings around new developments in the new Curriculum roll out.	Term 4 2023	O	I	A
	• Focus on school charism in Term 1 that incorporates the new NZ Histories curriculum	6/4/23	A		
	• Develop understanding of refreshed curriculum areas (Maths and English) by unpacking the new terminology, progress outcomes and assessment	10/11/23	O	I	A/I
	• Implement refreshed curriculum within classroom programmes as they become available	-	S	O	O
	• Work alongside mentors from Massey University to grow teaching capability in Maths	Term 4 2023	O	O	A
	• Grow teachers knowledge of the new RE curriculum for Y1 and 2	Term 4 2023	O	O	A
Outcomes	- Teachers will have a deeper knowledge of the revised NZ Curriculum introduced in 2022 and 2023				
Professional Development	- Aroha Teachers to attend Curriculum Day 1 (27 March 2023) - TOD: Sr Anne Sklenars RNDM - school charism - TOD 24 April Curriculum Refresh - RB and LM PLD with Franklin Principals on Curriculum refresh 8/5/23				
Resourcing	- Massey University Facilitators working in the school - MOE links to Curriculum updates				

Key Highlights during this period:	<p>Term 1</p> <ul style="list-style-type: none"> - Sr Anne Sklenars RNDM TOD around charism of our school (Euphrasie Barbier) <p>Term 2</p> <ul style="list-style-type: none"> - All staff attending Teacher Only Day for Pukekohe COLs - Aroha teachers (LW/JW) will be attending Curriculum Day 2 for new RE Curriculum (29/05) - Beginning to implement new maths observation sheets to create anecdotal records during inquiry maths sessions. <p>Term 3</p> <ul style="list-style-type: none"> - Due to a number of delays, the curriculum refresh is being pushed back. Considering this new development and lack of new information being rolled out, - Instead of focussing on the new curriculum, we will redirect our focus to school initiatives currently in place. - DMIC facilitators are still regularly working with staff - Maths staff meeting held in Term 2 <p>Term 4</p> <ul style="list-style-type: none"> - Feedback sessions with a buddy and then giving students time to rewrite and improve their writing. - Using reciprocal teaching in reading so students are coaching and supporting each other in writing. - Continuing with students leading in explaining and justifying maths solutions. - Aroha teachers attended the PLD for new RE Curriculum - TOD - Te Mataiaho Curriculum Refresh 10/11/23 - DMiC In Class Support
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Staffing Term 2 - upskilling new teachers into SJS systems - Curriculum refresh is still in draft - Industrial action (paused due to change of government)
Key Risks:	-
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Strategic Goal 3: Agency Annual Goal 1: Provide PLD opportunities, resourcing and support for staff as they develop their knowledge in providing co-agentic learning opportunities through the use of systems and processes that promote agentic teaching and learning practices, with a focus on teacher actions around the effective use of feedback.					
Action/Workstream		Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> • DP to disseminate findings from recent Action Research project completed around Building Learner Agency through the Effective Use of Feedback through staff meeting 	T2 2023	A		
	<ul style="list-style-type: none"> • Develop effective feedback strategies for teachers and students through collaborative team inquiries. 	Term 4 2023	O	O	A
		-	O	O	O

	<ul style="list-style-type: none">Develop teacher practice in Assessment for Learning capabilities across the school, leading to improved teacher planning and informed delivery of delivery and the development of student agency.Promote the tool of Cools Schools so students have the agency to resolve conflicts.Promote and include the tool of Mana Potential so students have the power to regulate their emotions.	Term 4 2023			
		Term 4 2023	O	A	A
			O	O	A
Student Achievement/ Outcomes	<ul style="list-style-type: none">Increased opportunities to develop and build student agencyStudents empowered to have an impact on their learning				
Professional Development	COL WSLT				
Resourcing					
Key Highlights during this period:	<p>Term 1</p> <ul style="list-style-type: none">Cool School programme and Mana Potential taught in Ako 1Updated school writing progressions - used for planning and giving specific feedback in writing.Arahi: Peer Mediators completing Cool School’s Programme <p>Term 2</p> <ul style="list-style-type: none">Using the school writing progressions for planning and specific feedback for student agency and goal settingStaff meeting on Teaching Values - PonoAroha have unpacked Mana Potential colours and feelings. Linked to writing. Students can identify feelings with colours <p>Term 3</p> <ul style="list-style-type: none">Students have identified their learning goals for each area and are working on evidence to prove that they are achieving it.StudentsUse of next steps writing assessment rubrix for writingSentence frames for MathsVisual prompts to engage agency within the classrooms <p>Term 4</p> <ul style="list-style-type: none">Attending Kahui Ako Day for WSL was an opportunity to see how schools are increasing student agency.Continued to use of next steps writing assessment rubric for writing, sentence frames for Maths and visual prompts to engage agency within the classroomsCollect student voice for engagementUse EOY school wide data to assess programmes that have had impact - Year 0-3 PLD for structured literacy - The CodeContinued to refer to Mana Potential for restorative conversations and to support students to self-regulate				
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none">Change of staff - some have missed out on staff PD.				
Key Risks:	<ul style="list-style-type: none">.				
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern					

