

2024 School Charter and Strategic Plan

for



St Joseph's Catholic School Pukekohe 1497

2024 - 2026

Principal's endorsement: U M Hall
Board of Trustees' endorsement: Adopted at BOT Meeting: 20 February 2024
Submission Date to Ministry of Education: By 1 March 2024

Excellent Education befitting our Catholic Character

“To be in right relationship with God, with ourselves and others, and with creation.”



Diversity, as found in our different cultures, languages, and heritages



Innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively



Excellence, by aiming high and by persevering in the face of difficulties

TRINITY:

Matua, Tamaiti, Wairua Tapu

We are a community that demonstrates aroha, tika and pono in our relationships with each other.

NZC Principles:

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its' people.

Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed.

EDUCATION:

We are empowered through collaboration, critical thinking, problem solving and creativity, to strive for excellence and reach our personal potential.

NZC Principles:

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

LEADERSHIP:

We use innovative ideas to be excellent role models serving our community and using our talents to inspire others

NZC Principles:

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Motto

To God Our Best and Greatest

As followers of Jesus Christ, St Joseph's Catholic School is committed to holistic education, and the awareness of local, national and global social justice issues, supported by the values and teachings of the Catholic Church.



Our School Values

To Love - Aroha

To Learn - Ako

To Lead - Arahi

FAITH:

Building on the charism of our founding order, the Sisters of Our Lady of the Missions (RNDM), we apply the teachings of the Catholic Church and gospel values in living our daily lives.

NZC Principles:

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

ENVIRONMENT:

We are active participants in caring for our environment as guardians – Kaitiaki for future generations.

NZC Principles:

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

FOUNDATIONS:

Together we are strong – We build on the vision of those who came before us, acknowledging our bicultural identity and the diverse strengths of our community

NZC Principles:

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.



Equity, through fairness and social justice
Community and participation for the common good



Ecological sustainability, which involves care for the environment
Integrity, which involves being honest, responsible, and accountable and acting ethically



Respect themselves, others, and human rights

SPECIAL CHARACTER STATUS	As defined in our Integration agreement, St Joseph's Catholic School Pukekohe "is a Roman Catholic School in which the whole school community, through the general school programme and its religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the diocese."
MAAORI DIMENSIONS AND CULTURAL DIVERSITY	<p>St Joseph's Catholic School Pukekohe will ensure Tikanga Maaori (Maaori culture and protocol) is incorporated into the school's curriculum by:</p> <ul style="list-style-type: none"> • Using Karanga and Powhiri to welcome new students, staff and dignitaries on appropriate special occasions. • Providing staff with guidelines for implementing a classroom programme that develops basic Te Reo and Tikanga Maori, remembering that knowledge of the basics of Te Reo and Tikanga is essential to an understanding of New Zealand identity. • Providing opportunities for staff professional development in both Te Reo and Tikanga Maori. • Teaching the National Catholic Religious Education curriculum throughout the school. This programme has a very clear bicultural focus. • Sustain the Maori Education Plan in consultation with the community. • Involve our local Maaori community in consultation for local history and tikanga • Continuing to hold regular whanau huis - usually one per term (T1-T3). <p>St Joseph's Catholic School Pukekohe will ensure the Turu (competencies) of Tapasā are incorporated into the school's curriculum by</p> <ul style="list-style-type: none"> • Through teaching as inquiry teachers are encouraged to inquire into the background of all students and be culturally responsive in delivering the curriculum and building relationships with students and fanau. • All stakeholders will be familiar with the school's Pasifika Education Plan and work to achieve its goals • We aim to include a multicultural dimension to our school by celebrating the cultures of our Pacific Island neighbours, and whenever possible including a Pasifika focus in our curriculum delivery. • As we acknowledge the importance of parental and community engagement in students' education, Pasifika fono meetings are held regularly for our Pasifika parents. <p>We are mindful that we have children in our school from a wide range of socio-economic and culturally diverse backgrounds (EQI = 436). As we continue to grow in diversity, we must ensure that all children have equitable access to educational opportunities regardless of the socioeconomic status of their families.</p>
ETHNICITIES 2024	<p>Based on first ethnicities from SMS: eTAP 5 February 2024</p> <p>We have approximately 250 children starting the year with 33% NZ European and other European descent, 6% Maori, 1% Cook Island Maori, 10% Tongan, 7% Samoan, 4% Kiribati, 1% Fijian, 14% Filipino, 12% Indian, 4% Asian, 4% African Origins and 4% other.</p>
CURRICULUM DELIVERY AND STUDENT ENGAGEMENT	<p>Our curriculum design takes into account how to best develop differentiated learning opportunities that address the needs, interests, and circumstances of our students and community.</p> <p>To do this we strive to embed learner agency and promote child-centred learning. We aim to develop best practice that empowers children and encourages creativity, curiosity and problem-solving. In doing this we see that the teacher has more of a facilitative role - asking questions, encouraging communication and collaboration, and providing learning experiences that are relevant to the local curriculum and culturally responsive to the children's lives.</p>

	<p>In delivering a balanced, holistic curriculum we are mindful of the:</p> <ul style="list-style-type: none"> • Inclusive nature of the special Catholic education we provide. • Expectations of our local community/stakeholders. • Importance of including our Local Curriculum and exploring our connections nationally and globally. • Priorities for student learning. • Interests and talents of our students and the need for them to be involved in developing their learning pathway. • Individual success of all students. • Requirements of the NZ National Curriculum refresh. • Use of Inquiry Learning and assessment to support the students' learning process. • Need for students to experience a rich and balanced education.
SCHOOL ORGANISATION - TEACHING PRACTICE	<ul style="list-style-type: none"> - At St Joseph's School, all students, teachers, support staff, parents and external stakeholders are valued as involved members of our Catholic school community. Relationships are built on being Christ to others, and a positive, caring, Christian environment prevails. This right relationship is seen as having the greatest impact on student learning within the classroom, on the playground, and in our wider community. - Students are encouraged to be reflective learners and be involved in setting their learning goals within classrooms as part of learning pathways. Using specific exemplars and our learning progressions, our students are encouraged to reflect on their learning and strive for excellence. Teachers encourage students to think critically and set learning goals. Assessment for Learning (AfoL) strategies are promoted in all learning areas. Teaching/learning programmes are based on best practice and through the use of teacher inquiry, teachers at St Joseph's School are aware of how effective their teaching/learning programmes are. They can modify them to fit their students' needs best. - The school is organized into two main teaching teams (based on the refreshed curriculum phases): Year 0-3 and Year 4-6. Within Year 0-3 there will be three classrooms for our youngest Y0-1 years (Aroha) and three spaces/ILE for Years 1-3 (Ako). Years 4-5 (Ārahi) will be in our two-storied Euphrasie Block/ILE with three Year 4-5 classes downstairs and two Year 5-6 classes upstairs. Each teaching team is led by a lead teacher who is part of the school leadership team. The Deputy Principal/SENCo and the Director of Religious Education (DRS), who together with the principal is responsible for maintaining and developing the special Catholic Character, are also part of the leadership team.
REVIEW OF CHARTER - CONSULTATION	<ul style="list-style-type: none"> - The review of the charter is undertaken by the School Board following the Board elections held every three years. The consultation process involves seeking input from community stakeholders. This was stalled for 2024 as we have just gone through a decapitation process (losing our Years 7&8 students). - A consultation with parents took place in Term 4 2023 in preparation for our primary school in 2024 and beyond. - St Joseph's Catholic School uses <u>SchoolDocs</u> Policies and Procedures adapted to our school's needs. These are reviewed following SchoolDocs 3-Year Review Schedule. https://stjosephspukekohe.schooldocs.co.nz

BASELINE DATA

NZ Curriculum Comparative Data 2018 - 2023

Whole School Comparison Summary

(Group of 306 students as of 1 December 2023. This group does not include Year 0 (35 students), only end-of-complete year groups.

This may not compare to anniversary data after 1, 2 and 3 years as in previous years.)

2023 data was compiled on All Students at the End of Years 1-8. This is the first year in a number of years that we have had an increase in all areas; Reading, Writing and Maths. There was an increase in All Students comparison data for Within/Beyond in Writing (+5.56%) and a slight increase in Reading (+0.17%). We have had a significant increase in Maths (+13.62%) which has been an area of refocus this year. 2023 has been our second full year of school with no lockdowns, however, we have still been significantly affected by COVID-19 illness and isolation requirements, and increased staff and student absences all of which have still impacted attendance rates. Important to take note of the 58 students that came to the school in 2023 outside of new entrants. Of these, a significant number are underachieving which affects data results for 2023. Year 7&8 data has been removed from following tables as after the decapitation process in 2023, we now have only Year 0-6 students in 2024

2023	Reading																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
%	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)
All Students	83.7	84.4	82.2	71.1	75.96	76.13	13.6	16.5	15.6	21.2	18.9	17.63	2.7	3.5	2.2	7.7	5.2	6.25
*Ann/EOY 1	59.6	67.5	50	54.8	50.0	50	40.4	35	50	45.2	50	50	NA	NA	NA	NA	NA	NA
EOY2	85	76.2	78	62.9	88.2	62	12.5	16.7	22	11.4	11.8	22	2.5	7.3	0	25.7	0	16
EOY3	95.3	92.3	81.4	76.3	76.5	95	1.6	6.5	11.6	7.9	11.8	5	3.1	2.5	7	15.8	11.8	0
End of Year 4	82.3	93.6	94.5	73.2	75.7	81	11.8	3.8	5.5	21.9	16.2	10	5.9	3.2	0	4.9	8.1	9
End of Year 5	83.2	87.2	90.3	82.6	78.1	69	11.5	8	6.5	17.7	17.1	24	5.3	2	3	0	4.9	7
End of Year 6	86.9	88.3	89	78.9	85.0	86	10.9	7.8	11	14	7.5	7	2.2	3.9	0	7	7.5	7

2023	Writing																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					

Percentag es	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)
All Students	80.7	72.8	75.6	57.1	63.6	69.5	15.9	22.9	19.8	34.5	25.7	22.38	3.4	5.8	4.8	8.4	10.7	8.13
*Ann/EOY1	87.2	67.5	67.6	64.5	81.3	72	12.8	32.5	32.4	35.5	18.8	28	NA	NA	NA	NA	NA	NA
*Ann/EOY2	80	69	75.6	54.3	80.0	68	20	28.6	21.9	42.9	20	24	0	2.4	2.4	2.9	0	8
Ann/EOY3	90.1	74.4	73	44.7	55.9	69	10.9	20.5	26	47.4	32.5	31	0	5	0	7.9	11.8	0
End of Yr 4	84.4	82.3	73	58.4	54.1	76	13.7	11.3	19	26.8	27	5	1.9	6.5	8.1	14.6	18.9	19
End of Yr 5	84.6	70.2	71	70.6	61	50	11.5	25.5	21	17.6	14.6	37	7.8	6.4	8	11.8	24.4	13
End of Yr 6	87	80.4	80	54.4	62.5	72	8.7	15.7	13.3	29.8	27.5	19	2.2	3.9	6.7	15.8	10	9

2023	Maths																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percenta ges	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2018 (372)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)
All Students	82.3	80.5	74	60.4	59.1	72.67	16.1	15.6	20.7	27	29.0	18.7	1.6	3.9	5.32	12.8	11.9	8.7
*Ann/EO Y1	89.4	85	82.4	87.1	87.5	78	10.6	15	17.6	12.9	12.5	22	NA	NA	NA	NA	NA	NA
*Ann/EO Y2	62.5	76.2	62.3	51.4	73.5	68	37.5	23.8	32	45.8	26.5	30	0	0	0	2.9	0	2
*Ann/EO Y3	89	84.2	69.8	39.5	79.4	82	9.4	13.2	27.9	39.5	8.8	16	1.6	2.6	2.32	21.1	11.8	2
End of Yr 4	96	87	73	65.9	62.2	76	4	6.5	19	29.3	29.7	10	0	6.5	8.1	4.9	8.1	14
End of Yr 5	80.8	68.1	62.9	67.7	51.2	60	15.4	23.4	20	20.6	39.0	23	3.8	8.5	16	11.8	9.8	17
End of Yr 6	84.8	80.4	82.2	61.4	72.5	76	13	11.8	15.5	15.8	17.5	19	2.2	7.8	2.2	22.8	10.0	5

National Standards 2017 / NZ Curriculum 2018-2023 Comparative Maori and Pasifika data (% Students achieving Within and Beyond)

Maori Reading							Maori Writing						Maori Maths					
Year	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
All	83.3%	88.7% (48)	80% (50)	78% (50)	61.3% (44)	44% (28)	75.9%	81.7% (48)	60% (50)	68% (50)	43.2% (44)	48% (28)	74.1%	86.0% (48)	74% (50)	58% (50)	45.5% (44)	37% (28)
1	40%	85.7% (7)	66.7% (6)	0% (3)	0% (0)	33.3% (3)	60%	100% (7)	50% (6)	25% (4)	0% (0)	66.7% (3)	60%	100% (7)	83.4% (6)	25% (4)	0% (0)	100% (3)
2	85.8%	100% (4)	75% (12)	80% (5)	20% (5)	0	71.4%	75% (4)	75% (12)	100% (5)	20% (5)	0	85.7%	100% (4)	91.7% (12)	60% (5)	20% (5)	0
3	87.5%	83.3% (6)	100% (2)	69.2% (13)	100% (4)	33.3% (3)	62.5%	83.3% (6)	100% (2)	61.5% 13	75% (4)	33.3% (3)	75%	83.3% (6)	100% (2)	84.6% (13)	50% (4)	66% (3)
4	100%	75% (8)	85.8% (7)	100% (2)	76.9% (13)	100% (3)	71.4%	87.5% (8)	71.4% (7)	50% (2)	53.9% (13)	33.3% (3)	85.7%	100% (8)	85.7% (7)	50% (2)	76.9% (13)	33.3% (3)
5	66.7%	85.8% (7)	100% (6)	75% (8)	66.7% (3)	66.7% (6)	100%	85.7% (7)	33% (6)	50% (8)	0% (3)	66.7% (6)	83.3%	85.7% (7)	50% (6)	50% (8)	33.3% (3)	33% (6)
6	91.6%	80% (5)	85.7% (7)	100% (6)	75% (8)	0% (2)	70%	80% (5)	71.4% (7)	100% (6)	50% (8)	0% (2)	50%	80% (5)	57.2% (7)	50% (6)	37.5% (8)	0% (2)

Pasifika Reading							Pasifika Writing						Pasifika Maths					
Yr	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
All	65.8%	61.2% (76)	65.5% (84)	57.6% (78)	49.4% (77)	54% (71)	61.9%	65.5% (76)	54.7% (84)	51.9% (79)	31.2% (77)	34% (71)	71%	65.9% (76)	61.9% (84)	51.9% (79)	31.2% (77)	38% (71)
1	22.2%	16.7% (12)	50% (14)	14.3% (7)	11.1% (9)	33.3% (6)	33.3%	66.6% (12)	57.2% (14)	28.6% (7)	22.2% (9)	33.3% (6)	66.7%	66.6% (12)	85.7% (14)	57.1% (7)	55.6% (9)	66.7% (6)
2	86.6%	75% (8)	44.4% (9)	66.7% (15)	37.5% (8)	66.7% (9)	80%	75% (8)	33.3% (9)	60% (15)	25% (8)	44.4% (9)	93.3%	87.5% (8)	55.6% (9)	60% (15)	12.5% (8)	44.4% (9)
3	66.7%	86.6% (15)	88.8% (9)	44.4% (9)	61.5% (13)	16.7% (6)	66.7%	86.7% (15)	66.7% (9)	55.6% (9)	7.7% (13)	16.7% (6)	66.7%	80% (15)	66.7% (9)	33.3% (9)	0% (13)	33.3 (6)
4	75%	66.6% (6)	93.8% (16)	71.5% (7)	40% (10)	53.3% (15)	75%	66.7% (6)	75% (16)	28.6% (7)	30% (10)	26.7% (15)	62.5%	66.7% (6)	81.3% (16)	42.9% (7)	40% (10)	40% (15)
5	76.9%	77.7% (9)	55.5% (9)	68.8% (16)	57.1% (7)	54.5% (11)	46.2%	77.8% (9)	44.4% (9)	53% (16)	57.1% (7)	36.4 (11)	61.6%	55.5% (9)	44.4% (9)	58.9% (16)	28.6% (7)	18.2% (11)
6	50%	63.7% (11)	62.5% (8)	62.5% (8)	57.2% (14)	60% (10)	50%	45.5% (11)	72.5% (8)	62.5% (8)	42.9% (14)	30% (10)	60%	54.6% (11)	50% (8)	32.5% (8)	50% (14)	30% (10)

2024 ACHIEVEMENT TARGETS

2024 MATHS GOAL:

That 70% of students are achieving in Mathematics in Year 6 (2023 data = 60%)

- 50% Y2 Maori students (3/6) were achieving at their expected curriculum level 2023. We aim to increase our Maori achievement in Y3 by 2.
- 29% Y5 Pasifika students (4/14) were achieving at their expected curriculum level 2023. We aim to increase our Pasifika achievement in Y6 by 4.

Overall 80% of students in 2024 will reach their expected curriculum level.

2024 READING GOAL:

That 75% of students are achieving in Reading in Year 3 (2023 data: Y2 = 62%)

- 40% Y2 Maori students (2/5) were achieving at their expected curriculum level in 2023. We aim to increase our Maori achievement by 2.
- 41% Y4&5 Pasifika students (8/23) were achieving at their expected curriculum level 2023. We aim to increase our Pasifika achievement in Y4&5 by 6.

Overall 80% of students in 2024 will reach their expected curriculum level.

2024 WRITING GOAL:

That 70% of students are achieving in Writing in Year 6 (2023 data: Y5 = 50%)

- 40% Y5 Maori students (2/5) were achieving at their expected curriculum level in 2023. We aim to increase our Maori achievement in Y6 by 2.
- 38% Pasifika students Y1-5 (17/49) were achieving at their expected curriculum level 2023. We aim to increase our Pasifika achievement school-wide by 13.
- 25% Pasifika boy is achieving in Writing in Y3 (3/12) and 29% Pasifika boys are achieving in Writing in Y5 (2/7) in 2023. We aim to increase our Pasifika boys' Writing achievement in Y4 by 3, and our Y5 by 3.

Overall 75% of students in 2024 will reach their expected curriculum level; with a focus on improving boys' engagement in writing.

South Auckland Catholic Schools Kahui Ako 2022-2024		
Realising our Collective Vision		
<i>Pursuing excellence and equity for all learners in South Auckland Catholic Schools.</i>		
Hauora	Capability	Agency
<p>Strategic Goal 1 Hauora: We aim to lift hauora in all staff, learners and whanau so that they feel valued and are positively engaged in learning, through a collective purpose.</p> <p>SACS Kahui Ako It has been identified that re-engagement through whanaungatanga is a priority for our students, staff and whanau in response to the COVID-19 experience.</p>	<p>Strategic Goal 2 Capability: We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.</p> <p>SACS Kahui Ako We know from research that a learning environment that creates a whanau-like 'learning culture' (warm with high expectations) improves akonga outcomes.</p>	<p>Strategic Goal 3 Agency: We aim to empower akonga to influence their learning through co-constructing learning pathways that are clear and purposeful.</p> <p>SACS Kahui Ako Students have a sense of agency when they feel they can influence events when they are in a learning setting. We know that agency is important for learners</p>

The process we are following as a Kahui Ako is to first work with students, then staff and then whanau.

to develop as this needs to be in place for learners to be active in their learning.

St Joseph's Catholic School, Pukekohe

2024 School Focus: NZ Histories

Cultural Focus: KAITIAKITANGA - Stewardship

Hospitality - Prayer - Formation - Service

Ka pū te ruha, ka hao te rangatahi.

As an old net withers, another is remade.

"It is always the one who sows who gathers the harvest in its entirety."

Euphrasie Barbier 1863

Strategic Goals	Core Strategies for Achieving Goals 2024 - 2026	
Goal 1 Hauora	<p>We aim to prioritise hauora in all staff, learners and whanau, so that they feel valued and are positively engaged in learning, through a collective purpose.</p> <p>Continued collaborative and culturally responsive teaching and learning approaches that nurture and support hauora and agency (ERO)</p>	<ul style="list-style-type: none"> • To facilitate a genuine and ongoing encounter with Christ. 2024-2026 • To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in the delivery of the RE curriculum and through school events and daily life. • Transition to school - from school 2024 • Re-design student leadership opportunities 2024 • Build communication with parents
Goal 2 Capability	<p>We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.</p>	<p>To raise student achievement through enhanced teacher practice through:</p> <ul style="list-style-type: none"> • Increasing teacher capability in delivering the refreshed NZ Curriculum Learning Areas; as released. <ul style="list-style-type: none"> ○ Mathematics and English 2024 2024 - 2026 • Implementing the new RE Curriculum as it comes out in stages. Y0-2 2024 • Revisit and embed Assessment for Learning practices 2024 - 2026 • Deliberate acts of teaching. 2024 - 2026 <ul style="list-style-type: none"> ○ Building learning-focused relationships

	<p>Strengthening teachers' use of appropriate assessment that informs individual learning requirements and supports learner agency (ERO)</p>	<ul style="list-style-type: none"> ○ Clarity of learning goals ○ Active reflections ○ Promoting further learning ○ Being assessment literate ● Promote evidence-based pedagogical approaches 2024 - 2026 <ul style="list-style-type: none"> ○ Using Ka Hikitia to support Maori learners (MEP) ○ Using Tapasā to support Pasifika learners (PEP) ○ Structured approach to literacy ○ Inquiry approach to maths
<p>Goal 3</p> <p>Agency</p>	<p>We aim, through clear and purposeful co-constructed pathways, to empower agentic and accountable akonga in their learning.</p> <p>Further develop curriculum design that builds on best practices in learner agency, and is implemented effectively across the school (ERO)</p>	<ul style="list-style-type: none"> ● Develop and co-construct a shared understanding of what agentic learning looks like, sounds like and feels like at St Joseph's School. 2024 ● Provide agentic opportunities within the Religious Education programme that encourage children to explore and develop their knowledge of the Catholic faith. ● Provide support for staff as they develop their knowledge and use of systems and processes that promote agentic teaching and learning practices. ● Focus on teacher actions around the effective use of feedback and providing co-agentic learning opportunities.