

2024 Annual Plan - St Joseph's Catholic School

This plan will be updated every three months for the SCHOOL BOARD and submitted to the MOE on completion.

All - Black, Arahī - Blue Ako - Green, Aroha - Red

Strategic Goal 1: Hauora (NELP 1, 3) • <u>Annual Goal 1:</u> Increase whanau and student engagement and participation, using more effective communication and reporting tools					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Implementing the eTAP Caregivers App (newsletters, notices, account balances, blogs, digital permission slips) Investigate and implement Spotlight to communicate student achievement Provide opportunities for whanau involvement in school life Ensure communication from teams to whanau is succinct Refine our school-written reports to be in line with the refreshed curriculum Regularly communicate with whānau promoting positive behaviour and learning Encourage parent and whānau involvement in student learning Develop sustainable school-wide systems to provide purposeful play and active recreation opportunities 	Nov 2024 Nov 2024 Nov 2024 Nov 2024 Nov 2024	O I O O I O O O	O I O O I O O O	A I A A I A A O
Outcomes	<ul style="list-style-type: none"> Investigate and implement Spotlight to communicate student achievement Refine our school-written reports to be in line with the refreshed curriculum <ul style="list-style-type: none"> <i>Haven't been able to meet these actions as we are still waiting for the Curriculum refresh to be finished</i> Develop sustainable school-wide systems to provide purposeful play and active recreation opportunities <ul style="list-style-type: none"> Sports Coordinator still completing PLD from Healthy active Learning, fitness still continuing - sports leader programmes being developed 				
Professional Development	<ul style="list-style-type: none"> eTAP coaching sessions 				
Resourcing	<ul style="list-style-type: none"> School funded PLD 				
Key Highlights during this period:	May <ul style="list-style-type: none"> Meet the teacher night Whānau and fono meetings after school Streamlined the beginning of the term team newsletter by using the same cover page to make sure that information is the same Using the eTAP parent caregiver app to streamline communication (calendars, newsletter, facebook page, blogs, messages, permission slips) Active recreation activities have been put out into the playground (ie giant chess, volleyball nets) Child / Teacher /Parent conferences Term 1. Teachers contacted all parents who did not attend and created follow-up opportunities. Additional sports equipment is accessible during morning tea and lunch August <ul style="list-style-type: none"> Healthy Active Play box was moved to a more accessible location for children to explore and play Continue to provide a variety of play and sports equipment during morning tea and lunch 				

	<ul style="list-style-type: none"> School leaders organising lunchtime house competitions Blog on etap has now been unlocked and is working to send out celebrations to families. Ako has begun to send out blog entries with Aroha and Arahi setting goals to start this in Term 3. Grandparents Day brought great engagement with the community. Matariki Week also brought parents involvement with the weekly activities. Using the Blog function on Spotlight to share student learning with Whanau. <p>November</p> <ul style="list-style-type: none"> Term 3 meetings with parents of students went well and many Continued with Merit Mentions where emails are sent to parents about their child's positive behaviour. Use of Blogs on etap
Key Issues needing to be addressed:	<ul style="list-style-type: none"> The refreshed curriculum is on hold. We have been told by the MOE to continue doing what we are doing, in terms of reporting/assessment/curriculum, until an announcement is made (April 2024). This affects our ability to update our school's written reports The number of parents still not on the eTAP caregivers app - this will affect the ability to use Spotlight as an online reporting tool and parents receiving prompt communication Unsure of whether parents are receiving Blog posts. We are yet to receive feedback. Perhaps an issue on eTap end?
Key Risks:	-
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

All - Black, Arahi - Blue Ako - Green, Aroha - Red

Strategic Goal 1: Hauora (NELP 3, 6) Annual Goal 2: Strengthening transition practices to school and from school; new entrants/arrivals across the school and Year 6 leavers.					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Collaborate with MOE early intervention teachers to support ECE transitions to school for students with diverse needs 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Create student profiles with kaitiaki teacher, SENCo and whanau to support diverse learners 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Provide weekly Tiny Joe's sessions - our pre-enrolment programme 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Support whānau to ensure that students are enrolled at their next school for Year 7 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Work alongside SIOL and Pukekohe Intermediate and whānau to transfer data and information on transitioning Y6 leavers 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Participate in Pukekohe Kahui Ako termly ECE huis for NE teachers 	Nov 2024	O	O	A
	<ul style="list-style-type: none"> Liaise with ECE to promote the growth of our school and identify students who may need support 	Nov 2024	O	O	A

	<ul style="list-style-type: none"> Use Writer's ToolBox (WTB) to keep in line with what SIOL uses for Year 7 & 8 students - a common approach to writing 	Nov 2024	O	O	A
Outcomes	<ul style="list-style-type: none"> All goals have been achieved and will also continuing into 2025 as they are part of the transition process between classrooms and schools 				
Professional Development	<ul style="list-style-type: none"> Writers Tool Box observations at St Anne's Manurewa PLD for Writer's Tool Box: Team meetings, staff meeting and 2-day course Term 3 (1 & 2 August) 				
Resourcing	<ul style="list-style-type: none"> LT unit - early transition. 				
Key Highlights during this period:	<p>May</p> <ul style="list-style-type: none"> Tiny Joe's sessions run weekly most weeks when there is Singing or Assembly timetabled. School visits held for students just prior to new students starting school ECE hui in Term 1 attended by one of our lead teachers Meetings with Early Intervention teachers from preschools with T & SENCo when required Continued use of Merit Mentions to parents - positive emails to whanau Weekly Updates shared with parents for the following week SLT meeting with new families to school; particularly non-preference SENCo meeting families of neuro-diverse students prior to starting school SLT gave tours of the school for families interested in our school - school promotion Teachers in Y4-6 began using WTB in classroom <p>August</p> <ul style="list-style-type: none"> Transition Day for new teachers Little School to Big School - a promotional event with Pukekohe Kahui Ako. St Joseph's School was able to attend and promote our school for enrolled students and prospective families - DP Y1-3 Teachers using WTB as a resource for planning Y4-6 Teachers consolidating use of WTB within the class programme Transition morning completed in W10 for the students transitioning into different kaitiaki classes in Aroha/Ako including 2 new teachers. Tiny Joes continued with positive attendance LW visited preschool to support the transition of incoming student with High Needs. SLT consulted with MOE SA and MOE ECE Curriculum Lead re 5yr old student entry levels/capabilities <p>November</p> <ul style="list-style-type: none"> Starting school at St Joseph's Hui with MOE representatives and staff at St Joseph's. Invitations sent out to all ECE's that had students coming to / attending our school. Some of these preschools attended this evening Tiny Jo's continues to be held every Wednesday afternoons. Transition morning for new students at the end of Term 3 for those starting in Term 4. School visits for students starting throughout the term held on Wednesday or Thursday morning for the morning block. 				
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> Continued buy-in of teachers for WTB. Provide ongoing PLD and support to ensure teachers are confident and capable to use this programme in their classrooms MOE identified that we had 22 contributing ECE so far in 2024 - problematic when children have varied experiences. 				

Key Risks:	- Students may not get into their preferred school at Y7 because of their lack of understanding of the requirements of the enrolment process
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Strategic Goal 2: Capability (NELP 2, 4, 6) Annual Goal 1: Increasing teacher capability in delivering the refreshed NZ Curriculum Learning Areas as released; in particular Mathematics and English					
Action/Workstream		Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Use the progress steps and phases to identify clear learning outcomes in the refreshed Maths and English TAs and Teachers to work alongside each other, running structured support programmes (Quick 60, Early Words, Talk About) Work alongside Massey University In-class Support Mentors to maintain Maths pedagogy Provide staff meetings and PLD, when made available, around new developments in the Curriculum Refresh Implement Writer's Toolbox (WTB), a structured approach to writing, throughout the school (Years 4-6) 	 Nov 2024 Nov 2024 Nov 2024 Nov 2024	 O O O O	 O O O O	 O A A A A
Student Achievement/ Outcomes	- End of Term 1 we have noted increased student engagement in writing				
Professional Development	<ul style="list-style-type: none"> Franklin School TOD - 4th June 2024 Writers Tool Box observations at St Anne's Manurewa PLD for Writer's Tool Box: Team meetings, staff meeting and 2-day course Term 3 (1 & 2 August) 				
Resourcing	<ul style="list-style-type: none"> Within school mentors Jacque Allan Cognition MOE funded PLD MOE allocated TOD Budgeted resourcing for programmes 				
Key Highlights during this period:	May <ul style="list-style-type: none"> The Curriculum Action Team (CAT) developed a school-wide scope and sequence for Handwriting and Spelling which is being implemented across teams Kahui Ako Learner Agency Focus group (5 teachers and DP) had two meetings to discuss Learner Agency and plan and presented a staff meeting Learner Agency staff meeting - what does learner agency of teachers look like? Each team evaluated themselves and chose next steps to work on to increase student agency within our school 				

	<ul style="list-style-type: none"> - Two in-class support sessions with Massey University inquiry maths support - New support staff trained in Quick 60 for Years 2-3 - Years 0-1 continue to implement a structured literacy approach. Now beginning to streamline how to track using scope and sequence for Phonics & Spelling - Years 2-6 have added the refreshed Maths and English curriculum progress outcomes to their unit plans - Ako team Introduced and are using Writer's Toolbox as a planning resource to inform our planning - Arahi are using Writer's toolbox as both a teaching tool and a student tool - DP and Arahi Team Leader observed Writer's Toolbox in action at St Anne's Manurewa <p>August</p> <ul style="list-style-type: none"> - Staff Meeting: sharing team inquiries of annual goals - Staff Meeting: Lesson Study to increase maths capability. A lesson study is a collaboratively planned lesson that is taught, reflected on and revised. - CAT team developed and refined St Joseph's School Pedagogical Practise Model - which has now been shared with teachers. This will be implemented across the curriculum at St Joseph's School - Ako team attended Murray Gadd Writing Course - On Being an Effective teacher of Writing during July School Holidays. They used this alongside Writer's Toolbox to refresh and extend their writing programme. - Kahui Ako Focus group have developed "Asking and Giving Feedback" speaking frames that all teams are beginning to use, this is to develop students' agency so they are able to identify what they have done well and what they need help with next. - Ako Team using Writer's Toolbox to supplement explicit teaching of writing skills. - Teams worked together to plan, teach, observe and reflect on our Maths lessons. We all found this valuable as it allowed us to clarify our Maths practice and learn from colleagues. - Working using WTB to teach and learn. Focusing on same language. - Following the scope and sequence of handwriting and spelling. - Worked with Ako to observe and reflect on a Maths Lesson. - Scope and Sequence being followed for Reading and Writing <p>November</p> <ul style="list-style-type: none"> - Ako team use the Learning Journey from Writer's Toolbox as an explicit teaching tool for writing. Each writing lesson has a link to a Writer's Toolbox lesson. - Ako team are using speaking frames so students are able to give each other feedback and next steps (feed forward). - Arahi teachers are using WTB to teach structured writing. Our writing overview reflects a WTB pathway. - All Arahi students are using Learning Journey to working on different stages in their learning. - Every Monday, Arahi ki Runga students are using student voice to select sentence types they need more support with and we are using this information to inform our teaching.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Slow adopters of pedagogical change - DMIC workbooks do not align with the new phases of the NZC Math curriculum e.g expectations after 6 months for mult/div varies - Getting a set assessment regime that matches the new curriculum
Key Risks:	<ul style="list-style-type: none"> - Staffing: Being a smaller school 2024, teachers are taking on more curriculum responsibility; especially key lead teachers - managing change - Staff absence can affect how classroom programmes and PLD are delivered and the effect of their implementation - Supporting Part-time staff, who may not work on PLD days, so they can keep up with school pedagogical change - Difficult to implement the new curriculum, Te Mataiaho, when it is under Ministerial Review (Terms 1 & 2)

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I = Issues with resourcing/concern

All - Black, Arahi - Blue Ako 1 - Green, Aroha - Red**Strategic Goal 2: Capability (NELP 5, 6)**Annual Goal 2: Strengthen individual teacher and student knowledge of our Catholic faith and its teaching.

Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Participate and complete the SC501 Old Testament paper for teaching staff. Implement the new RE curriculum Yr 0-2 Familiarise teachers with the new RE curriculum for Yrs 3-4. Complete more than the minimum 12 hours of annual RE PLD. Enable staff to prepare school liturgies and Masses. Enable teachers to explore the messages of daily Gospels. Consult with the parish priest about the teachings of the Church and scripture, when relevant. Promote and encourage our students and their whānau to complete the sacramental or baptism programme. 	Term 1 July 11 August	O A O O O O O O	O A O A O O O A	A A A
Outcomes	<p>May</p> <ul style="list-style-type: none"> Four teachers attending four full-day PLD around the new RE curriculum for Yrs 3-4 10 SJS students have enrolled for the Over 8 Baptism programme. Five were to complete it. 32 children from our school have enrolled for the Sacramental Programme - Reconciliation, Communion & Confirmation That's a total of 37 children receiving sacraments in 2024 20 students have previously received the sacraments of initiation - Reconciliation, Communion & Confirmation <p>August</p> <ul style="list-style-type: none"> In the end five of our Year 4-6 students received the Sacrament of Baptism in June (over 8s Baptism). Ten signed up but could not quite commit in the end unfortunately. 32 of our Arahi Year 4 -6 students will be receiving their Sacraments of Communion, Confirmation and Reconciliation on Sunday 11 August at 5pm Mass. (Term 3) <p>November</p> <ul style="list-style-type: none"> Aroha developed their Term planning document from the New RE curriculum Y0-2 Set 1. Year 4 Arahi teachers have been planning and implementing the New RE curriculum. Year 5 & 6 Teachers are next year. 				
Professional Development	<ul style="list-style-type: none"> Year 3 and 4 teachers attending New RE Curriculum PLD all year, one day per term. Teachers have planned and taught using the new curriculum all year. Staff have completed Assignment 2 of SC501, Understanding the Old Testament. Staff completed two twilight retreats in Term 2 and will do one more on 6 August. The last assignment is due in late August. DRS, DP and Principal attended the Catholic Education Conference in Wellington in June Margaret Fitzpatrick/CIT 				

	<ul style="list-style-type: none"> - NCRS courses on new curriculum, attended by 4 staff members each term (from Years 3 and 4) - Teachers new to Catholic Schools' course - DRS PLD Day
Resourcing	<ul style="list-style-type: none"> - Board funded PLD - Relievers for RE PLD - approximately 20 days
Key Highlights during this period:	<p>May</p> <ul style="list-style-type: none"> - One teacher attended the two-day course Teachers New to Catholic Schools in March - Teacher Only Day 30 January, teaching staff completed the first 6 hours of our Old Testament Paper SC501 Modules 1&2 and have completed the first assignment - Twilight session for SC501 Old Testament Paper Module 3 - Two teachers attended online Year 1 & 2 feedback session for new RE curriculum - Begun to use the new RE curriculum - Te Tātou Whakapono (Our Story) Developing the way that we plan and use the curriculum Some trial and error, due to the Year 1 & 2 curriculum, limited updates - Planned and led liturgies on Palm Sunday and our learning from Te Tātou Whakapono (Our Story). These have been adapted to suit our students - Planned and led liturgies about the School Charism and Holy Week/Easter. - Letters sent home to identified students are re-invited to participate in the Parish Sacramental Programme and the Over 8 Baptism Programme. Office and DRS facilitated collecting enrolment forms and delivering them to the parish office on behalf of whanau <p>August</p> <ul style="list-style-type: none"> - Twilight session SC501 Old Testament Paper: Module 4 - Assembly liturgies led by all teams. - School-Assisted Mass and Grandparents' Day Liturgy had full school participation. - Proclaim the Word competition show-cased a high standard of scripture reading. All students in Years 2-6 competed at classroom level. - Ako team has continued to plan and teach the new RE Curriculum - we are now teaching in year groups and in alignment with Tatou Whakapono's timetable. Students are enjoying the variety of activities offered. <p>November</p> <ul style="list-style-type: none"> - SC501 Old testament Paper completed by staff. - Year 3 and 4 teachers completed their introduction to the new RE curriculum - one day each term focussing on a different strand each time. They have used the new RE curriculum all year.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Curriculum overload - a lot to cover in our RE teaching programmes in Term 1 - Additional modules: Lent, Jesus, Charism, Holy Week. - Teachers may need support in completing the Old Testament paper and the assignments - Links on the new RE Curriculum websites are a barrier to being efficient when planning and delivering the lessons. Year 1&2 resources are not totally user-friendly like the Year 3&4 has now been updated. This led to having to make a google site for Aroha teachers to be able to easily implement and teach the new Curriculum (Term 2). This is being updated by New Zealand Catholic Education as users discover issues - Follow up on Baptism numbers overall within the school
Key Risks:	<ul style="list-style-type: none"> - Staff absence during PLD sessions
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Strategic Goal 3: Agency (NELP 2, 3, 4, 5, 6)

Annual Goal 1: Develop and co-construct a shared understanding of what agentic learning looks like, sounds like, and feels like at St Joseph's School.

Action/Workstream		Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Form a focus group of teachers across the school, to measure progress made towards supporting agentic learners Attend Kahui Ako Zoom sessions to develop the focus group's expertise and knowledge to develop agentic learners Unpack the Kahui Ako Elements of Learner Agency rubric with the Focus Group so a shared understanding of learner agency is developed Develop a school capability profile on creating an environment in which agentic learners can thrive Work alongside the SACS Kāhui Ako - WSL to support and investigate developing a student coaching programme Trial Writer's Toolbox for Y4-6 to develop student agency in writing Use effective feedback strategies for teachers and students Develop teacher practice in Assessment for Learning capabilities across the school, leading to improved teacher planning and informed delivery of curriculum outcomes 	March 2024 May 2024 March 2024	A O A O O O O O O O	A A A O O O O O O O O	A A A A A A A A A A A
Student Achievement/ Outcomes					
Professional Development	<ul style="list-style-type: none"> Jacque Allen/Cognition Focus Group attend Kahui Ako Zoom sessions 				
Resourcing	<ul style="list-style-type: none"> Relievers/release days for CAT team MOE funded PLD WSL Writer's Toolbox 				
Key Highlights during this period:	May <ul style="list-style-type: none"> Staff meeting - Unpack the Kāhui Ako Elements of Learner Agency rubric (What is expected of the teacher) Jacqui Allen Staff Meeting - staff unpacked the definitions and the meanings of feedup, feedback and feed forward Embedding what a learner IS and does Y1-3 are using digital task boards for must dos and can dos Students referring back to rubrics to see if they have understood their learning and this is developing student agency Developing a shared expectations of daily routines that all Y0-1 teachers/classes follow. (Collaborative practices in single-celled classrooms) Refined Writing plan to include time for feedback and time for students to act on feedback 				

	<ul style="list-style-type: none"> - Developing exemplars and modelling books so all students are aware of learning expectations - Regular feedback sessions on writing and time to implement in Arahi. - Using Writer's Toolbox as a way to have shared language across the team. Students working on feedback and actioning it <p>August</p> <ul style="list-style-type: none"> - Awhina Rōpū groups are being seen by SLT to conference about their learning goals and next steps - Y1 beginning to use learning coach strategies (learning star) to provide simple peer feedback - evolved out of Kahui Ako initiative - Continue to embed what a learner is and does - Increased use of visual tools to ensure that students understand and use LI & SC - Continued use of writer's toolbox using shared language and next steps for learning - Kahui Ako Focus Group have developed a Self regulation resource using Mana Potential colours and questions to give the skills to re-regulate and get back on task with their learning. <p>November</p> <ul style="list-style-type: none"> - Teacher only day on assessment capable teachers - Collect final data about agency - Teachers have shared and the two focus areas with their teams and these are being used. - Students using writers's Toolbox in years 4-6. Teachers using Writer's Toolbox to inform planning and support explicit teaching in years 2-6. - Aligned reading taskboard in Aroha LW/JW to Year 1 reading taskboard in SW/JK AC to enable transition to next year's class.
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Shared understanding and definitions regarding the elements of Learner Agency - Focus Group teacher attendance and willingness to implement suggestions in a timely manner with urgency from the Kahui Ako and CAT Team - The need for explicit teaching versus agentic learning - Allocating time for lead teachers to meet with Awhina Rōpū group - CAT group development of Assessment Capable Teacher profile
Key Risks:	<ul style="list-style-type: none"> - Slow adopters resistant to change - Time to implement and embed change - Staff absence and reliever availability to ensure fidelity in the classroom programme - Changes to staff.
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