

St Joseph's Catholic School, Paeroa
STRATEGIC PLAN 2024-2025



OUR VISION

REALISING OUR PASSIONS

"DID NOT OUR HEARTS BURN WITHIN US?"



LOOKING IN

I AM SELF AWARE. I HAVE A GROWTH MINDSET.

"Believe in the whisperings of God to your own heart."

Like our maunga, Karangahake, I want to be strong and steadfast in my self belief. Standing tall in my values, resilient and in control of my mindset. I recognise that I have gifts and passions, given to me by God, and these are within me all the time.

LOOKING OUT

I CAN RELATE TO OTHERS.

"Do all you can with the means at your disposal and calmly leave the rest to God."

Like our river, Ohinemuri, I know my community is a source of life. Like a waka on the river, I know how important my contributions to my community are. I have a responsibility to contribute to my community by being ready to collaborate, showing my values, taking my place as part of a team, part of the Body of Christ and sharing my passions.

LOOKING BEYOND

**I AM A LEADER. I AM CURIOUS AND CREATIVE.
I AM A LEARNER FOR LIFE.**

"We are but travellers here." "Go on with courage and strength."

Just as the Ohinemuri meets Tikapa, I am prepared for the vast open waters waiting for me in the future. I am realising my passions, holding firmly to my faith, engaging with my skills in leadership and continuing the journey as a life-long learner.

OUR VALUES

PŪAROHA COMPASSION

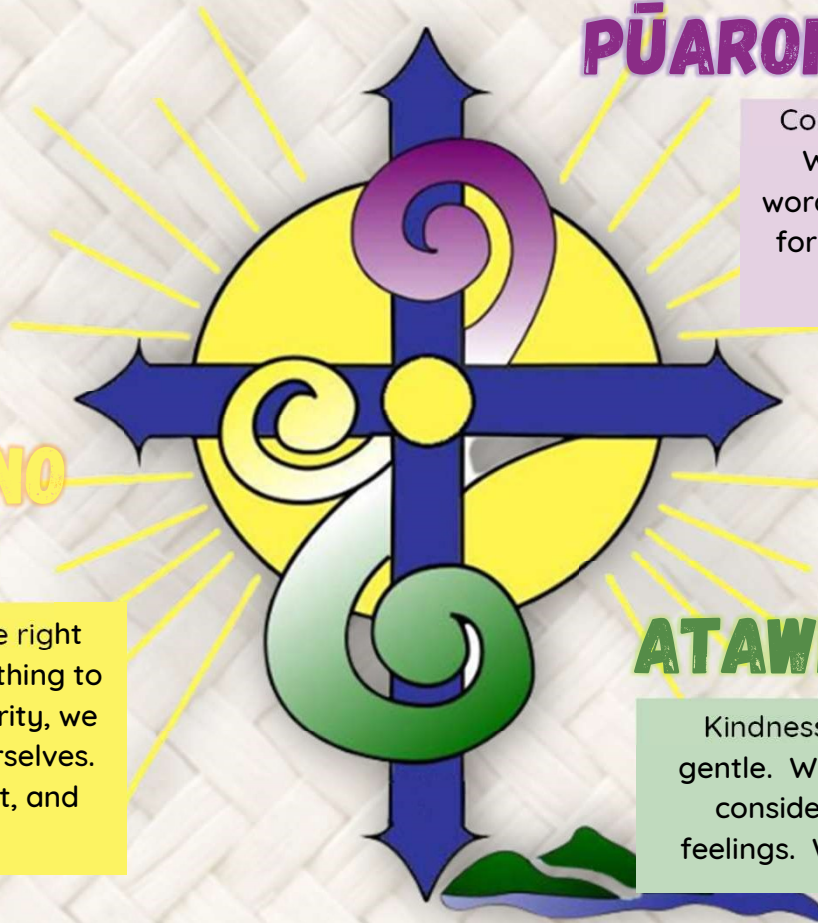
Compassion is about love in action. When we show compassion, our words and actions show deep respect for others, because of love. We are forgiving and empathetic.

NGĀKAU PONO INTEGRITY

Integrity is about doing the right thing because it is the right thing to do. When we act with integrity, we are showing respect for ourselves. We are responsible, honest, and grateful.

ATAWHAI KINDNESS

Kindness is about being friendly and gentle. When we show kindness, we are considerate of our own and others feelings. We are supportive and caring.





GATHERING COMMUNITY VOICE

We asked our community: **What skills, values and knowledge are important for our children to have to prepare them for the future?** Our Community responded...

Self Awareness

- Care
- Generous
- Manners
- Know your rights and the rights of others
- Sensible
- Fair
- Moral compass
- Mental Health strategies
- Self-aware
- Smile
- Gives compliments
- Loving
- Peaceful
- Calm
- Joyful
- Thoughtful
- Empathy
- Kindness

Mindset

- Do your best
- Tries again
- Always trying
- Coping strategies

Curriculum Learning - being literate, numerate, inquirers, digitally literate

Relationships

- Relationships
- Friendly
- Helpful
- Shares
- Hospitable
- Awareness of others
- Collaboration skills
- Relating to others
- Pull their weight in Society
- Contributing to a team
- Respect others
- Understanding other cultures
- Encouraging
- Listening
- Looks at the speaker
- Communication
- Working with others
- Respect property
- Learn to overcome nerves (speaking)
- Social skills

Agency

- Goal Setting
- Hard work
- Time Management
- Confident
- Resilience
- Prepared for the future
- Independant
- Work Ethic
- Self managing
- Focus
- Questioning

Leadership

- Confident
- Presentable
- Cleans up well

Creativity

- Self sustainable knowledge
- Thinking critically
- Hardworking
- Problem solving
- Diligent



LINKING TO NATIONAL OBJECTIVES AND PRIORITIES

OUR LEARNER PROFILE	OUR STRATEGIC GOALS	NATIONAL EDUCATIONAL LEARNING PRIORITIES (NELPS)	BOARD'S PRIMARY OBJECTIVES	CATHOLIC EDUCATION OF SCHOOL AGE CHILDREN (NZCBC 2014)
<p><i>Looking in:</i></p> <ul style="list-style-type: none"> • I am self aware. • I have a growth mindset. 	<p>OUR LEARNING GOAL 1: All ākonga experience success in their learning and develop a love of learning.</p>	<p>Objective 1: Learners at the centre</p> <p>Objective 2: Barrier free access</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement. (Education and Training Act 2000, 127a)</p> <p>The school is inclusive of, and caters for, students with differing needs. (Education and Training Act 2000, 127c)</p>	<p>Achieving the best possible academic standards is a goal for all Catholic schools. In its academic standards the Catholic school is required to be "at least as outstanding" as other schools in its area. Parents should not have to choose between the best academic standards and a Catholic education; the Catholic school should embody both. (18)</p>
<p><i>Looking out:</i></p> <ul style="list-style-type: none"> • I can relate to others. 	<p>OUR COMMUNITY: GOAL 2: Show our Faith in Action</p>	<p>Objective 1: Learners at the centre</p> <p>Objective 3: Quality teaching and leadership</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement. (Education and Training Act 2000, 127a)</p> <p>The school gives effect to Te Tiriti o Waitangi including by working to ensure local curriculum reflect local tikanga, matauranga and te ao Māori. (Education and Training Act 2000, 127d)</p>	<p>The primary goal of the Catholic school was clearly stated by Blessed Pope John Paul II in an address to Catholic educators in the United States in 1979: "In order that the Catholic school and the Catholic teachers may truly make their irreplaceable contribution to the Church and to the world, the goal of Catholic education itself must be crystal clear. Beloved sons and daughters of the Catholic Church, brothers and sisters in the faith: Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others." (11)</p>
<p><i>Looking beyond:</i></p> <ul style="list-style-type: none"> • I am a leader. • I am curious and creative. • I am a learner for life. 	<p>OUR CULTURE: GOAL 3: Bring our Vision to life through our passions and place based and faith based contexts</p>	<p>Objective 2: Barrier free access</p> <p>Objective 3: Quality teaching and leadership</p>	<p>The school is a physically and emotionally safe place for all students and staff. (Education and Training Act 2000, 127b)</p> <p>The school gives effect to Te Tiriti o Waitangi including by working to ensure local curriculum reflect local tikanga, matauranga and te ao Māori. (Education and Training Act 2000, 127d)</p>	<p>Expecting and facilitating the achievement of the best possible academic standards for all children, whatever their ability, is part of enabling each student to use his or her God-given talents in promoting the good of society and the spread of the kingdom of God. (18)</p>



TE TIRITI O WAITANGI

St Joseph's Catholic School's commitment to honouring Te Tiriti o Waitangi is an active expression of our Catholic Special Character.

St Joseph's Catholic School, as an authentic Catholic community which demonstrates a strong commitment to Te Tiriti o Waitangi and its principles of protection, partnership, and participation, thus reflecting the commitment of the Aotearoa New Zealand Catholic Church to bi-cultural partnership. St Joseph's Catholic School fully acknowledges Māori as tangata whenua and celebrates the special and significant place of Te Reo and Te Ao Māori in Aotearoa New Zealand, in the way we stand tall in our Katorikatanga.



OUR LEARNER PROFILE	OUR STRATEGIC GOALS	SCHOOL INITIATIVES GIVING EFFECT TO TE TIRITI O WAITANGI	SPECIFIC OUTCOMES GIVING EFFECT TO TE TIRITI O WAITANGI	LINKS TO KA HIKITIA
<p><i>Looking in:</i></p> <ul style="list-style-type: none"> • I am self aware. • I have a growth mindset. 	<p>OUR LEARNING GOAL 1: All ākonga experience success in their learning and develop a love of learning.</p>	<p>Annual targets for progress and achievement</p> <p>Annual targets include ākonga of different ethnicities, including Māori.</p>	<p>Accelerated progress for all ākonga, especially target ākonga</p> <p>All ākonga includes Māori learners and learners of all ethnicities.</p>	<p>The Treaty of Waitangi – ensuring Māori students enjoy and achieve education success as Māori is a shared experience. (Ka Hikitia principle 1) Māori potential approach – high expectations for Māori students to achieve (Ka Hikitia principle 2)</p>
<p><i>Looking out:</i></p> <ul style="list-style-type: none"> • I can relate to others. 	<p>OUR COMMUNITY: GOAL 2: Show our Faith in Action</p>	<p>Weave together and embed Te Ao Māori and Katorikatanga</p>	<p>Authentic, natural use of Te Reo and Tikanga Māori within a Catholic context.</p>	<p>Identity, language and culture count – Māori students benefit from seeing their experiences and knowledge reflected in teaching and learning (Ka Hikitia principle 4)</p>
<p><i>Looking beyond:</i></p> <ul style="list-style-type: none"> • I am a leader. • I am curious and creative. • I am a learner for life. 	<p>OUR CULTURE: GOAL 3: Bring our Vision to life through our passions and place based and faith based contexts</p>	<p>Develop resources to support teaching and learning about our place</p>	<p>An online resource bank that is about our place, our stories and our people, which is accurate, meaningful and usable.</p>	<p>Identity, language and culture count – Māori students benefit from seeing their experiences and knowledge reflected in teaching and learning (Ka Hikitia principle 4)</p>

“As you rightly treasure your culture, let the Gospel of Christ penetrate and permeate it, confirming your sense of identity as a unique part of God's household. It is as Māori that the Lord calls you, it is as Māori that you belong to the Church, the one Body of Christ.” - St John Paul II



ST JOSEPH'S CATHOLIC SCHOOL

STRATEGIC GOALS 2024-2025

~ Looking in ~ Looking out ~ Looking beyond ~



OUR LEARNING

GOAL 1: All ākonga experience success in their learning and develop a love of learning.



OUR COMMUNITY

GOAL 2: Show our Faith in Action



OUR CULTURE

GOAL 3: Bring our Vision to life through our passions and place based and faith based contexts

ST JOSEPH'S CATHOLIC SCHOOL STRATEGIC GOALS 2024-2025

~ Looking in ~



OUR LEARNING

GOAL 1: All ākonga experience success in their learning and develop a love of learning.

- Project based and play based learning opportunities
- Implementation of Learning Progressions
- Agreed practice includes agentic pedagogy
- Implementation of digital portfolio system to allow realtime reporting.
- Annual targets for progress and achievement

~ Looking out ~



OUR COMMUNITY

GOAL 2: Show our faith in action

- Encourage and facilitate genuine and ongoing encounter with Christ
- Weave together and embed Te Ao Māori and Katorikatanga
- Faith formation

~ Looking beyond ~



OUR CULTURE

GOAL 3: Bring our Vision to life through our passions and place based and faith based contexts

- Train all teachers in Social and Emotional capabilities through RocheMartin
- Develop resources to support teaching and learning about our place
- Learning experiences to enable exploration of passions, for all ākonga



STRATEGIC ROADMAP: GOAL 1

~ Looking in ~

All ākonga experience success in their learning and develop a love of learning.



2024

2025

INITIATIVES	T1	T2	T3	T4	T1	T2	T3	T4	OUTCOMES
Project based and play based learning opportunities	Plan/Design - Agreed practice at St Joseph's for play/project based learning, linked with Common Practice Model		Trial and refine - test the agreed practice model developed by kaiako, in conjunction with the Common Practice Model.		Review agreed practice and Common Practice Model		Implement agreed practice model.		Learning opportunities for ākonga are based on passions and interests.
Implementation of Learning Progressions	Review how progressions are currently being used to further learning	Implement: learning progressions used FOR and AS learning			Review how progressions are currently being used to further learning	Implement: learning progressions used FOR and AS learning			Teaching and learning is deliberate and focused on needs and abilities.
Agreed practice includes agentic pedagogy	Plan/Design - Agreed practice at St Joseph's for agentic pedagogy linked with Common Practice Model		Trial and refine - test the agreed practice model developed by kaiako, in conjunction with the Common Practice Model.			Implement agreed practice model.			Ākonga know what they are learning and why. Ākonga are able to set goals and strive to achieve them.
Implementation of digital portfolio system to allow realtime reporting.	Plan: how can we use Educa to report to whānau and ensure compliance with reporting guidelines	Implement using Educa as a reporting platform through: <ul style="list-style-type: none"> linking curriculum objectives linking personal learning goals kaiako and ākonga reflecting on learning samples 	Review; depth of reporting and whānau engagement	Plan: how can we improve quality of reporting and whānau engagement	Implement using Educa as a reporting platform through: <ul style="list-style-type: none"> linking curriculum objectives and personal learning goals kaiako and ākonga reflecting on learning samples Whānau engagement initiatives 	Review; depth of reporting and whānau engagement			Strengthening home-school partnerships and whānau engagement through real time reporting
Annual targets for progress and achievement	Close tracking of whole school data based on termly assessment with special lens on target ākonga		Set annual targets for 2025 based on assessment data	Close tracking of whole school data based on termly assessment with special lens on target ākonga		Set annual targets for 2026 based on assessment data			Accelerated progress for all ākonga, especially target ākonga



NELPS:

OBJECTIVE 1: LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education

OBJECTIVE 2: BARRIER FREE ACCESS: Great education opportunities and outcomes are within reach for every learner.



STRATEGIC ROADMAP: GOAL 2

~ Looking out ~

Show our Faith in Action

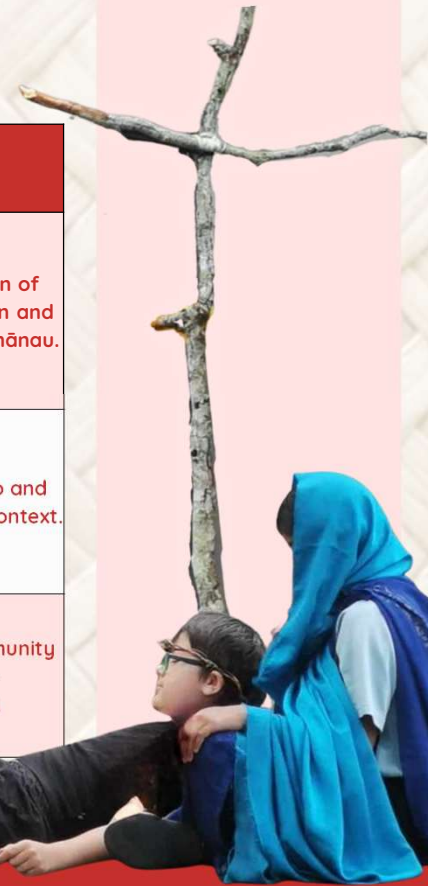


OUR COMMUNITY

2024

2025

INITIATIVES	T1	T2	T3	T4	T1	T2	T3	T4	OUTCOMES
Encourage and facilitate genuine and ongoing encounter with Christ	Teacher led liturgical celebrations and prayer.		Establish a student liturgy committee in order to upskill ākonga in planning and leading liturgical celebrations.		Opportunities for whole school liturgical celebrations which is planned and led by ākonga (shadow coaching by kaiako).		Review and Refine	Opportunities for student-led prayer	Genuine and regular celebration of faith with increasing participation and contribution from ākonga and whānau.
Weave together and embed Te Ao Māori and Katorikatanga	Plan opportunities for authentic experiences where Katorikatanga and Te Ao Māori can come together	Learn himene, karakia, tikanga and kawa which celebrates Katorikatanga and Te Ao Māori - this is upskilling kaiako and ākonga.			Review and Refine		Have a natural place in our expression of Catholic Character which reflects Te Ao Māori		Authentic, natural use of Te Reo and Tikanga Māori within a Catholic context.
Faith formation	Plan for opportunities in faith formation for ākonga, whānau and kaiako	Action plans for faith formation for ākonga and kaiako first, with whānau to follow.			Review and Plan		Action plans for faith formation for ākonga, kaiako and whānau.		Opportunities for our faith community to grow together in faith - encountering, evangelising.



NELPS: **OBJECTIVE 1: LEARNERS AT THE CENTRE:** Learners with their whānau are at the centre of education
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau



STRATEGIC ROADMAP: GOAL 3

~ Looking beyond ~

Bring our vision to life through our passions and place based and faith based contexts.



OUR CULTURE

2024

2025

INITIATIVES	T1	T2	T3	T4	T1	T2	T3	T4	OUTCOMES
Train all teachers in Social and Emotional capabilities through RocheMartin	Assess whole school using either the Emotional Capital Report Assessment or a simplified version analysing behaviour according to RocheMartin's capabilities. Engage with whānau in this process to triangulate data.	Implement individualised plans, feeding back to whānau and ākonga along the way. Assess and review with ākonga and whānau as needed.			Review and Refine: how is practice changing in response to RocheMartin development?		Continue with assessing, planning, engaging with whānau and reviewing using RocheMartin tools.		Support the overall hauora of our ākonga with practical coaching, individualised plans and home-school partnerships.
Develop resources to support teaching and learning about our place	Plan ways to link stories, people and knowledge from our place into learning programmes	Implement - trial the resources and tweak where there is need for tweak. Engage with 'people resources' to ensure different voices and opinions are honoured, including that of Mana Whenua and also Josephite Sisters.			Review and Refine		Use resources purposefully and appropriately with classroom programmes		An online resource bank that is about our place, our stories and our people, which is accurate, meaningful and usable.
Learning experiences to enable exploration of passions, for all ākonga	Plan/Design - Agreed practice at St Joseph's for play/project based learning, linked with Common Practice Model Plan learning experiences with enable exploration of passions	Implement learning experiences that enable exploration of passions.			Trial and refine - test the agreed practice model developed by kaiako, in conjunction with the Common Practice Model.				Passions of our ākonga leads the learning journey for them.



NELPS: **OBJECTIVE 2: BARRIER FREE ACCESS:** Great education opportunities and outcomes are within reach for every learner.
OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau



St Joseph's Catholic School, Paeroa
ANNUAL PLAN 2024



ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking in ~

GOAL 1: All ākonga experience success in their learning and develop a love of learning.



ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	HOW WE WILL MEASURE THIS	WHO WILL LEAD?	RESOURCING
<p>Project based and play based learning opportunities</p>	<ul style="list-style-type: none"> • Opportunities to celebrate learning through community events - eg art exhibition, open evenings, technology/science fair, student led conferences. • Opportunities to learn through exploration and discovery - starting as teacher led and moving more to student directed. • Agreed practice model designed, aligned with Common Practice Model 	<ul style="list-style-type: none"> • Self and peer assessment using our schools agreed practice model 	<p>All teachers</p>	<p>Resources to enable play and project based learning Opportunities to visit other schools</p>
<p>Implementation of Learning Progressions</p>	<ul style="list-style-type: none"> • Learning Support Register is kept up to date • Years 5-8 ākonga will be able to discuss their learning in terms of their learning pathway. • All ākonga will be able to discuss what they are learning, why and their next learning steps. • Assessment as/for learning, using the learning progressions and standardised assessment • Accelerated progress, especially for ākonga identified as target learners. 	<ul style="list-style-type: none"> • Classroom observations • Assessment data (termly) • Teacher observations 	<p>Principal/SENCo Teachers</p>	<p>Teaching to the North East (Russell Bishop)</p>
<p>Agreed practice includes agentic pedagogy</p>	<ul style="list-style-type: none"> • Agreed practice model designed, aligned with the Common Practice Model, including: <ul style="list-style-type: none"> ◦ Setting learning goals (ākonga, teacher and whānau together) ◦ Understanding the learning pit and growth mindset. ◦ Shifts in the locus of control • Increasing self management, ownership of learning. • Positive collaboration - teachers, ākonga and whānau. • Accelerated progress, especially for ākonga identified as target learners. 	<ul style="list-style-type: none"> • Using the Learner Agency rubric (teacher practice) • Classroom observations • Assessment data (termly) 	<p>All teachers</p>	<p>Staffing: additional class for writing to reduce student:teacher ratio</p>





ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking in ~

GOAL 1: All ākonga experience success in their learning and develop a love of learning.



ANNUAL TARGETS	EVIDENCE BASED DECISIONS FOR TEACHING AND LEARNING PROGRAMMES
<p>At St Joseph's, great learning opportunities and outcomes are in reach for every learner. This means all ākonga experiencing success, making progress in Reading including accelerated progress especially for target ākonga.</p>	<p>Our teaching staff met and discussed the current Reading programmes, particularly what is going well at the moment and what we can do in 2024 to both maintain progress and achievement for students and accelerate progress in Reading for those requiring acceleration:</p> <p>SPECIFIC RESOURCES - in addition to regular readers:</p> <ul style="list-style-type: none">• Online readers: Sunshine Classics, Epic• Duffy Books• Use of audio stories - justbooksreadaloud, storynory• Making reading fun: Read-a-thon, Book Week <p>AGREED PRACTICE: READING PROGRAMMES IN THE CLASSROOM:</p> <ul style="list-style-type: none">• Reading to, by, with in the classrooms - daily literacy programme• Deliberate choosing of readers and texts that will interest ākonga and also target needs/abilities identified in learning progressions• Making use of library - regular class visits to encourage reading for enjoyment• Phonological Awareness and Phonics programmes continuing - junior school• Buddy Reading opportunities - to increase mileage for all children.• Opportunities to present to classes new learning - reading aloud and hearing others reading aloud.• At least one hour of Reading teaching and learning is timetabled per day.• Assessment: Carried out using standardised assessment tools and teacher observation - PAT Reading, BURT, Probe, Prose, PM Running Records and learning progressions for Reading. <p>INTERVENTIONS FOR TARGET ĀKONGA:</p> <ul style="list-style-type: none">• All target learners are tracked on our learning support register and discussed in termly assessment meetings (professional collegial conversations)• Reading Together programme as snippets on social media and newsletter to make this more accessible and targeted• Reading Recovery - 0.2 FTTE (Ministry funded)• Reciprocal Reading - improving comp and vocab in middle/junior school.• Teacher aide support





ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking in ~

GOAL 1: All ākonga experience success in their learning and develop a love of learning.



OUR LEARNING

ANNUAL TARGETS	EVIDENCE BASED DECISIONS FOR TEACHING AND LEARNING PROGRAMMES
<p>At St Joseph's, great learning opportunities and outcomes are in reach for every learner. This means all ākonga experiencing success, making progress in Writing including accelerated progress especially for target ākonga.</p>	<p>Our teaching staff met and discussed the current Writing programmes, particularly what is going well at the moment and what we can do in 2024 to both maintain progress and achievement for students and accelerate progress in Writing for those requiring acceleration:</p> <p>SPECIFIC RESOURCES:</p> <ul style="list-style-type: none"> • Spelling: Explicit phonics, phonological awareness, spelling patterns in junior school; Traditional Spelling programme (Schonell) to continue in middle school; Spelling programme based on real time errors in writing in senior school • Pobble 365 or images - using solid motivators for writing. <p>AGREED PRACTICE: WRITING PROGRAMMES IN THE CLASSROOM:</p> <ul style="list-style-type: none"> • Meaningful, purposeful writing - language experiences to provide motivation for writing and shared experiences to bounce ideas and vocabulary. • Daily writing - practice is important • Deliberate acts of teaching - models of good writing, explicit teaching of structure and organisation, vocabulary extension. • Classroom organisation: Four classes for Writing in 2024 - Kererū staying as one class, in an effort to shrink the class sizes. Fluid grouping for writing to help target and motivate writers. • At least one hour of Writing teaching and learning is timetabled each day. • Assessment: Carried out using standardised assessment tools and teacher observation - e-asTTle Writing, Schonell and learning progressions for Writing. <p>INTERVENTIONS FOR TARGET ĀKONGA:</p> <ul style="list-style-type: none"> • All target learners are tracked on our learning support register and discussed in termly assessment meetings (professional collegial conversations) • Oral language - specific programme for individuals with oral language needs (teacher aide), opportunities to present learning for all students. • Devices used as assistive technology for low writers (where needed). • Reading Recovery - 0.2FTTE (Ministry funded) • Teacher Aide support





ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking in ~

GOAL 1: All ākonga experience success in their learning and develop a love of learning.



OUR LEARNING

ANNUAL TARGETS	EVIDENCE BASED DECISIONS FOR TEACHING AND LEARNING PROGRAMMES
<p>At St Joseph's, great learning opportunities and outcomes are in reach for every learner. This means all ākonga experiencing success, making progress in Mathematics including accelerated progress especially for target ākonga.</p>	<p>Our teaching staff met and discussed the current Mathematics programmes, particularly what is going well at the moment and what we can do in 2024 to both maintain progress and achievement for students and accelerate progress in Mathematics for those requiring acceleration:</p> <p>SPECIFIC RESOURCES:</p> <ul style="list-style-type: none"> • Dragon Maths - Year 2-8 • StudyLadder - Senior school and middle school • Maths Week - interhouse event, fun with maths • Rich Maths Tasks - nzmaths - problem solving tasks to deepen mathematical understanding. • AWS - pre/post assessments • Prototec and Live Worksheets - basic facts practice <p>AGREED PRACTICE: MATHEMATICS PROGRAMMES IN THE CLASSROOM:</p> <ul style="list-style-type: none"> • Balance of online and digital resources used • A balance of mixed ability and ability grouping, as per learning progression or intention being targeted. • At least one hour of Mathematics teaching and learning is timetabled each day. • Pre/post assessments carried out for each unit. • Assessment: Carried out using standardised assessment tools and teacher observation - PAT Mathematics, NumPA, JAM, GloSS, IKAN, AWS Pre/Post testing and learning progressions for Mathematics. <p>INTERVENTIONS FOR TARGET ĀKONGA:</p> <ul style="list-style-type: none"> • All target learners are tracked on our learning support register and discussed in termly assessment meetings (professional collegial conversations) • Teacher aide support • Otago Mathematics - extension for Seniors





ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking out ~

GOAL 2: Show our Faith in Action



OUR COMMUNITY

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	HOW WE WILL MEASURE THIS	WHO WILL LEAD?	RESOURCING
<p>Encourage and facilitate genuine and ongoing encounter with Christ</p>	<ul style="list-style-type: none"> • Link with Society of St Vincent de Paul • Strengthening parish-school relationships • Founding a student liturgy committee to begin process of upskilling ākonga in planning and leading liturgical celebrations • Opportunities to receive the Sacraments • Increased involved in Church Ministry by ākonga, kaiako and whānau. • Opportunities for acts of social justice (Catholic Social Teaching) 	<ul style="list-style-type: none"> • Participation and contribution to the life of the parish 	<p>Principal/DRS</p>	
<p>Weave together and embed Te Ao Māori and Katorikatanga</p>	<ul style="list-style-type: none"> • Learn parts of the Miha Māori with the aim to have a Miha Māori • Development for staff in Māori Spirituality • Karakia, himene and Te Reo used in Catholic context with the aim of naturalising this as 'what we do'. 	<ul style="list-style-type: none"> • How frequently and confidently karakia and himene are used in the classroom and whole school 	<p>Principal/DRS</p>	<p>School Google Site for Te Reo PLD</p>
<p>Faith formation</p>	<ul style="list-style-type: none"> • Quality and appropriately themed 'faith focus' content in the newsletter and social media platforms. • Participation in community, parish and diocese events. • Professional learning development for kaiako - individualised plans through professional growth cycle. • Continued learning about and trialing aspects of Tō Tātou Whakapono, as and when resources arrive (resources expected by the end of 2024). 	<ul style="list-style-type: none"> • Engagement in PLD 	<p>Principal/DRS Teachers</p>	<p>PLD</p>





ST JOSEPH'S CATHOLIC SCHOOL ANNUAL PLAN 2024

~ Looking beyond ~

GOAL 3: Bring our vision to life through our passions and place based and faith based contexts.



OUR CULTURE

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	HOW WILL WE MEASURE THIS	WHO WILL LEAD?	RESOURCING
<p>Train all teachers in Social and Emotional capabilities through RocheMartin</p>	<ul style="list-style-type: none"> Undergo two full days of training as an assessor and coach in Social and Emotional capabilities. Principal to undergo third training day to skill them as trainer (giving sustainability) Carry out EI assessments for Year 7 (completed in 2023 when these ākonga were Year 6). This cohort forms a case study for our teachers to learn. Assess and prepare individualised plans for seniors first and then the rest of the school. 	<ul style="list-style-type: none"> Completion of training of all teaching staff in Social and Emotional capabilities RocheMartin's Stools. 	<p>Mary Anne Murphy (PLD facilitator - RocheMartin)</p>	<p>PLD hours (Ministry funded)</p>
<p>Develop resources to support teaching and learning about our place</p>	<ul style="list-style-type: none"> Partnership with Mana Whenua Rich learning experiences in the classrooms. Identifying what learning cannot be left up to chance. Full and usable resources for kaiako to use and for ākonga to enjoy in their learning. 	<ul style="list-style-type: none"> Visiting Mana Whenua Resource bank available and used by kaiako 	<p>Principal/DRS</p>	<p>School Google Site for local stories People resources:</p> <ul style="list-style-type: none"> Mana Whenua. Sisters of St Joseph
<p>Learning experiences to enable exploration of passions, for all ākonga</p>	<ul style="list-style-type: none"> Motivated, enthusiastic ākonga, finding success and sharing their passions and learning with others. Opportunities to celebrate learning through community events - eg art exhibition, open evenings, technology/science fair, student led conferences. Varied and exciting learning programmes in the classrooms. 	<ul style="list-style-type: none"> Teacher planning Learner engagement Learner success according to the achievement objectives 	<p>Principal/DRS Teachers</p>	

