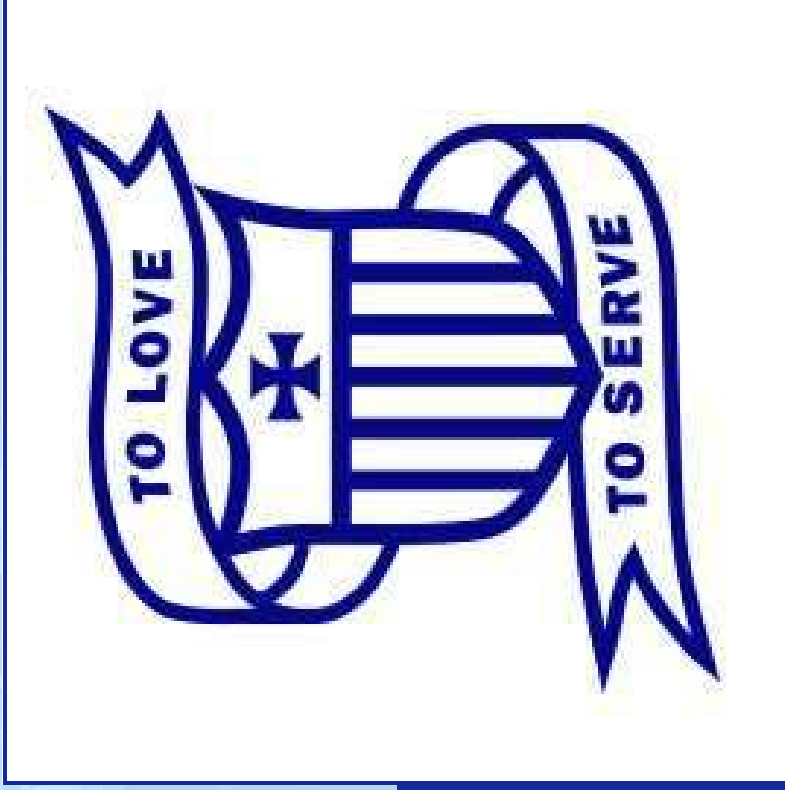


St Joseph's Catholic School

Together we nurture Confident, Compassionate,
Connected Catholic Guardians of Aotearoa





CHARTER

St Joseph's is a Roman Catholic state integrated school established over 160 years ago and now caters for boys from Year 0 - Year 6 and girls from Year 0 - Year 8.

The school was staffed by the Sisters of Mercy for over 140 years which has helped shape the Catholic heritage, values and traditions of the school. Our history is important to us and we are proud of our past pupils who have moved on to become successful in many walks of life.

'To Love and to Serve' is the school's motto. Pastoral care is an important element of the 'Special Character' of the school. St Joseph's strives to be the best Catholic primary school in New Zealand.



VISION

Together we nurture Confident, Compassionate, Connected Catholic Guardians of Aotearoa

CONFIDENCE

through learning and experience

SELF

COMPASSION

for all God's creations

EMPATHY

CONNECTION

with whanau, community and parish

OTHERS

CATHOLIC WAY

Living with faith and God in our head, heart and hands.

BELIEF



SJS PRINCIPLES

Christ Centred - supporting and enhancing the faith life of students

High expectations - supporting and empowering all students to learn and achieve personal excellence

Treaty of Waitangi - partnership, protection, participation

Cultural Diversity - valuing and reflective of New Zealand's inclusive multicultural nature and the history and traditions of its entire people

Inclusion - ensuring that students' identity, language, abilities and talents are recognised and affirmed and that their learning needs are addressed.

Collaborative Learning - encouraging all students to reflect on their own learning, and create their own learning pathways, to progress and to learn how to learn

Community engagement - strong home/school partnership

Coherence - a curriculum offers all students a broad education that makes links within and across learning areas, provides for coherence transition and opens up further pathways for learning





MAORI DIMENSIONS & CULTURAL DIVERSITY

St Joseph's Catholic School will reflect;

The unique position of Māori Culture by;

- Developing an awareness of Tikanga Māori and Te Reo Māori
- Providing the means of fostering better cultural understanding consistent with the Treaty of Waitangi
- Providing regular consultation with the Māori families to discover the views and concerns of the Māori community

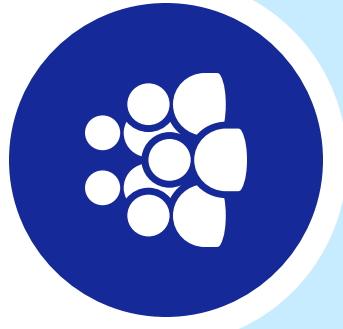
New Zealand's Cultural Diversity

- All cultures within the school will be valued and treated with dignity
- Quality teaching will respect and affirm cultural identity and optimise educational opportunities for each child
- Staff members will ensure that an inclusive school culture and ethos is upheld



ANNUAL PLAN 2021

STRATEGIC THINKING AND PLANNING FOR EQUITY AND EXCELLENCE



Pedagogy

Effective pedagogy that focuses on equity and excellence

- Professional development in Assessment for Learning
- Embed a school evaluation system focused on equity and excellence
- Strengthen teacher capacity in student agency

Our teachers are empowered, professional facilitators of learning



Curriculum

A rich, responsive curriculum that empowers learners

- Implement RE Bridging Document
- Development of localised curriculum
- Enhance Inquiry model capabilities
- Literacy Equity and Excellence

Our learners are empowered activators of learning. They feel confident and successful, and are connected to the world around them



Wellbeing

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

- Catholic Pastoral Care initiative
- Te Hiringa Tamariki pilot (Kahui Ako)
- Healthy Active Learning initiative

Our peoples lives are spiritually, physically, mentally and emotionally strong

GOALS

STRATEGIC INITIATIVES

SUCCESS

VALUES



JUSTICE



RESPECT



SERVICE



COMPASSION

ROADMAP

2021

2022

2023



PEDAGOGY

Effective pedagogy that focuses on equity and excellence

PD and developing systems in Assessment for Learning (Afl)
 EVALUATION SYSTEM review school evaluation system focused on equity and excellence
 STUDENT AGENCY develop school wide framework
 Embed Practices
 STUDENT AGENCY Embed Practices Review and Strengthen

Embed practices of AFL
 EVALUATION SYSTEM strengthen school evaluation system focused on equity and excellence
 STUDENT AGENCY Review and Strengthen

Review & strengthen AFL
 EVALUATION SYSTEM strengthen school evaluation system focused on equity and excellence



CURRICULUM

A rich responsive curriculum that enables learners

RE BRIDGING DOCUMENT implementation
 LOCALISED CURRICULUM Development
 STUDENT INQUIRY review student inquiry
 LITERACY FOR EQUITY & EXCELLENCE Embed

RE BRIDGING DOCUMENT Embed
 LOCALISED CURRICULUM Embed
 STUDENT INQUIRY Development

RE BRIDGING DOCUMENT Review and Strengthen
 LOCALISED CURRICULUM Review and strengthen
 STUDENT INQUIRY Embed

LITERACY FOR EQUITY & EXCELLENCE Review, Respond and Strengthen



WELLBEING

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

CATHOLIC PASTORAL CARE INITIATIVE Development
 TE HIRINGA TAMARIKI Professional development

CATHOLIC PASTORAL CARE INITIATIVE Embed
 TE HIRINGA TAMARIKI Implementation

CATHOLIC PASTORAL CARE INITIATIVE Review and strengthen
 TE HIRINGA TAMARIKI Implementation

HEALTHY ACTIVE LEARNING Review current Systems
 Plan and implement for whanua and parish engagement

HEALTHY ACTIVE LEARNING review and strengthen

METRICS - after 1 year

90% of teachers move at least 2 levels on the AFL rubric

All learners move up the student Afl rubric

A school wide evaluation model and schedule is in use

Pukengatanga Framework created and visible through the school

30% of staff PD in Student Agency

Pedagogy Team established. Sustainable systems created

All teachers collaborate to design RE curriculum

90% of teaching staff feeling empowered in delivery of RE Bridging Document

100% of staff participating in Literacy for equity and excellence PD

Curriculum Team established. Sustainable systems created

30% of staff meetings dedicated to curriculum

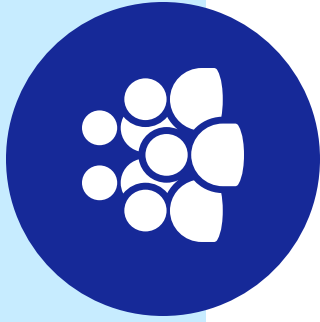
Community participation in developing and implementing 'Catholic Pastoral Care Initiative'

80% of staff use the tools and techniques introduced during Te Hiringa Tamariki

School strategy written for Te Hiringa Tamariki as a model for positive engagement with Maori students and whanau

Wellbeing Team established. Sustainable systems created

30% of staff meetings dedicated to wellbeing focus



Goal One - PEDAGOGY

Effective pedagogy that focuses on equity and excellence

Success is our teachers being empowered, professional facilitators

<p>Initiative 1a Professional development in Assessment for Learning</p> <p>ACTIONS</p> <ul style="list-style-type: none"> - continue PLD unpacking the AfL learner/teacher rubric/develop teacher effectiveness rubric - Develop school wide expectations on AfL pedagogy in writing - Establish a system for collection of learner voice against the AfL rubric and provide feedback on teacher practice - Formalise systems for practice analysis 	<p>Initiative 1b Embed a school evaluation system focused on equity and excellence</p> <p>ACTIONS</p> <ul style="list-style-type: none"> - Research models of evaluation - PLD on ERO Evaluation Theory including new Sp Ch Annual Review Indicators - Review existing evaluation systems - Create a school wide evaluation model, including RE/Sp Ch indicators - Refine Key Dates initiatives to include evaluation within the school - Use ERO Evaluation Indicators to self assess as an SLT - Develop culture of learning conversations between teams and SLT 	<p>Initiative 1c Strengthen teacher capacity in student agency</p> <p>ACTIONS</p> <ul style="list-style-type: none"> - Pukengatanga framework in Student Agency developed per whanau group - PLD unpacking the Pukengatanga framework /develop teacher capacity - Develop a digital tool support teacher capacity in student agency
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Year 1 Actions

<p>YEAR 2</p> <p>ACTIONS</p> <p>1a - Support teachers to become agentic in their use of the AfL rubric</p> <ul style="list-style-type: none"> - Implement, monitor and review - Support staff to use SJS evaluative systems with growing independence <p>1c - Pukengatanga framework in Student Agency embedded through school</p>
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Future Actions

<p>YEAR 3</p> <p>ACTIONS</p> <p>1a - Review AfL using ERO evaluative indicators</p> <p>1b - strengthen use of Educational Leadership Capability framework as part of Growth Coaching cycle</p> <ul style="list-style-type: none"> - develop a culture of review and improvement in which staff and learners lead evaluation in all levels of the school <p>1c - Strengths and challenges analysis of Pukengatanga framework to create next steps</p>



Goal Two - CURRICULUM

A rich responsive curriculum that enables learners

Success is our learners being empowered activators of learning. They feel confident and successful, and are connected to the world around them.

<p>Initiative 2a Implement RE Bridging Document</p> <p>ACTIONS DRS PLD in localised curriculum External support from RE advisors Create framework for observations between staff aimed at increasing teacher capacity Best practice exchanges for teacher growth Teachers are allocated time to plan for new curriculum</p>	<p>Initiative 2b Development of localised curriculum</p> <p>ACTIONS Appoint Inschool Leader for Localised Curriculum Develop SJS sustainable living action learning model Budget and Resource for Garden to Table initiative Each Inquiry Concept is based on a community issue Collect learner voice to drive inquiry Explore Play Based Learning curriculum (PBL) Recipocal relationship with Kahui Ako</p>	<p>Initiative 2c Enhance Inquiry model capabilities</p> <p>ACTIONS Research models of Student inquiry Review current model of Student inquiry Develop model of student inquiry</p> <p>Initiative 2d Literacy for equity and excellence</p> <p>ACTIONS Review of Oral language PLD Embed SJS English Plan Strengthen teacher capability in Phonological awareness Review and develop whanau engagement</p>
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Year 1 Actions

<p>YEAR 2</p> <p>ACTIONS 2a - Strengths and challenges analysis of RE Bridging document to develop steps 2b - Embed SJS sustainable living action learning model - Develop Play Based Curriculum - Embed SJS localised curriculum model 2c - Implement School wide inquiry model - Engage external Facilitator to develop Teacher capacity in Inquiry concepts 2d - Embed Literacy for equity and excellence initiatives</p>	<p>YEAR 3</p> <p>ACTIONS 2a - Strengths and challenges analysis to establish next steps of RE Bridging document 2b- Strengths and challenges analysis to establish next steps of localised curriculum 2c - Strengths and challenges analysis to establish next steps of inquiry model 2d - Strengths and challenges analysis to establish next steps of Literacy for equity and excellence</p>
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Future Actions



Goal Three - WELLBEING

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

Success is our peoples lives are spiritually, physically, mentally and emotionally strong

	Initiative 3a Catholic Pastoral care initiative	Initiative 3b Te Hiringa Tamariki pilot (Kahui Ako)	Initiative 3c Healthy Active Learning
Year 1 Actions	<p>ACTIONS</p> <p>Catholic Character Best Practice SJS model developed</p> <p>Seasons for Growth to support emotional wellbeing</p> <p>Review of Pastoral care @ SJS</p> <p>Needs analysis with response plan created</p> <p>Develop systems and process to strengthen pastoral care for all</p> <p>Incredible Years ICY (Mangere syndicate)</p>	<p>ACTIONS</p> <p>Appoint in school leaders</p> <p>Engage in Professional development in response to Kahui Ako PD</p> <p>Develop structures and procedures in response to needs analysis</p>	<p>ACTIONS</p> <p>Appoint in school leaders and team</p> <p>Engage in Professional development with Sport Auckland</p> <p>Respond to strengths and challenges as identified in Sport Auckland Analysis</p> <p>Develop structures and procedures to support Action plan</p> <p>Initial implementation of property plan that maximizes space and environment to enhance student wellbeing</p>
Future Actions	<p>YEAR 2</p> <p>ACTIONS</p> <p>Develop home school partnership plan with a focus on Wellbeing for all that is strong spiritually, physically and emotionally</p> <p>Review and refine Catholic Pastoral Care focus</p> <p>Continue to develop and implement structures and procedures to support both Te Hiringa Tamariki pilot and Healthy Active Learning Initiative</p>	<p>YEAR 3</p> <p>ACTIONS</p> <p>Review and refine structures and procedures to support both Te Hiringa Tamariki pilot and Healthy Active Learning Initiative</p> <p>Review and refine Catholic Pastoral Care focus</p>	



Goal One - PEDAGOGY

Effective pedagogy that focuses on equity and excellence

Success is our teachers being empowered, professional facilitators

Strategic Initiative - 1a Professional development in Assessment for Learning

Action	Responsible	Resources	Date	Measure
PLD unpacking the AfL learner/teacher rubric/develop teacher effectiveness rubric	SLT All staff	Evaluation Associates	ongoing	100% contribution of all staff
Structure developed to support ongoing evaluations of Teacher capacity in AfL rubric	Pedagogy Leader Principal		March	
Develop and Embed "Open to Learning" conversations structure to coach teachers through new learnings	Pedagogy Leader SLT Team Leaders	"Student-centred Leadership" Viviane Robinson	Term 1	Frame and Schedule developed by Term 1
Empower Team Leaders as Best Practitioners of Assessment for Learning	Pedagogy Leader SLT EA facilitator	Leadership matrix - Teachers Council	ongoing	Reflective measure Growth in Leadership matrix
Establish a system for collection of learner voice against the AfL rubric and provide feedback on teacher practice	Team leaders EA facilitator	AfL student matrix	ongoing	All learners move up the AfL matrix

Ongoing evaluative notes



Goal One - PEDAGOGY

Effective pedagogy that focuses on equity and excellence

Success is our teachers being empowered, professional facilitators

Strategic Initiative - Embed a school evaluation system focused on equity and excellence

Action	Responsible	Resources	Date	Measure
Examine models of Best practice	SLT Pedagogy Leader	ERO Evaluation Indicators	End of Term 2	3 SLT meetings are set aside for review process
Professional Learning on ERO Evaluation Theory including Special Character Annual Review indicators	SLT DRS Pedagogy Leader	Vivianne Robinson	End of Term 2	
Review existing evaluation systems. Respond to review and new learning to create/refine existing evaluation system	SLT		Mid way through Term 3	
Self assess leadership capability using ERO evaluation indicators	SLT Team leaders Strategic Leaders		ongoing	1 meeting set aside each term for self assessment purposes

Ongoing evaluative notes



Goal One - PEDAGOGY

Effective pedagogy that focuses on equity and excellence

Success is our teachers being empowered, professional facilitators

Strategic Initiative - 1c Strengthen teacher capacity in student agency

Action	Responsible	Resources	Date	Measure
Pukengatanga Framework developed for Mangere whanau -	Pedagogy Leader	Mindlab	Term 1	
Collaborative development of framework of Pukengatanga Framework for Rarotonga whanau	KP ML, SS, PC		Term 2	
Pedagogy Team Established Collaborative Professional Growth Coaching	KP	Spiral of inquiry	ongoing	
Visual of Pukengatanga framework to support narrative of learning dispositions developed	KP CM JW		Term 1/2	Profile is visible through the school
Digital Platform to support Teacher capability developed	KP CM			100% of staff engaging in platform to support own growth

Ongoing evaluative notes



Goal Two - CURRICULUM

A rich responsive curriculum that enables learners

Success is our learners being empowered activators of learning. They feel confident and successful, and are connected to the world around them.

Strategic Initiative - implement RE Bridging Document

Action	Responsible	Resources	Date	Measure
PLD for all teachers in REBD	DRS	Catholic Education Office Advisors	Term 1 ongoing	90% of staff feel empowered in delivery of RE bridging Document 30% of Professional Development is REBD
Sharing of Best Practice	DRS	DRS Cluster group Catholic Schools	ongoing	
TOD allocated to planned and preparation	Principal DRS	Time	Term 2	
SCOT analysis of needs in implementing RE Bridging Document	DRS	SCOT analysis	Term 1	
Review of RE Curriculum in SJS curriculum document	DRS	RE Bridging Document	ongoing	Updated / current by end of Term 4

Ongoing evaluative notes



Goal Two - CURRICULUM

A rich responsive curriculum that enables learners

Success is our learners being empowered activators of learning. They feel confident and successful, and are connected to the world around them.

Strategic Initiative - Development of localised curriculum

Action	Responsible	Resources	Date	Measure
Appoint in school Kahui Ako Leader for Localised Curriculum	Principal		Term 1 2020	
Establish SJS Localised curriculum team	Principal		Term 1 2020	
GAP analysis on Localised curriculum	Curriculum leader		Term 1	
Kahui Ako PD in Localised Curriculum	PB/KP/VA	Evaluation associates	ongoing	100% attendance to Kahui Ako PD
Establish SJS sustainable living plan	Curriculum leader	Garden to table		
Schedule of time for developing localised inquiry models	Curriculum leader	Time	ongoing	Team leaders 1 full release day to plan and review inquiry themes per term Localised Curriculum 1 full release day to prep for planning

Ongoing evaluative notes



Goal Two - CURRICULUM

A rich responsive curriculum that enables learners

Success is our learners being empowered activators of learning. They feel confident and successful, and are connected to the world around them.

Strategic Initiative - Enhance Inquiry model capabilities

Action	Responsible	Resources	Date	Measure
Research models of student inquiry	Curriculum leader		Term 1 2021	
GAP analysis of current inquiry model	Curriculum leader		Term 1	
View Best Practice models of inquiry in action	CM/KP/VA	Colleagues	Term 1 and 2	
Establish inquiry model	Curriculum leader	JW		Visual created to support learners
Structure to support actioning of inquiry model in learning	Curriculum leader		ongoing	Curriculum overview provide 100% clarity to teachers

Ongoing evaluative notes



Goal Two - CURRICULUM

A rich responsive curriculum that enables learners

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Strategic Initiative - Literacy Equity and Excellence

Action	Responsible	Resources	Date	Measure
Review of Oral Language PLD	English Leader		End of Term 2	
Embed SJS English Plan <ul style="list-style-type: none"> • Planning review of each class • Observation of each teacher 	English Leader	Time	End of Term 2	100% of class have had feedback on planning that directly relates to English Curriculum plan 100% of teacher have had observations re: English plan
Strengthen teacher skill level in Phonological awareness	English leader	RTL Wellbeing Funding initiative - MOE Joy Allcock	ongoing	Increase in spelling ages from baseline data collection
SWOT analysis of family engagement to support literacy learning	Curriculum leader		Term 2	
Action plan created in response to identified strengths and challenges of whanau support in developing literacy	English Leader		Term 3 - 4	



Goal Three - WELLBEING

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

Success is our peoples lives are spiritually, physically, mentally and emotionally strong

GOAL - Catholic Pastoral Care initiative

Action	Responsible	Resources	Date	Measure
Review current Pastoral care View Best Practice models from other Catholic Schools Create Action Plan	DRS Principal		Term 1	Needs analysis with response plan created - YES/NO
Catholic Character Best Practice SJS model developed	DRS Principal	NZCEO	Term 1	
Incredible Years ICY (Mangere syndicate)	DP	RTL B	ongoing	3 teachers undertake PD in incredible years.
Develop systems and process to strengthen pastoral care for all	DRS		ongoing	

Ongoing evaluative notes



Goal Three - WELLBEING

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

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Strategic Initiative - Te Hiringa Tamariki pilot (Kahui Ako)

Action	Responsible	Resources	Date	Measure
SCOT analysis of Te Hiringi Tamariki programme	Wellbeing Leader	Kahui Ako	Term 1	
Responsive action plan developed based on strengths and challenges	Wellbeing Leader Principal	UNICEF	Term 1	
Establish a wellbeing team	Wellbeing Leader Principal		Term 1	
Structure to support PD for Wellbeing Team and support Leadership growth	Principal		Term 1	
Evaluation of impact of PD in Te Hiringa Tamariki	Wellbeing Leader Principal		Term 3	Shift in Baseline data of Teacher expectations

Ongoing evaluative notes



Goal Three - WELLBEING

Wellbeing for all that is strong spiritually, physically, mentally and emotionally

Success is our peoples lives are spiritually, physically, mentally and emotionally strong

Strategic Initiative - Healthy Active Learning initiative

Action	Responsible	Resources	Date	Measure
Appointment of Lead Teacher and establish Wellbeing Team	Principal	Sport Auckland	Term 1	
Strengths and challenges Analysis identified in Sport Auckland	Principal	HAL facilitators	Term 1	
Respond to strengths and challenges as identified in Sport Auckland Analysis	Wellbeing Leader Wellbeing Team		Term 2	Action plan developed
Develop structures and procedures to support Action plan	Wellbeing Leader Wellbeing Team		ongoing	Student survey to impact of actions developed

Ongoing evaluative notes

