








St Joseph's School Kaikoura Charter and Strategic Plan 2019 - 2020

GIFT Growing In Faith Together



KA Schools & ECE Providers	 Kaikōura Suburban	 St Joseph's Kaikōura	 Kaikōura High School	 Hapuku	 Kaikōura Primary School	ECE Providers Barnardos Kaikōura Playcentre Little Tamariki Whales Tales
KA Vision Why?	Giving our tamariki every opportunity to experience success Kia whai angitu a tatou tamariki					
Aspirational Goals How?	Tamariki in Kaikōura will...					
	Need to update: Insert mana whenua aspiration here... have a good understanding of....					
	be empowered to explore various opportunities to experience their own success. Equity Mana taurite	be supported to identify and achieve their own personal excellence. Excellence Hiranga	be supported to achieve at or above their expected curriculum level. Achievement Tutkitanga	have the knowledge and skills to manage their own health and wellbeing and support that of others. Wellbeing Hau ora		
	Relationships/ Manaakitanga/Whanaungatanga - Tamariki in Kaikōura will benefit from teachers, leaders and whānau who put quality relationships at the heart of all learning					
Themes 2019-2020 What are we all doing?	To support us in reaching our aspirational goals, the Kaikōura Kāhui Ako staff will engage in ongoing professional learning and development in 2019-2020 based around these themes: 1. Digital Fluency: improving the digital fluency of teachers and collaboration between and across schools will provide more opportunities for students and improve teaching and learning programmes. 2. Collaborative practice for middle leadership: by improving the collaboration of middle leaders across all schools in Kaikōura, we will grow leaders for the future and improve consistent practices across and within our schools.					

	<p>3. Teaching as Inquiry: by all teachers engaging in across school collaborative teaching inquiries, we will improve how we collaborate as well as share best practice. Our Teaching as Inquiry Themes for 2019 are:</p> <p>a. Relationships: To create learning centred relationships that enhance the learning of all students. <i>How can improved relationships between teachers, students and whanāu raise the achievement of our target students in writing?</i></p> <p>b. Growth Mindset: To foster social and emotional awareness, enhance psychological well being and promote academic success. This means that by helping students to develop a growth mindset, we can help them to be more effective and efficient in all areas. <i>How can Growth Mindset pedagogies raise achievement and engagement of our target students in writing?</i></p> <p>c. Localised Curriculum: To develop a sense of belonging and understanding of our local community, by developing a localised curriculum in response to the principles, values and vision of the New Zealand Curriculum. <i>How can a localised curriculum raise the achievement of our target students in writing?</i></p>			
	Our Achievement Challenges still remain the same (outcome) for 2019 (as they were in 2015-2018). We have set targets for our Kāhui Ako to accelerate learning in these areas.			
Achievement Challenges	<p>AC 1 - 2019</p> <p><u>Primary:</u> <u>Raising years 1-8 Māori boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 7 Maori boys in reading by the end of 2019. to accelerate (make progress of more than one year) 17 Maori boys in writing by the end of 2019. to accelerate (make progress of more than one year) 8 Maori boys in mathematics by the end of 2019. 	<p>AC 2 - 2019</p> <p><u>Primary:</u> <u>Raising overall years 1-8 boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 16 boys in reading by the end of 2019. to accelerate (make progress of more than one year) 37 boys in writing by the end of 2019. to accelerate (make progress of more than one year) 17 boys in mathematics by the end of 2019. 	<p>AC 3 - 2019</p> <p><u>Primary:</u> <u>Raising years 1-8 girls' achievement in mathematics:</u></p> <ul style="list-style-type: none"> to accelerate (make progress of more than one year) 10 girls in mathematics by the end of 2019. 	<p>AC 4 - 2019</p> <p><u>Secondary NCEA:</u></p> <ul style="list-style-type: none"> Level 2 NCEA: The percentage of 2019 leavers with NCEA Level 2 will be at least 85%. Using school data from KAMAR, 85% of NCEA Level 2 students will gain a minimum of one Pathway Qualification. Level 3 NCEA: All students will gain the qualification required for their chosen career pathway

Special Character

St Joseph's School aims to provide opportunities for children to learn what it is to be Catholic – that is, what Catholics believe, and how they celebrate, live and pray. St Joseph's School works alongside the parish and families to help the students to develop their knowledge and understanding of the Catholic faith as they grow in their faith.

The Catholic school is a place where the mana and tapu of each person is honoured and celebrated, where all are called to grow to realise their God-given talents, nurtured in faith and grow as disciples of Jesus.

All in the school community contribute to realise this through their commitment and gospel witness. To provide an encounter with Christ is our very reason for being.

Values

Our vision is upheld by our values of:

- Achievement/Mana
- Respect/Awhina
- Confidence/Kaha
- Honesty/Oranga



Strategic Goals

Special Character: The board will develop, maintain, live *and* promote the special character of our school by embedding the principles of the NZ Catholic Bishops Conference;

- Te tūtaki ki a te karaiti, *Encounter with Christ*.

Our school will encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God.

- Te whakatupu mā te mātauranga, *Growth in Knowledge*.

Our school will assist our community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.

- Te whakaatu karaitiana, *Christian Witness*.

Our school will provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life.

- Te kaitiakitanga me to whakapakari i te tuakiri katorika, *Safeguarding and Strengthening Catholic Character*.

Our school, in its stewardship and its compliance with statutory obligations will safeguard and strengthen its Catholic Character.

- The Board will maintain a regular and strong relationship with Te Whetu O Te Moana, Star of the Sea Parish Marlborough.

Teaching and Learning: St Joseph's School will provide a dynamic and future focussed curriculum, teaching and learning environments.

- Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment.
- Review current curriculum and develop a student centred, future focused faith-based curriculum based on the vision of the school 'GIFT'.
- Develop a robust process to monitor students' progress and develop an effective reporting system on that progress that will enhance partnerships with parents.
- Develop a system to track each child from ECE/preschool to Secondary, including pastoral care
- Evaluate teaching and learning environments to ensure they serve our learning outcomes. Facilities will serve the purpose and respond to the need of the students, including technology
- COL Goals will be reflected in the Annual Plan and targets for our students.

Partnerships including community/iwi/parish: St Joseph's School will have meaningful partnerships at all levels.

- Strengthening our link with Maori and other cultural groups in our community.
- Look for ways to engage the School and Parish community's in a responsive and meaningful way by adding value, functionality and purpose.
- Develop and implement an effective and engaging reporting system, enhance open, regular and meaningful communication to strengthen partnerships between parents, students and staff.

Three Year Strategic Plan 2019-2021

2019	2020	2021
Strategic Goal 1: The board will develop, maintain, live <i>and</i> promote the special character of our school by embedding the principles of the NZ Catholic Bishops Conference.		
The Board of Trustees will plan for and implement effective initiation of new members with the primary focus of relaying our vision, goals and Charism of our School.	The Board will work with the teachers and Parish to promote the special character of our school and ensure policies and procedures reflect our special character.	Members of the Board will attend the Catholic Education Conference.

2019	2020	2021
Strategic Goal 2: St Joseph's School will provide a dynamic and future focussed curriculum, teaching and learning environments.		
Teachers will review the curriculum at St Joseph's School ensuring Christ is at the centre of teaching and learning and that students are provided opportunities to learn using a range of technologies and teaching and learning strategies.	Teachers will undertake professional development in maths and technology to enhance teaching and learning for the students at St Joseph's School.	Teachers will undertake professional development in STEM to ensure our curriculum is dynamic and future focussed.
Teachers will undertake a teaching inquiry around Localised Curriculum, Growth Mindset or Relationships in the context of accelerating progress in writing in collaboration with the Kahui Ako.	Teachers will undertake a teaching inquiry around teaching mathematics or using technology to enhance learning in the classroom.	Teachers will undertake a teaching inquiry around STEM teaching to enhance learning in the classroom.
Learning targets to accelerate the learning of Year 3 and 8 students in maths; and to accelerate the learning of Year 4,5 and 8 students in writing. See targets later in this document.	Learning targets will reflect the goals of the Kahui Ako. Raising years 1-8 Māori boys' achievement in reading, writing, mathematics; raising overall years 1-8 boys' achievement in reading, writing, mathematics; raising years 1-8 girls' achievement in mathematics.	Learning targets will reflect the goals of the Kahui Ako. Raising years 1-8 Māori boys' achievement in reading, writing, mathematics; raising overall years 1-8 boys' achievement in reading, writing, mathematics; raising years 1-8 girls' achievement in mathematics.

2019	2020	2021
Strategic Goal 3: St Joseph's School will have meaningful partnerships at all levels.		
Students and teachers will engage with the wider community - iwi, parish and Kaikoura community to build and enhance positive relationships.	St Joseph's School, Kaikoura will work with the community to review relationships with iwi, parish and whanau, make adjustments/changes where required.	St Joseph's School, Kaikoura will work with the community to review relationships with iwi, parish and whanau, make adjustments/changes where required.
Staff will implement Linc-Ed to share student progress with parents and to develop a record of student learning from new entrant to year 8.	Embed Linc-Ed into classroom practice to ensure students/parents and teachers are using it to enhance student learning.	Review the use of Linc-Ed, does it still meet the needs of the St Joseph's School community.



ST JOSEPH'S SCHOOL, KAIKOURA

ANNUAL PLAN 2019

STRATEGIC STATEMENT St Joseph's School is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.	Actions	Who is responsible	Resources required
GOALS The board will develop, maintain, live <i>and</i> Promote the special character of our school by embedding the principles of the NZ Catholic Bishops Conference <ul style="list-style-type: none"> • Te tūtaki ki a te karaiti, <i>Encounter with Christ</i>. Our school will encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God. • Te whakatupu mā te mātauranga, <i>Growth in Knowledge</i>. Our school will assist our community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church. • Te whakaatu karaitiana, <i>Christian Witness</i>. Our school will provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life. • Te kaitiakitanga me te whakapakari i te tuakiri katorika, <i>Safeguarding and Strengthening Catholic Character</i>. Our school, in its stewardship and its compliance with statutory obligations will safeguard and strengthen its Catholic Character. • The Board will maintain a regular and strong relationship with Te Whetu O Te Moana, Star of the Sea Parish Marlborough. 	<ul style="list-style-type: none"> • Curriculum designed around our vision Growing In Faith Together - GIFT. • Parishioners invited to share their faith with students. • Charism/history of our school to be a priority. • Develop Sacramental programme, work closely with Parish to enhance programme. • Fruit trees for the fruits of the holy spirit. • Plaques to go with each fruit tree. (eg the lemon tree represents patience). • Steel cross - children design. • Senior students to support parishioners in the delivery of the Eucharist to those not able to attend Church. • Picture painted onto the sports shed - to go with our vision. (Chelle to design and paint). • Teachers to undertake study in Sexuality Education through TCI. • Board of Trustees Professional Development in Catholic Education. 	Board of Trustees Principal DRS - Director of Religious Studies Frank Wafer - Leadership Consultant for the Arch Diocese of Wellington	Support from NZSTA Catholic Schools Board The Catholic Institute (TCI) Parish Priest and Sisters Parishioners Frank Wafer - Leadership Consultant for the Arch Diocese of Wellington

STRATEGIC STATEMENT St Joseph's School will provide a dynamic and future focussed curriculum, teaching and learning environments.	Actions	Who is responsible	Resources required
GOALS <ul style="list-style-type: none"> Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment. Review current curriculum and develop a student centred, future focused faith-based curriculum based on the vision of the school 'GIFT'. Develop a robust process to monitor students' progress and develop an effective reporting system on that progress that will enhance partnerships with parents. E.g. Seesaw or Linc-Ed Develop a system to track each child from ECE/preschool to Secondary, including pastoral care Evaluate teaching and learning environments to ensure they serve our learning outcomes. Facilities will serve the purpose and respond to the need of the students, including technology COL Goals will be reflected in the Annual Plan and targets for our students. 	<ul style="list-style-type: none"> Review curriculum in 2019 create a faith based curriculum with shared understandings for each curriculum area. Work with Kahui Ako to investigate Linc-Ed, share training costs if required. Review technology and develop a replacement plan for ipads and desktop computers. Linc-Ed training for all teaching staff. Target students in writing and maths. Acceleration groups in literacy and maths for those students above the expected level. Provide opportunities for students excelling in particular subjects eg) Canta Maths, invite authors Create a Coding group for interested students. Clubs on a Friday; Music, Art (Chelle), Sports(Mel), Tech, Construction, Farming dudes (Sophie) Surfing (Term 1) Kapahaka/Singing whole school 	Principal Teachers	Linc-Ed Jacqui Clayton - Evaluation Associates Alan Grant - Consultant in Religious Education for Catholic Schools Kahui Ako Martin Hughes - 3MLearning

STRATEGIC STATEMENT St Joseph's School has meaningful partnerships at all levels.	Actions	Who is responsible	Resources Required
GOALS <ul style="list-style-type: none"> Strengthening our link with Maori and other cultural groups in our community. Look for ways to engage with the School and Parish community in a responsive and meaningful way showing value added, functionality with purpose. Develop and implement an effective and engaging reporting system, enhance open, regular and meaningful communication to strengthen partnerships between parents, students and staff. Ensure attendance at school is a priority for parents and students, discourage holidays during term time. Parents aware of the importance of their children attending school. 	<ul style="list-style-type: none"> Leadership unit for Tikanga Maori - Kapahaka group, build leadership capacity among students for Powhiri, build confidence of staff and students in Te Reo, support Parish in use of Te Reo during Mass. Invite Parish into school to share their faith with the students. Participate in community events including, Love the Lyell, Museum visits. Create a regular schedule to visit the rest home at Kaikoura Hospital. Improve parent/teacher/student partnership through reporting and sharing of student work using Seesaw/Linc-Ed. Encourage local sports clubs to teach a wider range of sports to students. End of term newsletters celebrating students with high attendance rates, certificates at final assembly each term. Remind parents to book holidays during school holidays, discourage parents requesting time off for holidays during school terms. Regular reports from the Board of Trustees to the school community. 	Principal and Staff	Parish Priest and Sisters Parishioners Kaikoura Museum, Hospital Rawiri Manawatu - Education Pou, Te Runanga o Kaikoura

Improvement Plan for Writing			
School Strategic Learning Goal Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment.		School Annual Learning Target <i>Where do we want to be at the end of 2019?</i> Students who are below in writing to have made accelerated progress in 2019.	
Baseline data and Target (Dept. or Syndicate etc) <i>What measurable outcome do we want to achieve at the end of 2019?</i>			
Number of students below in writing	2017	2018	Target
Year 1	1/9	1/9	Students who are achieving below the expected level will make accelerated progress during 2019. Year 4 writing: 6/15 below in writing. To accelerate the progress of the 6 students below in writing in Year 4. Year 5 writing: 4/13 below in writing. To accelerate the progress of the 4 students below in writing in Year 5.
Year 2	2/12	4/20	
Year 3	3/15	6/15	
Year 4	5/13	4/13	
Year 5	4/9	2/11	
Year 6	2/4	2/9	
Year 7	2/8	2/4	
Year 8	1/8	2/8	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 1	Work with Jacqui Clayton to enhance teaching and learning programmes in writing at St Joseph's School. Work with the Kahui Ako to identify trends across our District.	Chelle, Mel, Judith	By the end of term one, leaders will clearly define expectations for the teaching of writing at St Joseph's School which will be shared with the teaching staff.
	Attend Yolanda Soryl Phonics Course Attend Writing Course	Sophie, Renee, Roseann	By the end of term one, teachers will have strategies in place to accelerate student progress in writing.

	Collect scale score E-Asttle data for all students, identify target students and develop a learning programme for these students.	Mel, Emma, Chelle	
	Identify areas to improve, make a plan to attend to areas of weakness in writing.		By the end of term one, learners will have clearly defined goals that will assist to improve their writing.
	Teachers will inquire into ways to accelerate progress in writing.	Teachers	Teaching as Inquiry will be in the context of writing but also in line with the Kahui Ako inquiry themes of Growth Mindset, Relationships and Localised Curriculum.
Term 2	Teachers will implement plans devised in Term 1	Teachers	Teachers will implement plans designed in Term 1 and track student progress.
Term 3			
Term 4	Review progress, what went well, did our teaching accelerate the learning of the students?	Teachers and leaders	Review progress, what went well, did our teaching accelerate the learning of the students?
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i> Students below in writing will be monitored termly using e-Asttle to ensure progress is occurring and make adjustments to learning experiences where necessary.			
Resourcing <i>How much money and time is needed? Who will help us?</i> Jacqui Clayton from Evaluation Associates will continue to support teachers to enhance their writing programmes during 2019			

Improvement Plan for Mathematics			
School Strategic Learning Goal Strengthen our curriculum and student learning base to meet the learning needs of our students by providing a dynamic curriculum in a student-centred environment.		School Annual Learning Target <i>Where do we want to be at the end of 2019?</i> Students who are below in mathematics to have made accelerated progress in 2019.	
Baseline data and Target (Dept. or Syndicate etc) <i>What measurable outcome does this Dept. want to achieve at the end of 2019?</i>			
Number of students below in mathematics	2017	2018	Target
Year 1	1/9	0/9	Students who are achieving below the expected level will make accelerated progress during 2019.
Year 2	0/12	6/20	
Year 3	2/15	2/15	

Year 4	1/13	2/13	<p>Year 8 Maths: 2/5 students are below in maths. One of these students has learning difficulties. To accelerate the progress of one student who is below in maths.</p> <p>Year 3 Maths: 6/20 students are below in maths. To accelerate the progress of the 6 students below in maths in Year 3.</p>
Year 5	0/9	2/11	
Year 6	1/4	0/9	
Year 7	1/8	2/4	
Year 8	2/8	1/8	

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 1	All students to be tested in February using JAM, GloSS and ICan as well as E-Asttle for senior students. Data will be analysed to identify areas of weakness.	Teachers	By the end of term one, leaders will have a clear picture of the strengths and weaknesses of students in maths at St Joseph's School and develop a plan to address these areas of weakness.
Term 1	Increase teachers knowledge and understanding of how students learn mathematics.	Teachers	Teachers will participate in Professional Development with Lance Percy (retired teacher and maths expert) as well as other Professional Development as appropriate.
Term 2-4	Review and adapt maths teaching and learning where appropriate.	Teachers and Leaders	Review and adapt maths teaching and learning where appropriate.

Monitoring *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.*

Resourcing *How much money and time is needed? Who will help us?*

NZCM - New Zealand Curriculum Maths with Professional Development sessions.

Lance Percy - retired teacher and maths expert (relieving day)

Improvement Plan for Engagement			
School Strategic Learning Goal Ensure attendance at school is a priority for parents and students, discourage holidays during term time. Parents aware of the importance of their children attending school.		School Annual Learning Target <i>Where do we want to be at the end of 2019?</i> Attendance rates for students at St Joseph’s School will be above 90% unless due to chronic illness.	
Baseline data and Target (Dept. or Syndicate etc) <i>What measurable outcome does this Dept. want to achieve at the end of 2019?</i> Attendance rate in 2017 was 86% Attendance rate in 2018 was 82% Reduce rates of lateness to school and as well as reducing the occurrence of families taking holidays during term time.			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 1 2019	Communicate target with parent community.		By the end of term one, leaders will have communicated our target with the parent community. Invite truancy officer to speak at Assembly.
Term 4 2019	Keep accurate attendance data for all students.		By the end of term four, teachers will regularly check the attendance data of the students in their class to inform parents if their attendance is becoming an issue. Migrate and implement Linc-ed SMS into our school.
Term 1 2019	Understand why regular attendance at school is important for their learning outcomes.		By the end of term one, learners will demonstrate an understanding of the impact their attendance has on their progress and achievement.
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			

Resourcing <i>How much money and time is needed? Who will help us?</i>
Kaikoura Truancy Officer
Regular updates in school newsletter.
Inform parents immediately if attendance is an issue.