



# St Joseph's School

TE KURA O HATO HOHEPA PAPANUI

EMPOWERING STUDENTS TO BECOME CONFIDENT, MOTIVATED LEARNERS, LIVING GOSPEL VALUES.



## CHARTER 2018

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## **Introductory Section - Special Catholic Character**

St. Joseph's is a state integrated school - a school with a Special Catholic Character. The special character of our school is founded on our patron St. Joseph and the Gospel values from which flows the educational philosophy of Catherine McAuley as gifted to us by the Sisters of Mercy.

### **Catholic Character Goal**

We aim to prepare our children for life by providing an education within a caring environment where everybody shares and lives the values, teachings and traditions of the Catholic Church. Following in the footsteps of Catherine McAuley, and in the tradition of Mercy, we seek to realize the potential of every member of our school community and to answer the Gospel call to make a difference in the world, with humility as befitting a school that bears St Joseph's name.



These influences are made manifest in an education committed to the following objectives:

- A. Fostering a faith that is integral to each member of the school community**
- B. Fostering a respect for the high value placed on education**
- C. Fostering the social and emotional development of all members of the community**
- D. Foster a faith community that actively contributes to the common good.**

An education at St. Joseph's School is committed to:

**A. Fostering a faith that is integral to each member of the school community.**

- The school recognizes the Gospel values of love (aroha), respect (tapu), honesty (pono), integrity (pono), trust (whakawhirinaki), forgiveness (muru), service (ratonga), compassion (aroha), faith (whakapono), and social justice (tika) as displayed by the living witness of Catherine McAuley in the Mercy tradition and by St Joseph. These values underpin the day-to-day activities at St Joseph's School and are supported in concrete ways through prayer and witness.
- Within the total education programme, the school provides opportunities for celebrating the Eucharist and other Sacraments.
- The school fully supports the religious education curriculum to assist students to develop and deepen a relationship with God, and to be living witnesses to the truth of the gospel of Jesus Christ as members of the Catholic Church, always recognizing that this depends on each child's free faith response
- The school is a witnessing faith community that encourages students and their families to make their own personal commitment to Jesus Christ and become more deeply united with the parish family that gathers on Sunday for the Eucharist.

**B. Fostering a respect for the high value placed on education**

- The school empowers all members of the community to develop a lifelong love of learning and encourages the creative use of imagination.
- The school bases its curriculum on the needs of its students, current research, on-going evaluation and relevant, manageable assessment practices.
- The school fosters a knowledge of, and respect for, the values of Maori, the Treaty of Waitangi, and to recognize the unique place of Maori as tangata whenua.
- The school acknowledges that the staff is our prime resource and that their need for ongoing professional development.
- The school will appoint teaching and non-teaching staff who are committed to upholding and reflecting through their teaching and conduct the Catholic Special Character of the school.
- The school is committed to acting in accordance with the New Zealand Curriculum, the National Education and Administration Guidelines, the school's Integration Agreement, relevant Collective Employment Contracts and other legislation.
- School policies and practices are established and reviewed in the light of Christian principles and with the rights and responsibilities of the Catholic Bishop of Christchurch, as owner of the school premises, as provided for in our Integration Agreement.

**C. Fostering the social and emotional development of all members of the community**

- The school provides programmes and opportunities that enable students to become actively involved in the wider community, allowing them to grow in confidence to take their place in society as responsible, caring Christians.
- The school provides the knowledge and skills needed for students to act on social problems and injustice within their sphere of influence.
- The school maintains a safe environment to ensure the safety of any member of the school community on school property.
- All members of the community are encouraged to recognise that each person has his/her own particular gifts given by God and to share these gifts with the whole community
- The school provides the opportunity for the development of leadership qualities at all levels and encourages the growth of self-discipline in all community members.
- Members of the community recognise they are made in the image of God and will recognise the sacred dignity of each person so that they develop the knowledge, skills, attitudes and motivation to make informed decisions and to act in ways that contribute to their personal well-being and that of the common good.
- The school encourages each student to discover and use to the utmost his or her God-given talents.
- All members of the community are encouraged to develop a sound approach to competition, learning to win with humility and lose with grace, while always giving of their best.
- All members of the community will develop constructive teamwork skills by respecting and valuing the contribution of each team member.

**D. Foster a faith community that actively contributes to the common good.**

- The school acknowledges that it is part of the St Joseph's Parish and works in Union with the Parish Community.
- The school fosters an effective partnership between school and home to ensure successful educational outcomes are achieved for its students.
- The school recognises parents are first teachers.
- Parents are encouraged to play an active role in their child's learning.
- The board ensure that the community are regularly consulted and kept informed with regard to the school's mission and vision

# Recognition of Cultural Diversity

**In recognition of our school's special character we are also aware that our Catholic Faith has a cultural dimension. This is manifested in the school in a variety of ways eg. The Sign of the Cross in Maori, School Masses, Greeting people in Te Reo Maori and the large bilingual content in our Religious Education Curriculum.**

We cater for a number of cultures by celebrating cultural difference as appropriate.

We respect the special position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and te reo Māori for students.

## **We currently foster Māori culture through:**

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation of place names)
- singing waiata (Māori songs) in assembly, liturgies and classroom music time.
- using resources in the curriculum (especially Religious Education, reading, Mathematics, Science, Social Studies, art, music and Physical Education) which recognise New Zealand's dual cultural heritage
- integrating Māori through all curriculum areas where appropriate
- visits to marae
- giving children the opportunity to participate and perform in the school's kapa haka group
- bilingual signs throughout the classrooms and school
- inviting specialists to work with our students with tikanga and te reo

**If a whānau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:**

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with schools within the Kahui Ako for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools with the Kahui Ako which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.

**We also celebrate and value a variety of cultures by recognising cultural difference as appropriate, for example:**

- integration of cultural perspectives throughout unit studies across all levels
- convening parent support groups and meetings
- accessing cultural advisors from the Kahui Ako and Iwi, cultural dance/food festivals
- classroom programmes incorporating different greetings
- celebrating school liturgies and Masses to recognise our cultural differences

## **Improve Educational Outcomes for Māori Students**

The board and staff consult annually with members of our Māori community. We have developed a common understanding of the unique position of Māori in New Zealand society. In doing so we have promoted the value of te reo and tikanga Māori with all students. We are developing strategies to enhance achievement of Māori students.

The school is able to track the achievement of all Māori students individually. As a group they are expected to achieve in line with their peers.



## ST JOSEPH'S SCHOOL PAPANUI: STRATEGIC PLAN 2018-2020

### GOAL A: Fostering a faith that is integral to each member of the school community.

Outcome	NAG	2018	2019	2020
All members of the community are provided the opportunity to celebrate the Eucharist and participate in faith events.		<input type="checkbox"/> Pilot class participation at Mass once a year <input type="checkbox"/> Organise a community outdoor Mass	<input type="checkbox"/> Work with parish to identify possibilities for combined school and parish events	<input type="checkbox"/>
All members of the community can support students' faith development.		<input type="checkbox"/> All teachers will attend CoL seminar <input type="checkbox"/> Uncertified teachers will complete TH504 <input type="checkbox"/> Forming Faith programme will be reintroduced <input type="checkbox"/> Special Character Review – Religious Education	<input type="checkbox"/> Special Character Review – Catholic Community	<input type="checkbox"/> Special Character Review - Pastoral Care
The physical environment reflects the school's Special Catholic Character.		<input type="checkbox"/> Establish a Catholic Character inventory for all classrooms <input type="checkbox"/> Ensure that all classrooms are fully equipped with Special Character resources <input type="checkbox"/> Create two mosaics reflecting the school's virtues	<input type="checkbox"/> Develop a prayer/reflection garden <input type="checkbox"/> Celebrate term theme ingratiated with Catholic themes as a whole school <input type="checkbox"/> Continue to work with parish to ensure the building of the new church is physically integrated with the school	<input type="checkbox"/> Continue with schoolwide term learning celebrations.

### GOAL B: Fostering a respect for the high value placed on education.

Outcome	NAG	2018	2019	2020
The school provides a purposeful authentic curriculum that develops deep learning.	1 2 1	<input type="checkbox"/> Work with the CoL to review and redevelop the school's Science Curriculum <input type="checkbox"/> Use staff and community feedback to review the school's mission and vision. <input type="checkbox"/> Review how ICT is used to enhance learning	<input type="checkbox"/> Review the integrated Studies <input type="checkbox"/> Enhance the school curriculum by placing authentic contextual learning as a key philosophy	<input type="checkbox"/> Review the school's Arts and Physical Education Curriculum <input type="checkbox"/> Investigate the viability of synergising integrated studies with the RE Programme.
The school consistently provides high quality teaching practice throughout the school	1 1	<input type="checkbox"/> Students achieving at or above expectation for: <ul style="list-style-type: none"> <li>• Reading 90%</li> <li>• Writing 85%</li> <li>• Mathematics 90%</li> </ul> <input type="checkbox"/> The staff will review and redevelop the school's assessment philosophy and assessment practices	 <input type="checkbox"/> Enhance the capacity to use the SMS to make planning and assessment more efficient.	<input type="checkbox"/> Work with the Diocese to identify space requirements to run extra curricula activity

		<input type="checkbox"/> Establish consistent philosophy and practices regarding digital learning and the use of digital devices <input type="checkbox"/> The school will enhance its Writing and Mathematics programmes	<input type="checkbox"/> Implement school-wide digital learning expectations <input type="checkbox"/> Develop school-wide homework expectations	
Students are provided the opportunity to develop their unique and diverse potential.		<input type="checkbox"/> Investigate extra-curricular opportunities that could be provided to students <input type="checkbox"/> Provide cross cultural opportunities that enable students to develop a wider perspective of NZ and the world as a global citizen <input type="checkbox"/> Review the school's leadership programme <input type="checkbox"/> Collaborate with the local Catholic colleges to provide regular transition experiences.	<input type="checkbox"/> Review the organisation of out of school clubs <input type="checkbox"/> Review the school programme to identify how itinerant teachers can be organised to provide music, language lessons, etc.	

### GOAL C: Fostering the social and emotional development all members of the community.

Outcome	NAG	2018	2019	2020
The gospel virtues are reflected in the interactions of all members of the community		<input type="checkbox"/> Review the charter values to ensure that they align with the culture and belief of the school faith. <input type="checkbox"/> Provided the Leadership Team with support to strengthen the collegial environment. <input type="checkbox"/> The board will effectively communicate their expectations and future direction of the school.	<input type="checkbox"/> Review the values delivery approach to ensure that it is integrated into school life. <input type="checkbox"/> Regularly promote the school values in the newsletter and in displays around the school. <input type="checkbox"/> Plan school events that celebrate and put into action the schools values	<input type="checkbox"/>
The school uses positive behaviour strategies to develop an environment that reflects the gospel virtues.		<input type="checkbox"/> Complete the Me and My School Survey. <input type="checkbox"/> Provide positive behaviour PLD./IYT <input type="checkbox"/> Review systems to ensure behaviour is tracked, recorded and evaluated.	<input type="checkbox"/> Review the school behaviour programme in line with the school values and positive behaviour practices. <input type="checkbox"/> Provide positive behaviour PLD./IYT	<input type="checkbox"/> Provide positive behaviour PLD./IYT
The school provides an environment where all members of the community feel they belong, valued and accepted.		<input type="checkbox"/> Consult minority groups within the school community <input type="checkbox"/> Work with the CoL to enhance the school's culturally responsive capability <input type="checkbox"/> Incorporate cultural design within the school's physical environment. <input type="checkbox"/> Investigate how teachers can strengthen	<input type="checkbox"/> Review the school's vertical integration strategies <input type="checkbox"/> Review the school's philosophy relating to classroom organisation and transition through the school <input type="checkbox"/> Encourage diversity in school leadership groups such as the BoT and PTA.	

		collaborative practice within and outside the classroom. <input type="checkbox"/> Develop leadership and communication expectations		
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**GOAL D: Foster a faith community that actively contributes to the common good.**

Outcome	NAG	2018	2019	2020
The school and parish work together as one faith community.		<input type="checkbox"/> The parish and school will work together to garnish public support for the church and hall design. <input type="checkbox"/> Existing Board to undertake succession planning and identify parent representatives for 2019 parent election	<input type="checkbox"/> Work with the proprietor to assist with the succession of Board members following the parent elections in 2019.	
The school will provide a quality learning environment by working in partnership with parents and families.		<input type="checkbox"/> The board will communicate directly with the parent community through the newsletter twice a term <input type="checkbox"/> Develop consistent school-wide expectations relating to teacher/family communication <input type="checkbox"/> Celebrate the success and effectiveness of the Senior School		

<p><b>NAG 1 – CURRICULUM</b></p> <ul style="list-style-type: none"> <li>● Review the school’s assessment and reporting programme</li> <li>● Develop a collective teaching philosophy</li> <li>● Continue to use accelerated strategies to improve student performance</li> <li>● Sustain Teaching as inquiry</li> <li>● Investigate cultural exchange</li> <li>● Provide a range of extra curricula activities for students</li> </ul>	<p><b>NAG 7 - CATHOLIC SPECIAL CHARACTER</b></p> <ul style="list-style-type: none"> <li>● Review <i>Pastoral Care</i> (Catholic Community Dimension for 2018)</li> <li>● Establish a Special Character Community meeting four times a year</li> <li>● Design and landscape a reflective garden</li> <li>● Provide more opportunity for students to celebrate Mass.</li> <li>● Initiate Forming Faith programme</li> </ul>	<p><b>NAG 3 – PERSONNEL</b></p> <ul style="list-style-type: none"> <li>● Implement Staff Appraisal Programme and Principal Appraisal</li> <li>● Follow EEO principles</li> <li>● Religious Education Professional learning RE 502, RE 501, <b>TH504</b>, Sexuality Education</li> <li>● Professional Development - Effective Teaching, Assessment, Positive Behaviour for Learning</li> </ul>
<p><b>STUDENT ACHIEVEMENT TARGETS</b></p> <p>Reading - That 2 <b>Year 4</b> children working below standard at the end of last year will be reading at standard by the end of 2018. That 1 Pasifika child working below standard at the end of last year will be reading at standard by the end of 2018.</p> <p>Writing – That 4 <b>Year 6</b> boys working below standard at the end of last year will be working at the standard by the end of 2018. That 2 Pasifika students working below standard at the end of last year will be working at standard by the end of 2018.</p> <p>Mathematics - That 2 Year 5 girls working below standard at the end of last year will be working at the standard by the end of 2018. That 3 <b>Year 7</b> children working below standard at the end of last year will be working at standard by the end of 2018. That 2 Pasifika children working below standard at the end of last year, will be working at standard by the end of 2018.</p>	<p><b>ST JOSEPH’S SCHOOL PAPANUI</b></p> <p><b>ANNUAL PLAN 2018</b></p> 	<p><b>NAG 2 - SELF MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>● Review Policy &amp; Procedure documentation according to BOT review schedule (SchoolDocs)</li> <li>● Review Charter/Strategic Plan - With specific focus on the school's mission, vision and values.</li> <li>● Review <i>Pastoral Care</i> (Catholic Community Dimension for 2017)</li> <li>● Report to school community and MOE on Student Achievement Targets</li> <li>● Reporting to Parents –relating to National Standards</li> <li>● Student led conferences</li> <li>● Consultation – Health (Sexuality programme)</li> <li>● Consultation – Maori and Pasifika communities</li> <li>● Consultation – Filipino community</li> <li>● Consult with parent community</li> <li>● Undertake succession planning for the 2019 BOT elections and proprietor appointments.</li> <li>● Communicate with the community twice a term in the newsletter.</li> <li>● Work collaboratively with the parish to present the Church and Hall rebuild plans.</li> <li>● Provide staff with clear expectations and direction</li> <li>● Review staff delegations</li> </ul>
<p><b>NAG 4a - RESOURCING AND PROPERTY</b></p> <ul style="list-style-type: none"> <li>● Monthly meetings to monitor income and expenditure</li> <li>● Apply for Community Grants to supplement school funding</li> <li>● BOT funding of 0.20 Reading Recovery</li> <li>● BOT teacher funding of 0.6</li> <li>● Prioritise Policy One expenditure for 2017-2019</li> <li>● Implement 10-year property plan</li> <li>● Property checks each term</li> <li>● Investigate possibility of shared parish-school hall as part of church redevelopment</li> </ul>	<p><b>NAG 5 - HEALTH AND SAFETY</b></p> <ul style="list-style-type: none"> <li>● Hazard checks</li> <li>● Evacuation Drill Practices</li> <li>● Review policies in relation to new Health &amp; Safety Act</li> <li>● Appoint a H&amp;S teacher rep</li> <li>● H&amp;S Committee meetings</li> <li>● Investigate Food Safety Act</li> <li>● Caretaker training in use of equipment</li> <li>● Sport Coordinator EOTC training</li> <li>● Contractor orientation procedures are initiated</li> </ul> <p><b>NAG 6 - REGULATION AND LEGISLATION</b></p> <ul style="list-style-type: none"> <li>● International Student review</li> </ul>	

## Targets for Raising Student Achievement in MATHEMATICS

<b>Strategic Aim</b>	<b>That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</b>
<b>Annual objective</b>	To increase the number of students achieving at or above the National Standards for Mathematics

### Baseline data:

The analysis of school wide data at the end of 2017 showed that 87% of our students achieved the National Standard for Mathematics and 13% of our students did not achieve the standard (2% of students were well below while 11% were below.) 28% of our students achieved above the National Standard for Mathematics. We have made steady gains over time with 74.6% in 2012, 78.9% in 2013, 75% in 2014, 82% in 2015, 86% in 2016 and 87% in 2017. Our goal for 2018 is to achieve 90% at and above the National Standard.

**Our boys** achieved 87% in Mathematics (77% in Writing and 89% in Reading) showing Reading as the strongest subject for boys. This is a change from 2016 when Mathematics was the strongest subject for the boys. Looking at the gender comparison, the boys (87%) achieved 1% lower than the girls. In 2016 the boys achieved 5.8% higher than the girls in Mathematics.

**Our girls** achieved 88% in Mathematics (91% in Reading and 90% in Writing) showing Mathematics as the weakest subject for girls and Reading the strongest.

94% of our Māori students achieved National Standard for Mathematics.

38% of our Pasifika students achieved the standard which is 25% lower than 2016 when Pasifika students achieved 63%.

84% of our Asian students achieved the standard which is the same as 2016.

88% NZ European students achieved the standard which is 3% higher than 2016.

Two cohorts and one ethnic group are of concern:

Year 4 students, 16% did not achieve the standard.

Year 6 students, 16% did not achieve the standard.

62% of our Pasifika students did not achieve the standard.

2017 OTJs	Well below	Below	At	Above	Total
Year 4	2	8 (5 girls, 3 boys)	35	18	63
Year 6	1	7 (2 transferred, leaving 5)	25	18	51
Pacific People	0	5	3	0	8

### 2018 Annual Targets:

1. That 2 out of 5 girls in the **Year 5** cohort who were below the standard at the end of last year will be working at the standard by the end of 2018.
2. That 3 out of 5 children in the **Year 7** cohort who were below the standard at the end of last year will be working at the standard by the end of 2018.
3. That 2 out of 5 Pasifika children who were below the standard at the end of last year, will be working at the standard by the end of 2018.

## MATHEMATICS ACTION PLAN for 2018

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Leaders will analyse 2017 EoY data to establish school Student Achievement Targets (SAT).	School leaders	At the end of 2017 and the beginning for 2018.	Identify cohorts with the most children not achieving.
An in-school Mathematics Lead teacher will be appointed.	School leaders	At the beginning of 2018.	Lead teacher appointed.
Lead teacher to attend CoL Hui and make connections.	Lead teacher	Term 1	Attend Hui
Lead teacher to arrange a meeting with the across-school Mathematics leader and share our SATs.	Lead teacher CoL Mathematics Leader	Term 1	Share targets, gain advice and formulate next steps.
Lead teacher meet with school leaders to finalise the Action Plan.	Lead teacher, DP and Principal	Term 1	Action Plan finalised.
Identify the needs of our Pasifika learners and build up a profile of past interventions.	Lead teacher, DP, ESOL and SENCO	Term 1	Gain knowledge of specific learning needs and what has been done up to now.
Lead teacher to contact families and establish a home / school partnership.	Lead teacher Principal	Term 1	Individual meetings or group meeting.
Lead teacher will gather data from T1 PAT Mathematics and Gloss to gain an understanding of specific needs	Lead teacher DP	Term 1	Complete set of data.
Lead teacher will share specific data with the across-school leader for further advice.	Lead teacher Across-school leader	Term 1	A deliberate teaching plan.
Lead teacher will launch a teaching inquiry to gain a better understanding of the needs of Pasifika learners in Mathematics.	Lead teacher	Term 1 or beginning of Term 2	The scan is completed. The hunch, theory of action and Action will be formatted.
Letters to parents to inform them of their child's inclusion in either ALiM or Pasifika intervention.	Lead teacher	Term 1	Parents received letters well in advance of the commencing date of interventions.
Mathematics intervention (not ALiM) will run for 6 weeks.	Lead teacher	Term 2 – Mondays from 11:00am.	Group working together every Monday.
Review Mathematics intervention for Pasifika learners after 6 weeks.	Lead teacher DP, Principal, parents	Term 2	Review shared with DP, Principal, parents and teachers.
ALiM for the two targeted groups will be organised for Term 2 and 3.	Lead teacher	Term 2 and 3	Who, when and where organised.
Gloss and Snapshot will be used to determine specific needs and tracking progress.	Lead teacher	Term 2 and 3	Results recorded.
Groups set up on Assembly to	DP	Term 2 and 3	Assembly assessments

record data.	Lead teacher		set up and completed.
<i>Expectations of the intervention is to make more than one year's progress in order to catch up.</i> Academic goals for: <b>Year 5</b> is to have mastered NZC L2 and working at the beginning of NZC L3. <b>Year 7</b> is to have mastered NZC L3 and working at the beginning of NZC L4.	Principal DP Lead teacher	Ongoing	Shared understanding of targeted students' achievement goals.
Standardise assessments: PAT Mathematics will be administered.	Classroom teachers	Term 1 and Term 3	PAT Mathematics reports available.
Use scale scores to track progress over the year and compare with last year.	DP Lead teacher	Term 1 and Term 3	PAT Mathematics scale score tracking.
Review the impact of the interventions as part of the inquiry.	Lead teacher	Term 3 or 4	Inquiry published
Report to the BOT on progress made with the interventions of ALiM and for Pasifika learners. Make recommendations for the future.	Lead teacher	Mid-year End of Year	Reports completed and shared
Analysis of Variance on targets for Mathematics completed.	DP Lead teacher	Term 4	AoV completed and shared.

## Targets for Raising Student Achievement in WRITING

<b>Strategic Aim</b>	<b>That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</b>
<b>Annual Objective</b>	To increase the number of students achieving at or above the National Standards for Writing.

### Baseline data:

The analysis of school wide data at the end of 2017 showed that 83% of our students achieved the National Standard for Writing while 17% of our students did not achieve the standard (3% of students were well below while 14% were below.) This shows an increase of 4%, from 79% in 2016 to 83% in 2017. 19% of our students achieved **above** the National Standard for Writing. We have made steady gains over time (72.2% in 2012, 73.8% in 2013, 76% in 2014, 79% in 2015, 79.9% in 2016 and 83% in 2017), however we believe that we should aim to achieve 85%.

**Our boys** achieved 77% in Writing (89% in Reading and 87% in Mathematics) which clearly indicates that Writing is a subject boy need to improve in. Looking at the gender comparison, the boys (77%) achieved 14% less than the girls (91%). The gender discrepancy of 14% increased from 8% in 2016. (20% in 2015, 8% in 2016 and 14% in 2017)

**Our girls** achieved 90% in Writing (91% in Reading and 88% in Mathematics) showing Writing and Reading as the strongest subjects for girls. The girls improve 6% in Reading; from 84% in 2016 to 90% in 2017.

88% of our Māori students achieved National Standard for Writing.

38% of our Pasifika students achieved the standard (50% in 2016).

82% of our Asian students achieved the standard (73% in 2016 showing an increase of 9%).

83% NZ European students achieved the standard.

Two cohorts are of concern:

Year 5 Boys (45% not achieving the standard)

63% of Pasifika students did not achieve the standard.

2017 OTJs	Well below	Below	At	Above	Total
Year 5	3	13 (1 girls and 12 boys) *2 boys transferred	30	4	50
Pacific peoples	0	5	3	0	8

### 2018 Annual Targets:

1. That 4 out of 10 boys in the **Year 6** cohort who were below the standard at the end of last year will be working at the standard by the end of 2018.
2. That 2 out of 5 Pasifika students who were below the standard at the end of last year will be working at the standard by the end of 2018.

## WRITING ACTION PLAN for 2018

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Leaders analyse 2017 EoY data to establish school Student Achievement Targets (SAT).	School leaders	At the end of 2017 and the beginning for 2018.	Identify cohorts with the largest number of children not achieving the standard.
Appoint an in-school Literacy Lead teacher.	School leaders	At the beginning of 2018.	Lead teacher appointed.
Lead teachers to attend CoL Hui and make connections.	Lead teachers	Term 1	Attend Hui and connect with schools with similar goals and targets as us.
Lead teachers write an Action Plan for the whole school.	Lead teachers	Term 1	Action Plan completed.
Lead teachers to finalise and present Action Plan to school leaders.	Lead teachers School leaders	Term 1	Action Plan presented.
Lead teachers to meet with across CoL Literacy leader and share school data.	Lead teachers	Term 1	Meeting with across CoL Literacy leader and analyse data for specific trends.
Lead teachers to present findings and ideas to syndicates.	Lead teachers Syndicates	Term 2	Syndicate meetings and discussions.
Syndicate leaders contact parents to inform them about the intervention put in place for their children.	Syndicate leaders Lead teachers	Term 2 and 3	Parents informed about planned interventions.
Lead teachers will gather data from MG rubric and analysis findings.	Lead teachers	Term 1 - 4	Results entered on Assembly. Data collected and analysed.
Lead teachers to organise support classes in writing.	Lead teachers	Term 2 – 3	Small writing support classes organised and attended.
Lead teachers launch an inquiry into the teaching of support classes with a focus on Pasifika learners.	Lead teachers	Term 2 – 3	Inquiry launched and spiralled.
Lead teachers to complete progress reports and review.	Lead teacher	Term 4	Progress report and review completed.

## Targets for Raising Student Achievement in READING

<b>Strategic Aim</b>	<b>That all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</b>
<b>Annual Objective</b>	To increase the number of students achieving at or above the National Standards for Writing.

### Baseline data:

The analysis of school wide data at the end of 2017 showed that 90% of our students achieved the National Standard for Reading and 10% of our students did not achieve standard; this is 3% higher than the year before (87% achieved the standard in 2016). 2017 2% of students were well below while 8% were below the standard. 41% of our students achieved **above** the National Standard for Reading which is 3% more than the previous year (2016 38% achieve above the standard). We have made steady gains over time (85.1% in 2012, 81.7% in 2013, 84 in 2014, 88% in 2015, 87% in 2016 and 90% in 2018). We aimed to achieve 90% (National average for 2016 was 78%) and achieved that in 2017.

**Our boys** achieved 89% in Reading (77% in Writing and 87% in Mathematics) showing Reading and Mathematics as strong subjects for boys. The boys improved from 86% in 2016 to 89% in 2017 which totals an increase of 3%. Looking at the gender comparison, the boys (89%) achieved 2% less than the girls (91%). The gender discrepancy of 2% is minor and of no concern.

**Our girls** achieved 91% in Reading (90% in Writing and 88% in Mathematics) showing Reading and Writing as the strongest subject for girls. St Joseph's School girls improved 3% in Reading (88% in 2016 and 91% in 2017).

94% of our Māori students achieved National Standard for Reading. This is 8% higher than the year before (86% in 2016).

75% of our Pasifika students achieved the standard which is the same as 2016.

84% of our Asian students achieved the standard which shows an increase of 6% (78% in 2016).

91% NZ European students achieved the standard which shows an increase of 3% (88% in 2016).

### Two cohorts are of concern:

Year 3 students, 12% not achieving the standard.

25% of our Pasifika students did not achieve the standard.

2017 OTJs	Well below	Below	At	Above	Total
Year 3	0	5	23	13	41
Pacific People	1	1	6	0	8

### 2018 Annual Targets:

- That 2 out of 5 children in the **Year 4** cohort who were below the standard at the end of last year will be reading at the standard by the end of 2018.
- That 1 out of 2 Pasifika children who were below the standard at the end of last year will be reading at the standard by the end of 2018.

## READING ACTION PLAN FOR 2018

<b>What</b>	<b>Who</b>	<b>When</b>	<b>Indicators of progress</b>
Leaders analyse 2017 EoY data to establish school Student Achievement Targets (SAT).	School leaders	At the end of 2017 and the beginning for 2018.	Identify cohorts with the largest number of children not achieving the targets.
Appoint an in-school Literacy Lead teacher.	School leaders	At the beginning of 2018.	Lead teacher appointed.
Lead teachers to attend CoL Hui and make connections.	Lead teachers	Term 1	Attend Hui in Term 1 and connect with schools with the same targets as us.
Lead teachers to meet with the across CoL Literacy leader.	In-school leaders Across school leader	Term 1	Meet and discuss school data as well as possible trends.
Lead teachers to finalise and present the Action Plan to the school leaders	Lead teachers School leaders	Term 1	Action Plan completed.
Syndicate leaders and SENCO will liaise with RTLB about possible interventions.	Syndicate leaders SENCO DP1 RTLB	Term 1	Liaisons planned and minuted. Interventions discussed and actioned.
Parents informed about planned interventions.	Syndicate leaders SENCO	Term 1, 2, 3 and 4	Parents have knowledge about planned interventions and also what they can do at home to help.
Classroom teachers formulate targets and track students against targets.	Classroom teachers	Term 1, 2, 3 and 4	Targets put in place and goals shared with parents.
Tracking progress and the successes of interventions over the year. Use PAT, STAR, e-asTTle, Running Records and teacher observations.	Classroom teachers DP1, SENCO, Syndicate leaders, Literacy Leaders and RTLB	Term 1, 2, 3 and 4	Progress recorded and analysed.
Complete a review and progress report.	DP1, SENCO, Syndicate leaders, Literacy Leaders and RTLB	Term 3 and 4	Review and progress report completed.
Report to the BOT on progress made against the targets and interventions. Make recommendations for the future.	DP1 Literacy leaders	Term 4	Report and review completed and presented to the BOT.
Analysis of Variance on targets for Reading completed.	DP Lead teachers	Term 4	AoV completed and shared with BOT.

## SPECIAL CHARACTER ACTION PLAN 2018

<b>Catholic Dimension:</b> Pastoral Care	<b>Date:</b> Term 1 2018	<b>Review Dates:</b> November 2018	
<b>Overall Goal:</b> Foster a faith community that actively contributes to the common good.			
<p><b>Historical Position:</b> The school completed a Special Character review in 2017 which focused on the school's Pastoral Care. The review confirmed there was many aspects of pastoral care where the school performed strongly. The school operated a PTA which was focused on building community relationships. The school operated a family care group what provided support to families in need.</p> <p>There were areas of operation the Special Character Committee believed needed to be investigated to ensure that the school was providing the best pastoral environment for all members of the community. Some of these changes include:</p> <ul style="list-style-type: none"> <li>• An increase in the proportion of immigrants enrolling at the school</li> <li>• Staff changes including the employment of a new Principal as well as staff retiring or taking maternity leave.</li> <li>• Changes in legislation relating to the management of student behaviour.</li> </ul> <p>The Year 4 Religious Education Assessment information has highlighted that students at St Joseph's School performed below the diocese average in the same three strands for two years running. These strands included: Church, Liturgical Year, and the communion of Saints. It was decided the RE targets would focus on improving students' knowledge in these three stands</p>			
Specific Objectives:	Task	Responsibility	When
Staff are affirmed and appreciated: they support one another a refrain from making derogatory comments about others. Teamwork and collaboration is encouraged.	<ul style="list-style-type: none"> <li>• Strategies are put in place to improve school-wide communication</li> <li>• The leaders are provide ongoing leadership development</li> <li>• The school's M.A.T.E expectations are reviewed.</li> <li>• Team protocols are established that improve communication and encourage collaboration in and outside the classroom</li> </ul>	BOT/Principal  BOT/Principal  Principal  Principal	March  March  July  July
The school is an authentically inclusive community; sensitive to the individual learning needs of all students, the social need and ethnic backgrounds of their families and committed to improving outcomes for all.	<ul style="list-style-type: none"> <li>• Information gathered through consultation is used to review school practices and procedures.</li> <li>• Teachers are given information from the cultural consultations to enable them to reflect on their own practice.</li> <li>• Student achievement targets take into account trends in the success of different ethnicities.</li> </ul>	Principal  Principal  DRS	April  April  Feb
Pastoral care offered	<ul style="list-style-type: none"> <li>• The school identifies values specific</li> </ul>	Principal	Feb

<p>by the school is strongly based on Gospel values and an ethos of care permeates the whole organisation.</p>	<p>to the charism and to its vision.</p> <ul style="list-style-type: none"> <li>The schools values are articulated in its vision statement</li> <li>The school's values are promoted to all members of the community</li> </ul>	<p>BOT BoT/Principal</p>	<p>Oct Oct</p>
<p>The school has a clearly organized plan for pastoral care outlining the board's policies and procedures. This structure is evident to all members of the school community.</p>	<ul style="list-style-type: none"> <li>Pastoral care practices are identified</li> <li>Pastoral Care procedures of other schools are used as a baseline to review the school's pastoral care procedures.</li> <li>Pastoral care procedures are documented and distributed to the community and staff.</li> </ul>	<p>DRS DRS DRS/Principal</p>	<p>July July July</p>
<p>The school consults appropriately with its Maori community on their expectation for education and the academic achievement of their children.</p>	<ul style="list-style-type: none"> <li>The school works with the rununga to identify a cultural narrative the school can use as a reference point</li> <li>The school will organise a consultation meeting with the Maori community</li> </ul>	<p>DRS/Principal Principal/DRS</p>	<p>July Aug</p>
<p>The school works closely with its parent community to support them as first educators of their children and ensure appropriate processes are in place for consultation.</p>	<ul style="list-style-type: none"> <li>Forming Faith is reintroduced to the school</li> <li>The school completes consultation with the Filipino, Maori, Pasifika and Asian families.</li> <li>Reporting procedures are reviewed to ensure that they strengthen parent engagement in students learning.</li> </ul>	<p>Committee BOT Principal</p>	<p>March Ongoing Oct</p>
<p>The school has a clearly articulated approach to managing inappropriate behaviour, based on Gospel values and discipline processes that are just, reasonable, respectful and consistent.</p>	<ul style="list-style-type: none"> <li>Teachers are provided positive behaviour for learning training</li> <li>The school's Gospel values are identified</li> <li>School behaviour management policies are reviewed</li> <li>School behaviour management procedures are collaboratively developed.</li> <li>The SMS is used to record pastoral and behavioural information</li> </ul>	<p>Principal Principal/Committee/DRS Principal Principal Principal</p>	<p>March July Sep Sep Oct</p>
<p>Student Achievement Target- Maintain a Year 4 achievement score above the diocese average.</p>	<ol style="list-style-type: none"> <li>Liturgical Year</li> <li>Communion of Saints</li> <li>Church</li> </ol>	<p>DRS DRS</p>	<p>Oct Oct</p>