



2020 Charter

Mercy Values
We believe in..

Inspiring children through Catholic education to love God, to love learning, and to fully give of themselves.

Tika – Justice Pono – Truth Aroha – Compassion
Manaakitanga – Hospitality Tapu – Respect for the Environment

STRATEGIC GOALS

Special Catholic Character
Encountering Jesus and living our Mercy values are central to our learning and to our interactions within our community

Quality Learning
Our students become self-directed learners through teaching and learning programmes that enable them to achieve their full potential

Learning Environment
Our school is a safe and joyful innovative learning environment that reflects our special Catholic character and supports students to become self-directed learners

Effective Governance
To provide high quality kaitiakitanga (stewardship) to protect our legacy and ensure continuous improvement and sustainable success

The unique position of Maori culture
will be acknowledged, taught and celebrated through the special Catholic character, R.E. programme, learning and integrating Te Reo and Tikanga Maori into living and learning at Hato Hohepa.
We will take all reasonable steps to incorporate Tikanga Maori into the St Joseph's curriculum and to provide instruction in Maori .
We will meet with our Maori whanau to share information on the achievement of Maori students and to hear their views and ideas

Cultural Responsiveness

New Zealand's cultural diversity
will be celebrated through events such as cultural festivals, prayer, liturgies, the arts and teaching and learning. We will reflect the different ways in which our community celebrate their faith by incorporating language and culture from our different communities into our faith-based celebrations.

Life-Long Learners:
We will show ... **Tiaki - Care Atawhai - Courtesy Ngatahi - Co-operation Kaha - Courage**
We Are ... **Mahira – Curious Auaha – Creative Takoha – Contributing**
Ko nga Kaitoro Whakamahara – Critical Thinkers
In order to be... **Ko te Tangata Pai ka Taea e Tatou – The Best Person We Can Be**

Strategic Section

Strategic Goals

Core Strategies for Achieving Goals 2018-2020

Encountering Jesus and living our Mercy values are central to our learning and to our interactions within our community

- focus on developing our Catholic faith and understanding our Mercy values in order to facilitate a genuine and ongoing encounter with Christ
- reflect our Mercy values in nurturing Te Reo, Tikanga Maori and other cultures within our school
- ensure strong connections with our wider faith and social communities
- nurture an environment where all are welcomed and supported
- ensure our staff are supported to reflect Mercy values in their relationships and teaching and learning programmes
- remember and celebrate our history

Our students become self-directed learners through teaching and learning programmes that enable them to achieve their full potential

- provide students with authentic opportunities to engage in learning programmes that reflect the NZ Curriculum by offering them a broad range of learning experiences
 - ensure students gain the skills and experiences needed to become self-directed learners
- support all students, particularly Children with Identified Needs and ESOL, to progress with their learning and achieve their full potential
- continue to improve all levels of achievement: spiritual growth, academic, cultural, arts, sporting and life skills
- ensure that learning is future focused by integrating digital technologies in order to enhance our students' overall learning experience

Our school is a safe and joyful innovative learning environment that reflects our special Catholic character and supports students to become self-directed learners

- ensure teachers' professional learning and cycles of inquiry enable them to maximise their teaching within the innovative learning environment so as to support students to become self-directed learners
- continue to develop the whole of our school as an Innovative Learning Environment that reflects our special character and faith, including opportunities for outdoor learning
- continue to develop buildings that reflect Innovative Learning Environments
- ensure the whole school community are physically and emotionally safe
- include celebrations in daily school life so that school is a fun place to be

To provide high quality kaitiakitanga (stewardship) to protect our legacy and ensure continuous improvement and sustainable success

- follow best practice governance procedures
- build sustainable foundations for future generations
- ensure our community can achieve its vision through future focused planning
- value our environment, traditions and heritage
- ensure our policies and other documentation reflect our faith and the Mercy values
- be transparent in our planning and performance reporting
- keep our parent community informed through high quality communication

2020 Annual Implementation Plan

Strategic Goal	Targets / Actions	Source	Short Report
<p>Encountering Jesus and living our Mercy values are central to our learning and our interactions within our community</p>	<p>Students through their Religious Education and Inquiry Learning programmes participate in service and outreach activities to the wider community based on the Gospel message</p> <p>Strengthen the faith, cultural and social community for families, and the welcome of new families to our community</p> <p>Strengthen the knowledge and understanding of our school motto, Mercy Values and Life Long Learners for our students, teachers and parents</p>	<ul style="list-style-type: none"> ● Catholic Special Character Review 2017 ● Catholic Special Character Review Development - Dimension 3 ● 2019 Annual Implementation Outcomes ● ERO School Evaluation Indicators - Domain 3 	
<p>Our students become self-directed learners through teaching and learning programmes that enable them to achieve their full potential</p>	<p>The focus for 2020 is on enhancing equity and excellence in our programmes of learning. In particular, we will:</p> <ul style="list-style-type: none"> ● Develop our Local Curriculum in accordance with MOE guidelines ● Further develop the delivery of the Mathematics programme ● Implement the Digital Technologies curriculum ● Review reporting and and celebration of achievements in relation to Ministry of education expectations, Self Directed Learning, and parent expectations ● Review channels of communication with parents/whanau about student learning and school events ● Take initial steps to implement 'Real Time Reporting' and enhance the 'Student Profile' ● Improve integration of Te Reo Maori and Tikanga across programmes of learning including providing training and support for staff to improve their confidence in using Te Reo ● Strengthen the arts programme which includes music, visual arts, dance and drama ● Review and trial ways in which students can give feedback on teaching practices 	<ul style="list-style-type: none"> ● MOE - Local Curriculum Design ● ERO 2019 External Evaluation - Next Steps ● Teacher Professional Development Programme ● MOE Curriculum Implementation Programme ● ERO School Evaluation Indicators - Domains 4, 5, 6 ● 2019 Engagement Survey 	

<p>Our school is a safe, innovative learning environment that reflects our special catholic character and supports students to become self-directed learners</p>	<p>Enhance resourcing that supports the introduction of the Digital technologies</p> <p>Continue to develop the outdoor learning environment to enhance the learning opportunities for the akonga including akonga designing and producing art works</p>	<ul style="list-style-type: none"> ● MOE Curriculum Implementation Programme ● MOE - Local Curriculum Design 	
<p>To provide high quality stewardship / kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success</p>	<p>The Board develops a knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The Declaration ● The Catholic Education of School Aged Children ● The Handbook for BOTs of Catholic Schools <p>Identify achievements and next steps from School Evaluation Indicators - Domain 1: Stewardship</p> <p>The Board will continue to effectively engage with stakeholders in order to achieve the best outcomes for our school</p>	<ul style="list-style-type: none"> ● Catholic Special Character Review 2017 ● School Evaluation Indicators - Domain 1 	

Achievement Targets 2020

Mathematics

Kakapo: In 2020, we will specifically target the **10** Year 3 children that are below in Maths, so that at least **4 out of the 10** students move **Below to At the expected curriculum level**

Kakariki: In 2020, we will specifically target **16** students who are achieving below the expected curriculum level, so that they make **1 years expected progress**.

Writing

Kakapo: In 2020, we will specifically target the **15** Year 3 and 4 students who are achieving below in writing, so that **5** students move **Below to At the expected curriculum level**

Kakariki: In 2020, we will specifically target **23** students who are achieving below in writing, so that they **all** improve in their use of **vocabulary and engagement** in writing and **6 students (25%) achieve the expected level** in writing.

Baseline Data

Mathematics and Statistics	Writing
85% of Year 3 students are achieving at or above the expected level at the end of 2019 in maths	69% of Year 3 students are achieving at or above the expected level at the end of 2019 in writing
15% of Year 3 students are achieving below the expected level in maths	31% of Year 3 students are achieving below the expected level in writing
92% of Year 4 students are achieving at or above the expected level in maths	69% of Year 4 students are achieving at or above the expected level
8% of Year 4 students are achieving below the expected level in maths	31% of Year 4 students are achieving below the expected level in writing
86% of Year 5 students are achieving at or above the expected level in maths	80% of Year 5 students are achieving at or above the expected level
14% of Year 5 students are achieving below the expected level in maths	20% of Year 5 students are achieving below the expected level in writing
91% of Year 6 students are achieving at or above the expected level in maths	80% of Year 6 students are achieving at or above the expected level
9% of Year 6 students are achieving below the expected level in maths	20% of Year 6 students are achieving below the expected level in writing
50% of Year 3 and 4 Maori students are achieving at or above in maths	100% of Year 3 and 4 Maori students are achieving at or above in writing
100% of Year 3 and 4 Pasifika students are achieving at or above in maths	100% of Year 3 and 4 Pasifika students are achieving at or above in writing
88% of Year 3 and 4 Asian students are achieving at or above in maths	74% of Year 3 and 4 Asian students are achieving at or above in writing
85% of Year 3 and 4 MELAA students are achieving at or above in maths	62% of Year 3 and 4 MELAA students are achieving at or above in writing
90% of Year 3 and 4 NZ/European students are achieving at or above	65% of Year 3 and 4 NZ/European students are achieving at or above
50% of Year 5 and 6 Maori students are achieving at or above in maths	25% of Year 5 and 6 Maori students are achieving at or above in writing
100% of Year 5 and 6 Pasifika students are achieving at or above in maths	100% of Year 5 and 6 Pasifika students are achieving at or above in writing
90% of Year 5 and 6 Asian students are achieving at or above in maths	78% of Year 5 and 6 Asian students are achieving at or above in writing
83% of Year 5 and 6 MELAA students are achieving at or above in maths	92% of Year 5 and 6 MELAA students are achieving at or above in writing
90% of Year 5 and 6 NZ/European students are achieving at or above in maths	80% of Year 5 and 6 NZ/European students are achieving at or above in writing

Action Plan			
Mathematics 1	Mathematics 2	Writing 1	Writing 2
<p><u>Organisation and learning environment:</u> Identify who they are, put them on learning support Using TA's to take groups to release Teacher's to work with the target group on a daily basis Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them)</p> <p><u>Strategies:</u> Maths PD strategies implemented Increased 1:1 time with the teacher Teacher to set specific goals and learning support needs to be an extra on top of the home group planning - could be based on progressions Concentration on Place Value as an area of weakness COSMDBRICS groups run by the Teachers Assistant to support the learning Opportunity to apply mathematics - Inquiry Teaching fast facts to increase part-whole thinking</p> <p><u>Assessment:</u> Using progressions JAM/GLOSS/IKAN Pre and Post-test for strand maths</p> <p><u>Parental Involvement:</u></p>	<p><u>Organisation and learning environment:</u> Identify who they are, put them on learning support Small group teaching taken by the classroom teacher Use of materials across all levels of the school to support the visual learners (numicon, learning buddies of varying levels to challenge them as well as support them) COSMDBRICS groups run by the Teachers Assistant to support the learning Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson</p> <p><u>Strategies:</u> Maths inquiry approach being used so students receive support in a problem solving setting Collaboration with others is key, so provide many opportunities for group/paired learning/problem solving Strong links to students interests Develop engagement through problem solving - build confidence Rich tasks being used to engage and challenge Lots of opportunity for applying knowledge and strategies Basic facts/knowledge maintenance throughout classroom programme or learning support groups</p>	<p><u>Organisation and learning environment:</u> People with expertise to support creative writing with groups Create a language rich environment</p> <p><u>Strategies:</u> Small groups run by the TA to focus on Handwriting - Casey Caterpillar reinforced letter formation Development of fine motor and gross motor skills using the nimble finger box and PMP equipment Reading own work aloud to a peer Seesaw recording and editing Peer editing Writing for a real purpose. Books, emails, blogs, get their writing out there! Demonstrations of good quality writing - high levels of examples, current/relevant topics Strong use of deeper features and build up the surface. A variety of different styles of writing to engage the learner Opportunities for free writing Reading to the students' good quality literature Learning experiences e.g. bring in a bike and then.... Authors to visit ICT technology/apps - not always pen and paper</p>	<p><u>Organisation and learning environment:</u> Identify who they are, put them on learning support Small group teaching taken by the classroom teacher Teacher to set specific goals and learning support needs to be an extra on top of the home group lesson</p> <p><u>Strategies:</u> Authentic writing ideas - experiences first, performances to present Topics that are student choice Creative ideas for writing styles Writing first and then working back on their specific needs Use of devices! Need to find apps, videos, sites, tools that will make writing engaging Digital site Demonstrations of good quality writing - high levels of examples, current/relevant topics Strong use of deeper features and build up the surface. A variety of different styles of writing to engage the learner Opportunities for free writing Learning experiences e.g. bring in a bike and then.... Authors to visit Shared writing (buddy) Word Que</p>

<p>Specific home learning - athletics live</p> <p>Termly conferences with parents</p> <p><u>Staff Professional Learning:</u></p> <p>Maths PD - Canterbury University Education Plus</p>	<p><u>Assessment:</u></p> <p>Knowing the learners</p> <p>Start the children at a level of knowledge/learning they are comfortable with (let them have success, tell their parents they are having success)</p> <p>Ongoing formative/observational notes, snapshots etc. need to be gathered</p> <p>Ongoing monitoring of target group students</p> <p><u>Parental Involvement:</u></p> <p>Communication with parents is vital - providing information on the students' specific next steps to guide parents</p> <p>Home learning links to classroom programme - using relevant Athletics activities</p> <p><u>Staff Professional Learning:</u></p> <p>Maths PD - Canterbury University Education Plus</p>	<p>Shared writing (buddy)</p> <p>Use of technology</p> <p>Penpals</p> <p><u>Assessment:</u></p> <p>Using Writing Progressions for moderation in and across teams</p> <p>Small specific next steps / feedback and feedforward</p> <p>Conferencing - one on one, not just written</p> <p><u>Parental Involvement:</u></p> <p>Sending writing home and parents feeding back</p> <p>Termly conferences with parents</p> <p>Encourage writing at home - list of ideas for parents (diary, letters, short stories)</p> <p><u>Staff Professional Learning:</u></p> <p>Resource sharing across the team</p> <p>Use aspects of last year's training with Sally Muir</p>	<p>Recording stories - voice recording</p> <p>Author's chair - gives an audience</p> <p><u>Assessment: Formative and Summative:</u></p> <p><u>e-asTTle</u></p> <p>We want children to be knowledgeable with writing progressions and be able to share their next goals with their parents more frequently.</p> <p>Using Writing Progressions for moderation in and across teams</p> <p>Small specific next steps / feedback and feedforward</p> <p>Conferencing - one on one, not just written</p> <p><u>Parental Involvement:</u></p> <p>Using Seesaw to connect with parents</p> <p><u>Staff Professional Learning:</u></p> <p>Resource sharing across the team</p> <p>Use aspects of last year's training with Sally Muir</p>
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