

St Joseph's Catholic School, Takapuna

2022 - 2024 Strategic Plan

Vision:

Love God, love learning, and be the best we can be

Mercy Values:

Tika:Justice Pono:Truth Aroha:Love and Compassion Manaakitanga:Hospitality Tapu:Respect

Motto:

Atawhai:Courtesy Tiaki:Care Ngatahi:Cooperation Kaha:Courage



Strategic Goals

Kaupapa Whakapono | Special Character

The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values

Strategic Initiatives:

Enable an environment that reflects our St Joseph's kaupapa (what we stand for), our Catholic practices and supports all in the school community to live our Catholic faith

Enhance our special Catholic character through the implementation and integration of the new NZ Catholic RE programme

Ako | Teaching and Learning

Students are thriving, successful, life-long learners, who strive for personal excellence

Strategic Initiatives:

Use the NZ Curriculum Refresh to create a St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners

Weave Te Ao Māori into all that we do

Ensure strong foundations for our students in Reading, Writing and Maths

Build the capabilities of our staff for quality teaching and learning

Embed a culturally responsive pedagogy that is inclusive, collaborative, and focuses on progress and achievement

Enable our students to be safe, literate and confident digital citizens

Hauora | Wellbeing

A community that is safe, joyful, responsive and future-focused

Strategic Initiatives:

Build the wellbeing capability of all our learners based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)

Demonstrate a commitment to ongoing improvement

Encourage and celebrate success for all, both progress and achievement

Whakawhānaungātanga | Community

A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)

Strategic Initiatives:

Strengthen our learning partnerships

Continue to build our community connections

Value and celebrate the diversity in our community

Actively support the vulnerable in our community

National Education Learning Priorities (NELP)



2021-2022 External Catholic Character Review (ECCR)

2019 Education Review Office External Review Evaluation (ERO)

2022 Community Involvement Survey (CIS)

2023 Annual Implementation Plan

| Kaupapa Whakapono Special Character | |
|---|---|
| The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values | |
| Strategic Initiative | Actions |
| Enable an environment that reflects our St Joseph's kaupapa (what we stand for), our Catholic practices and supports all in the school community to live our Catholic faith | <ul style="list-style-type: none"> • Re introduce ākonga/students and whanau to the school's connection with the Parish through Home Group, Team, School Liturgies/Masses both within school and at Parish Masses • Board participates in CDA Induction Training • Staff and Board reads and discusses Catholic Education of School Age Children (ECCR) • Strengthen our mahi around incorporating te Reo Maori and Tikanga Maori within our Catholic practices (ECCR) • Review how we welcome new students and families and how it can be further developed to reflect our Mercy Values and Motto |
| Enhance our special Catholic character through the implementation and integration of the new NZ Catholic RE programme | <ul style="list-style-type: none"> • Year 1/2 kaiako/teachers attend Auckland Diocese Introduction of new NZ RE Curriculum Programme • Re introduce RE Curriculum Team to support teachers in the delivery of the new NZ RE Curriculum • Look to provide opportunities for the year 1/2 parent community to ako/learn about the new NZ Catholic RE Programme • Board training around the new NZ Catholic RE programme |

Ako | Teaching and Learning

Students are thriving, successful, life-long learners, who strive for personal excellence

| Strategic Initiative | Actions |
|--|--|
| Use the NZ Curriculum Refresh to create a St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners | <ul style="list-style-type: none"> • Kaiako/Teachers, in Curriculum Groups, review our current curriculum statements in relation to our current teaching and learning practices (ERO) • Identify what makes St Joseph's unique and how this could be reflected in Our Local Curriculum (ERO) • Kaiako/Teachers attend MOE mandated Teacher Only Days to build an awareness of implementing Te Mātaiaho - a phased approach (ERO) • Provide opportunities for Parents and Board to develop an understanding of Te Mātaiaho and have input into Our local Curriculum |
| Weave Te Ao Māori into all that we do | <ul style="list-style-type: none"> • Build relationships with Māori whanau, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori (NELP) (ERO) (CIS) • Reach out to our whanau and iwi to support us in understanding how we can enhance our teaching and learning programme through Te Ao Māori (ERO) • The school participates in the MAC contract which will see a kaupapa around further integration of Te Reo Māori and Tikanga Māori into the life of St Joseph's (ECCR) (ERO) |
| Ensure strong foundations for our students in Reading, Writing and Maths | <ul style="list-style-type: none"> • Introduction of 'The Code' to support ākonga with writing • LSAs further prioritised to support ākonga/students in these areas with the guidance of the Teachers/Kaiako • Revisit the school curriculum statements along with expected teaching practices for each area to identify areas in need of development. |
| Build the capabilities of our staff for quality teaching and learning | <ul style="list-style-type: none"> • Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori (NELP) • kaiako/teachers professional development 'The Code' |
| Embed a culturally responsive pedagogy that is inclusive, collaborative, and focuses on progress and achievement | <ul style="list-style-type: none"> • kaiako/teachers and Board carry out a kaupapa based on 'Niho Taniwha' by Melanie Riwai-Couch (ERO) |
| Enable our students to be safe, literate and confident digital citizens | <ul style="list-style-type: none"> • Teams review ways in which devices are used within their programme of learning, and how they are supporting students to be digitally safe. |

Hauora | Wellbeing

A community that is safe, joyful, responsive and future-focused

| Strategic Initiative | Actions |
|--|---|
| Build the wellbeing capability of all our learners based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity) | <ul style="list-style-type: none">• Expect and support kaiako/teachers to build their understanding of learners' ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching (NELP)• Through developing Our Local Curriculum, kaiako/teachers will look at how the principles of Te Whare Tapa Whā can be reflected |
| Demonstrate a commitment to ongoing improvement | <ul style="list-style-type: none">• Ongoing improvement will be reflected through the development of initiatives in the areas of Catholic Special Character, Teaching and Learning, and Community, throughout the year |
| Encourage and celebrate success for all, both progress and achievement | <ul style="list-style-type: none">• Re introduce 'Sharing the Learning' to allow ākonga/students to share and celebrate their ako/learning• Further develop the reporting system in order that it reflects both progress and achievement (CIS) |

Whakawhānaungātanga | Community

A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)

| Strategic Initiative | Actions |
|--|---|
| Strengthen our learning partnerships | <ul style="list-style-type: none">• Work with whanau to identify and understand barriers that may prevent ākonga/students from fully participating in the programme of learning (NELP)• Develop the opportunities for whanau to be involved in their child's school life, that will see the partnership supporting student learning (CIS)• Look at what is currently working well and possible new ideas to further develop a positive kura whanau ako/learning partnership• Strengthen the links between school and whanau through school whanau events (CIS) |
| Continue to build our community connections | <ul style="list-style-type: none">• In developing Our Local Curriculum look at how we can further connect with our community to support our programme of learning (CIS) |
| Value and celebrate the diversity in our community | <ul style="list-style-type: none">• Develop opportunities within the school programme of ako/learning that acknowledges, educates and celebrates our diverse community |
| Actively support the vulnerable in our community | <ul style="list-style-type: none">• Rapu Kainga/Home Groups identify causes which they can support including the vulnerable of our community.• PTA continues to develop the Tiaki Fund which is used to support families in need |

2023 Achievement Targets

| Year 3/4 | | Year 5/6 | |
|--|--|--|---|
| Background Data | Target | Background Data | Target |
| <p><u>Writing:</u> 9% (6) of Year 3 students were achieving below the expected curriculum level at the end of 2022.</p> <p>38% (28) of Year 4 students were achieving below the expected curriculum level at the end of 2022.</p> | <p><u>Writing:</u> In 2022, we will target 6 Year 3 children and 28 Year 4 so at least 26% (6 children) of the target group will move from achieving below the expected curriculum level to achieving at the expected curriculum level by the end of the year</p> | <p><u>Writing:</u> 25% (18) of Year 5 students were achieving below the expected curriculum level at the end of 2022.</p> <p>14% (10) of Year 6 students were achieving below the expected curriculum level at the end of 2022.</p> | <p><u>Writing:</u> In 2023, we will specifically target the 28 students in Year 5 and 6 who are achieving below the expected curriculum level in writing at the end of 2022.</p> <p>We will aim for 9/28 (30%) of these target children to move from below to at the expected Curriculum level in Writing by the end of 2023</p> |
| | | <p><u>Maths:</u> 14% (10) of Year 5 students were achieving below the expected curriculum level at the end of 2022.</p> <p>10% (7) of Year 6 students were achieving below the expected curriculum level at the end of 2022.</p> | <p><u>Maths:</u> In 2023, we will specifically target the 17 students from Year 5 & 6 who are achieving below the expected curriculum level in Maths at the end of 2022.</p> <p>We will aim for 5/17 (30%) of these target children to move from below to at the expected level in Maths by the end of 2023.</p> |