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# ST JOSEPH'S SCHOOL

Charter | Strategic Plan | Annual Plan  
2023

*-That we may have life and have it to the full-*



<div>1. Charter Section</div> <div>Our School Our Vision Our Values Cultural Diversity</div>	<div>2. Strategic Planning Section</div> <div>Strategic Goals</div>	<div>3. Annual Section</div> <div>Annual Goals</div>
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## Our School

### ***Yesterday***

St Joseph's had its beginning in 1848 when Miss Elizabeth O'Dowd opened a small co-educational school for a dozen children in the area, both Catholic and non-Catholic. Two years later, Father Garin arrived in Nelson and began a small school for boys only, in the Presbytery. In 1871 four members of the Sisters of Our Lady of the Missions, an international religious order of French origin, arrived in Nelson at the request of Father Garin and took over the education of both boys and girls. This same order, whose primary work was education, staffed the school entirely for many years. The last member of the Order to work in our school retired in 2001. The first lay teachers joined the Sisters in the late 1940's, and the school is now fully staffed by lay people.

### ***Today***

Today St Joseph's is a full Catholic primary co-educational school, catering for children from New Entrants to Year Eight. It is staffed by seventeen lay teachers as well as 11 support staff. The school is situated in, and is a part of, the Parish of Holy Family. The school is well supported by a strong community.

With a current roll of 370, St Joseph's comprises a Junior Syndicate of five classrooms with a separate playground, a Lower Middle Syndicate of four classrooms, an Upper Middle Syndicate of four classrooms, and three classrooms in our Senior Intermediate Syndicate. The school has extensive and mature physical grounds that are utilised for both learning and playing. Situated on the school grounds is a swimming complex, with a junior and a senior pool for our students. Also within the grounds is a modern school hall and administration block, shared by the Parish and by the school.

### ***Motto***

Our school motto is '***Virtue and Knowledge***'.

The term 'virtue' conveys moral excellence, goodness and uprightness, while 'knowledge' portrays truth and our search for it.



## Our Vision

*That we may have life and have it to the full.* (Based on John 10:10)

### The Dimensions of our Vision

- Spiritual Dimension
- Aesthetic Dimension
- Emotional and Social Dimension
- Physical Dimension
- Intellectual Dimension

These dimensions are part of being fully human.



## Our Values

***Our Values Are The Gospel Values as lived in the life of Jesus. Our Values underlie all that we do.***

Caring For Ourselves

*Kia manaaki ai tātou katoa*

I strive to do my best and be the best I can

*Kia tū tāngata*

Caring For Others

*Kia manaaki ai ia tāngata*

I value everyone

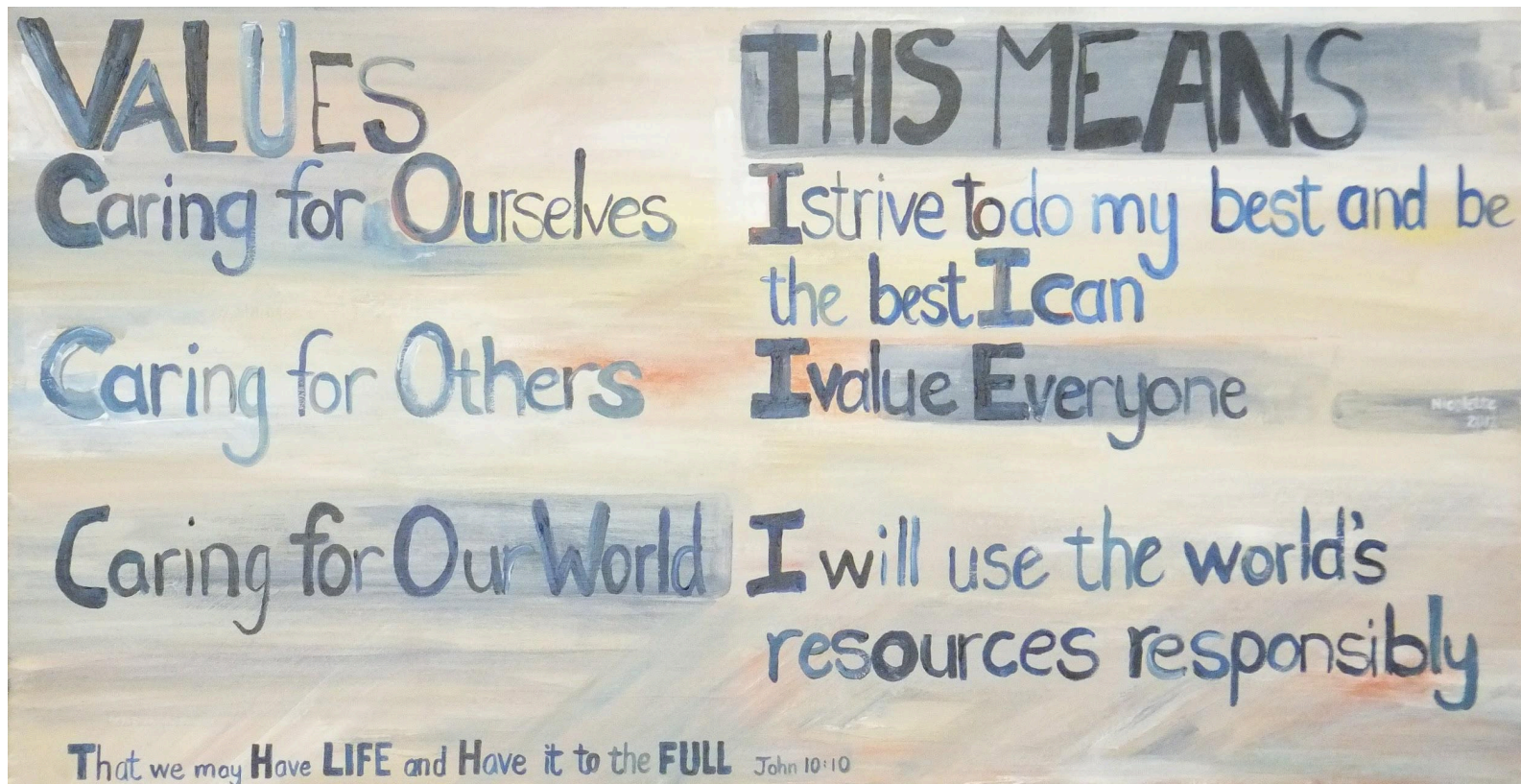
*Kia ngākau mahaki*

Caring for Our World

*Kia manaaki te Ao Whānui*

I will use the world's resources responsibly

*Ko te oranga taiao, he oranga tāngata*





### ***Cultural Diversity***

St Joseph's School actively develops culturally responsive practices. All cultures within our school are valued, accepted and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student irrespective of cultural backgrounds. Learning uses the cultural knowledge and equity of individual students to encourage acceptance of diversity through learning.

St Joseph's School will continue to review policies, procedures and practices that will reflect New Zealand's cultural diversity and the unique position of Māori.

### ***Provision of Te Reo Māori***

The Board will take all reasonable steps to provide instruction in tikanga Māori and Te Reo Māori. This may include:

- Use of local resources such as The Museum and Whakatū Marae
- Lead teacher of Māori (WST) actively supporting teachers with tikanga and Te Reo Māori
- Support of teachers carrying out extra-curricula Te Reo learning
- Tap in to the Kāhui Ako Across School Team to guide
- Identifying with local and regional history
- Liaising with our kaumatua
- School pōwhiri
- Kapa haka group
- Kāhui Ako Ki Whakatū direction and professional development
- Developing leadership opportunities for our Māori students

### ***Unique Position of Māori Culture***

The Board recognises the place of Māori in our society and the agreements in the Treaty of Waitangi. Te Reo, waiata and karakia will therefore be part of everyday classroom communication and staff meetings throughout the school.

Our local whānau will be consulted in termly hui. An opportunity is given for all Māori students to participate in our Kapa Haka group and all students to be involved in Te Reo and tikanga Māori learning in the classroom.

## Strategic Plan

<b>Strategic Goals</b> Wairua ora: St Joseph's community is committed to nurturing our school-wide spiritual and cultural hauora	Annual Objectives	
	2024	2025
	Maintain / Grow	
	The Board and Staff will achieve this by:	
	Continuing to strengthen and consolidate our Catholic character.	Continuing to strengthen and consolidate our Catholic character.
	Enhancing the place of faith in our learning. Grow staff capability in assessment, planning and teaching of the new draft RE curriculum with a focus on integrated unit plans. Actively encourage and invite students to receive sacraments.	Enhancing the place of faith in our learning. Grow staff capability in assessment, planning and teaching of the new draft RE curriculum with a focus on integrated unit plans. Actively encourage and invite students to receive sacraments.
	Continuing to strengthen and consolidate our culturally responsive practice.	Continuing to strengthen and consolidate our culturally responsive practice.
	Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish	Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish

<b>Strategic Goals</b> Ako: St Joseph's community is committed to maximising learning opportunities and outcomes for all ākonga through high-quality teaching and learning	Annual Objectives	
	2024	2025
	Consolidate	Maintain / Grow
	The Board and Staff will achieve this by:	
	Knowing our ākonga through effective assessment for learning.	Knowing our ākonga through effective assessment for learning.
	Supporting and growing our kaimahi capabilities.	Supporting and growing our kaimahi capabilities.
	Attendance - 90%	

Strategic Goals	Annual Objectives	
	2024 Consolidate	2025 Maintain / Grow
	The Board and Staff will achieve this by:	
	Nurturing and strengthening our Catholic character and Parish connections.	Nurturing and strengthening our Catholic character and Parish connections.
	Developing local relationships.	Developing local relationships.
	Strengthening our wider-community partnerships and ākonga sense of belonging.	Strengthening our wider-community partnerships and ākonga sense of belonging.



## Kāhui Ako ki Whakatū Challenges for Change 2022 – 2024



### Mauri Ora

Ākonga have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish



### Culture and Identity

Ākonga are strong in their culture, identity and sense of belonging



### Innovative Teaching and Learning

Ākonga are engaged, successful, agentic learners

### Focus 2024

*Hīkoi Atua Wairua - Walk with God's Spirit*

**Hauora** - wellness of life - growing:

*relationships, goals, social and communication skills, independence, confidence and resilience.*

**Equity, Excellence, Belonging** - the taura at the centre

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

*Statements of Variance - 2024*

**STRATEGIC AIM:**

Wairua ora: **St Joseph's community is committed to nurturing our school-wide *spiritual* and cultural hauora**

**ANNUAL OBJECTIVE 1**

*1: Continue to strengthen and consolidate our Catholic character*

Annual Objectives	Outcomes Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Develop a longer term PLD plan to include a strategy to support the development of staff understanding and practice of the new RE Curriculum, and ensure sufficient staff development time and resourcing is allocated (CCR).			



STRATEGIC AIM:

***Wairua ora: St Joseph's community is committed to nurturing our school-wide **spiritual** and cultural hauora***

ANNUAL OBJECTIVE 2

*2: Enhance the place of faith in our learning. Grow staff capability in assessment, planning and teaching of the new draft RE curriculum with a focus on integrated unit plans. Actively encourage and invite students to receive sacraments.*

Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Refine teacher planning and assessment (affective and cognitive) in line with the full intent of the new RE Curriculum (CCR)			
Establish a school baptism and sacramental programme (CCR).			
As all policies are reviewed, including the those not specifically connected to Catholic character e.g., Finance and Property, insert into the introduction a statement that reflects something of the school's particular Catholic flavour (CCR).			

Update teacher resourcing associated with teaching the section of the Health Curriculum document on Relationships and Sexuality with the recent resources developed by the National Centre for Religious Studies (CCR).			
Next Steps for 2025:			

STRATEGIC AIM: <i>Wairua ora: St Joseph’s community is committed to nurturing our school-wide spiritual and cultural hauora</i>			
ANNUAL OBJECTIVE 3: <i>A0 3: Continue to strengthen and consolidate our culturally responsive practice.</i>			
Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Continuing to strengthen and consolidate our culturally responsive practice.			

STRATEGIC AIM:

*Wairua ora: St Joseph's community is committed to nurturing our school-wide spiritual and cultural hauora*

ANNUAL OBJECTIVE 4 :

*AO 4: Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish*

Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Create opportunities to honour the Te Tiriti o Waitangi, where culture, language and values are shared and nurtured.	Update teacher resourcing associated with teaching the section of the Health Curriculum document on Relationships and Sexuality with the recent resources developed by the National Centre for Religious Studies.		
	Through our Health Curriculum focus on developing in our tamariki the following: social and communication skills, independence, confidence, resilience, self esteem, connecting, identity, and simple everyday strategies that help children cope with their emotions, including the need for quiet spaces, and how/when to seek help.		

Next Steps for 2025:

STRATEGIC AIM:

Ako: St Joseph's community is committed to maximising learning opportunities and outcomes for all ākonga through high-quality teaching and learning:

ANNUAL OBJECTIVE 5

*5. Know our ākonga through effective assessment for learning.*

Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Know our ākonga through effective assessment for learning	Create a shared understanding for effective assessment of the Key Competencies.		
	Establish a progression framework for acceleration of our Priority Learners.		

STRATEGIC AIM:

Ako: St Joseph's community is committed to maximising learning opportunities and outcomes for all ākonga through high-quality teaching and learning:

ANNUAL OBJECTIVE 6

*6. Support and grow our kaimahi capabilities.*

Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Undertake a bespoke te reo Māori course with Te Ahu (100 hours).			
Grow curiosity, wonder and excitement through the explicit teaching of Science.			
Use an evaluation plan to review and rationalise outcomes of professional			



development on teaching and learning. (ERO)			
Update literacy guiding documents accordingly, to underpin a shared pedagogy for effective curriculum, planning, assessment, and teaching practices. (ERO)			
Determine how to further engage with the school's communities to specifically enhance literacy outcomes. (ERO)			
Next Steps 2025:			

STRATEGIC AIM: Ako: Whanaungātanga: St Joseph's is committed to strengthening and growing our community.			
ANNUAL OBJECTIVE 7 <i>7. Nurture and strengthen local relationships.</i>			
Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes/ Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Nurture and strengthen our Catholic character and Parish connections.	Invite our Parish whānau to join kura celebrations or events such as Matariki or read in classrooms.		

Establish a school-wide process for Baptism which integrates classroom learning with an invitation to an annual Baptism programme, culminating in the celebration of the Sacrament for those who have not yet received it.			
Establish relationships with a range of local providers that enhance our teaching/classroom programme and support our localised curriculum.	Explore a Cultural Clubs Wānaga Week.		
	Tuakana/Teina across all 4 syndicates.		

STRATEGIC AIM: Ako: Whanaungātanga: St Joseph's is committed to strengthening and growing our community

#### ANNUAL OBJECTIVE 8

*8.Strengthen our wider-community partnerships and ākonga sense of belonging.*

Annual Objectives	Outcomes / Actions	What we did to action the initiative Successes / Challenges	Outcomes / so what / next steps (adjust, fragility, sustainability, keep developing)
Ākonga are strong in their culture, identity and sense of belonging.	Māori Whānau hui, Cultural Day, Provide opportunities for cultural groups to share their learning e.g. White Sunday...		

NEXT STEPS 2025:

ATTENDANCE					
ROLES Explicit		CLASSIFICATION MoE	TERMLY DATA Every Day Matters	COHORT DATA	
SCHOOL Principal, DP, Leaders, Teachers, support staff			REGULAR 90%	% #	Jnr LM UM Int
		ATTENDANCE OFFICER Data & information analysis, provide effective attendance options, support effective practices & processes, effective connections	IRREGULAR 80% – 90%	% #	Jnr LM UM Int
			MODERATE 70% - 80%	% #	Jnr LM UM Int
	ATTEND SERVICE		CHRONIC Less than 70%	% #	Jnr LM UM Int

EDM summary comments (gender, ethnicity, UJ, reasons, on-time attendance):

**Analysis:**

- Which students are attending regularly?
- Why are they attending regularly?
- Which students are not attending regularly?
- Why are they not attending regularly?
- What do we need to change?
- What support do we need?

## St Joseph's School's Improvement Journey

### STUDENT ACHIEVEMENT TARGETS: READING / PĀNUI

**STRATEGIC AIM** - In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

**ANNUAL OBJECTIVE:** To increase the number of students achieving at their expected year level for Reading / Pānui.

#### READING / PĀNUI BASELINE DATA

89.5% (340 / 380) are achieving **at their expected level** in Reading.

88.9% (32 / 36) Māori are achieving **at their expected level** in Reading in 2023.

73.9% (17 / 23) Pacific People are achieving **at their expected level** in Reading in 2023.

10.5% (23 / 380) are achieving **below their expected level** in Reading in 2023.

11.1% (4 / 36) Māori are achieving **below their expected level** in Reading in 2023.

26.1% (6 / 23) Pacific People are achieving **below their expected level** in Reading in 2023.

#### READING / PĀNUI DATA - SEPTEMBER 2024

ACHIEVING CURRICULUM LEVEL <b>READING</b> / PĀNUI					
PRIORITY GROUPS	Variation ↑ = improved	2024	2023 (September)	2022 (September)	2021
ALL	↓ 1.0% (-9)		89.5% (340 / 380)	90.4% (349 / 386)	82.0% (318)
Males	↓ 3.0% (-2)		87.1% (175 / 201)	89.8% (177 / 197)	78.7% (148)
Māori	↓ 2.7% (0)		88.9% (32 / 36)	91.4% (32/35)	87.2% (34)

YET TO ACHIEVE CURRICULUM LEVEL <b>READING</b> / PĀNUI					
PRIORITY GROUPS	Variation ↓ = improved	2024	2023 (September)	2022 (September)	2021
ALL	↑ 9.4% (+3) (+3 WB)		10.5% (40) (8 WB)	9.6% (37) (5 WB)	18.0% (70) (6 WB)
Males	↑ 26.5% (+6) (+4 WB)		12.9% (26) (6 WB)	10.2% (20) (2 WB)	12.3% (40) (4WB)
Māori	↑ 29.1% (+1)		11.1% (4)	8.6% (3)	12.8% (5) (0 WB)



Pacific People	↓ 3.9% (-3)		73.9% (17 / 23)	76.9% (20/26)	61.5% (16)
Asian	↓ 2.9% (-3)		85.9% (61/71)	88.5% (54/61)	79.3% (46/58)
ELL	↑ 15.4% (+4)		79.5% (35 / 44)	68.9% (31/45)	56.6% (20)

Pacific People	↑ 13.0% (0) (0 WB)		26.1% (6) (1 WB)	23.1% (6) (1 WB)	38.5% (10) (1 WB)
Asian	↑ 22.6% (+3) (1 WB)		14.1% (10) (1 WB)	11.5% (7)	20.7% (12) (1WB)
ELL	↓ 34.1% (-5) (-1 WB)		20.5% (9) (1 WB)	31.1% (14) (2 WB)	44.4% (16) (2 WB)

#### Actions for 2024:

- Planned, intentional and explicit Literacy teaching for 1 hour daily (MOE 100 Day Plan)
- Device free Monday - taurira no devices, kaiako encouraged to limit use of their technology on a Monday
- Regular PD for kaiako / Teacher Aides - focus / moderation / feedback / assessment (Adie Bonisch - Assessment for Learning)
- Kaiako discuss Priority Learners at Syndicate Meetings
- Students learning visible and tracked in modelling books
- Goals are set for learning
- SHARED, INDEPENDENT, GUIDED, READING ALOUD (balanced reading programme)
- Conversations about texts
- Teacher Aides support Priority Learners
- Moderation within and across Syndicates
- Teacher observations / feedback
- Quality feedback to students provided (written and oral)
- Phonics Plus Decodables used weekly in Junior class Guided Reading Sessions
- Phonics Plus Decodables used in ESOL oral language sessions
- Reporting to whānau twice yearly in writing followed by a 15 minute hui twice yearly
- Preloading for Priority Learners included Learning Intentions and vocabulary
- Fun, engagement, motivation, student agency and choice (Culturally Relational Responsive Pedagogy).
- Structured Literacy age-appropriate texts for older readers
- At Silent Reading time, kaiako target teach a priority learner or priority learner group

#### Inquiry

<p><b>Noticing</b></p> <p><i>What's going on here?</i></p> <p><i>For which learners?</i></p> <p><i>Is this what is expected?</i></p> <p><i>Should we be concerned? Why?</i></p> <p><i>What is the problem or issue?</i></p>	<p><b>Sense making</b></p> <p><i>What is our data telling us?</i></p> <p><i>How does our data compare with our hunch?</i></p> <p><i>What insights does it provide? Is this good enough?</i></p> <p><i>How do we feel about what we have found?</i></p> <p><i>What can we learn from research evidence about what 'good' looks like?</i></p>	<p><b>Take Action</b></p> <p><i>What are the options?</i></p> <p><i>How big is the change we are planning?</i></p> <p><i>What strengths do we have to draw on?</i></p> <p><i>What support/resources do we need?</i></p> <p><i>What is our plan?</i></p> <p><i>What is our time frame?</i></p>	<p><b>Monitoring and Evaluation</b></p> <p><i>We are clear about how we will recognise and monitor progress</i></p> <p><i>What is happening as a result of our improved actions?</i></p> <p><i>What evidence do we have?</i></p> <p><i>Which of our students are / are not benefiting?</i></p> <p><i>What are we learning?</i></p>
•	•	•	
<p>Next Steps:</p> <p><i>Do we need to adjust what we're doing? Why?</i></p> <p><i>Is the present success still fragile?</i></p> <p><i>How are we going to sustain the improvement?</i></p> <p><i>How are we going to keep developing this area?</i></p>			

<b>STUDENT ACHIEVEMENT TARGETS:</b> WRITING / TUHITUHI
<b>STRATEGIC AIM</b> - In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.
<b>ANNUAL OBJECTIVE:</b> To increase the number of students achieving at their expected year level for Writing / <i>tuhituhi</i> .
<b>BASELINE DATA:</b> 88.5% (308 / 348) are achieving <b><i>at their expected level</i></b> in Writing.

91.7% (33 / 36) Māori are achieving **at their expected level** in Writing in 2023.

87% (18 / 23) Pacific People are achieving **at their expected level** in Writing in 2023.

6% (23 / 383) are achieving **below their expected level** in Writing in 2023.

8.3% (3 / 36) Māori are achieving **below their expected level** in Writing in 2023.

13% (3 / 23) Pacific People are achieving **below their expected level** in Writing in 2023.

WRITING / TUHITUHI DATA - SEPTEMBER 2024

ACHIEVING CURRICULUM LEVEL WRITING / TUHITUHI					
PRIORITY GROUPS	Variation ↑ = improved	2024	2023 (September)	2022 (September)	2021
All	↑ 0.5% (-33)		88.5% (308 / 348)	88.1% (341/387)	81.9% (317)
Males	↑ 3.1% (-6)		85.4% (158 / 185)	82.8% (164/198)	76.6% (144)
Māori	↑ 0.3% (+1)		91.7% (33 / 36)	91.4% (32/35)	87.2% (34)
Pacific People	↑ 1.7% (-2)		78.2% (18 / 23)	76.9% (20/26)	73.1% (19)
Asian	↓ 5% (-1)		85.5% (53 / 62)	90% (54/60)	82.8% (48)
ELL	↑ 8.2% (+2)		81.8% (36 / 44)	75.6% (34/45)	75% (27)

YET TO ACHIEVE CURRICULUM LEVEL WRITING / TUHITUHI					
PRIORITY GROUPS	Variation ↓ = improved	2024	2023 (September)	2022 (September)	2021
All	↓ 3.4% (-6) (-1 WB)		11.5% (40) (3 WB)	11.9% (46) (4 WB)	18.1% 70 (4 WB)
Males	↓ 15.1% (-7) (-1 WB)		14.6% (27) (2 WB)	17.2% (34) (3WB)	23.4% (44) (3 WB)
Māori	↓ 3.5% (0) (0 WB)		8.3% (3)	8.6% (3)	12.8% (5)
Pacific People	↓ 5.6% (-1) (-1 WB)		21.8% (5)	23.1% (6) (1 WB)	26.9% (7)
Asian	↑ 45% (+3) (1 WB)		14.5% (9) (1 WB)	10% (6)	17.2% (10) (1WB)
ELL	↓ 25.42% (-3) (-2 WB)		18.2% (8) (1WB)	24.4% (11) (3WB)	25% (9)

### Actions for 2024.

- Planned, intentional and explicit Literacy teaching for 1 hour daily (MOE 100 Day Plan)
- Device free Monday - tauira no devices, kaiako encouraged to limit use of their technology on a Monday
- Priority group teaching
- Teacher modelling
- Student inquiry into attitudes to reading, writing and maths and student voice gathered from those who did not like a subject area to ascertain what would be one thing that would make this better.
- Use of modelling books
- Use of scaffolds / exemplars for writing
- Use of online platforms and resources to motivate and engage writers
- Use of online writing challenges
- Sharing of student work
- Professional development for kaiako / Teacher Aides
- Buddy writing
- Monitoring frequency of explicit teaching of writing
- Inquiring into Priority Learners - (knowing our learners)
- Oral language a focus (particularly in Juniors)
- Parts of Better Start Literacy (Juniors - Year 1)) will be used, based on ākonga needs.
- Cross-syndicate moderation

### Inquiry

Noticing	Sense making	Take Action	Monitoring and Evaluation
<i>What's going on here?</i> <i>For which learners?</i> <i>Is this what is expected?</i> <i>Should we be concerned? Why?</i> <i>What is the problem or issue?</i>	<i>What is our data telling us?</i> <i>How does our data compare with our hunch?</i> <i>What insights does it provide? Is this good enough?</i> <i>How do we feel about what we have found?</i> <i>What can we learn from research evidence about what 'good' looks like?</i>	<i>What are the options?</i> <i>How big is the change we are planning?</i> <i>What strengths do we have to draw on?</i> <i>What support/resources do we need?</i> <i>What is our plan?</i> <i>What is our time frame?</i>	<i>We are clear about how we will recognise and monitor progress</i> <i>What is happening as a result of our improved actions?</i> <i>What evidence do we have?</i> <i>Which of our students are / are not benefiting?</i> <i>What are we learning?</i>
●	●	●	



Next Steps:

*Do we need to adjust what we're doing? Why?*

*Is the present success still fragile?*

*How are we going to sustain the improvement?*

*How are we going to keep developing this area?*

## STUDENT ACHIEVEMENT TARGETS: MATHS / PĀNGARAU

**STRATEGIC AIM** - In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

**ANNUAL OBJECTIVE:** To increase the number of students achieving at their expected year level for Maths/ *pāngarau*.

### BASELINE DATA:

94.0% (360 / 383) are achieving **at their expected level** in maths in 2023.

94.4% (34 / 36) Māori are achieving **at their expected level** in maths in 2023.

87% (20 / 23) Pacific People are achieving **at their expected level** in maths in 2023.

6% (23 / 383) are achieving **below their expected level** in maths in 2023.

5.6% (2 / 36) Māori are achieving **below their expected level** in maths in 2023.

13% (3 / 23) Pacific People are achieving **below their expected level** in maths in 2023.

### ACHIEVING CURRICULUM LEVEL MATHS / PĀNGARAU

PRIORITY GROUPS	Variation ↑ = improved	2024	2023 (September)	2022 (September)	2021
All	↑ 0.2% (-3)		94.0% (360 /383)	93.8% (363/387)	93.3% (362/388)

### YET TO ACHIEVE IN MATHS / PĀNGARAU

PRIORITY GROUPS	Variation ↓ = improved	2024	2023 (September)	2022 (September)	2021
All	↓ 3.2% (-1) (-1 WB)		6.0% (23) (3 WB)	6.2% (24) (2 WB)	6.7% (26) (1 WB)

Female (181)	↑ 1.4% (-5)		92.3% (167 / 181)	91.0% (172/189)	93.5% (186/199)
Māori	0% (0)		94.4% (34 / 36)	94.4% (34)	94.9% (37)
Pacific People	↑ 8.8% (0)		87.0% (20 / 23)	80% (20/25)	80.8% (21/26)
Asian	↓ 2.3% (+7)		92.9% (65 / 70)	95.1% (58/61)	89.7% (52/58)
ELL	↑ 11.1% (+4)		90.9% (40 / 44)	81.8% (36/44)	80.6% (29/36)

Female (181)	↓ 14.4% (-3) (+1 WB)		7.7% (14) (3 WB)	9.0% (17) (2 WB)	6.5% (13) (0 WB)
Māori	0% (+1 WB)		5.6% (2) (1 WB)	5.6% (2) (0 WB)	5.1% (2) (0 WB)
Pacific People	↓ 35% (-2)		13.0% (3)	20% (5) (0 WB)	19.2% (5) (0 WB)
Asian	↑ 44.9% (+2)		7.1% (5) (1 WB)	4.9% (3) (1 WB)	10.3% (6) (1 WB)
ELL	↓ 50% (-4)		9.1% (4) (1 WB)	18.2% (8) (1 WB)	19.4% (7) (1 WB)

#### Actions for 2024

- Priority Learners are identified and monitored twice yearly and interventions are put in place that best meet the needs of individual children
- A balanced maths programme, culturally responsive pedagogy and responsive teaching is evidenced
- Complete an assessment plan in maths / Pānga
- Teacher Aides support Priority Learners
- Continue to develop positive dispositions in maths for our ākonga
- Aspects of DMIC incorporated based on ākonga needs

#### Inquiry

<p><b>Noticing</b></p> <p>What does this data tell us about our learners in Reading / Pānui ?</p> <p><i>What's going on here?</i></p> <p><i>For which learners?</i></p> <p><i>Is this what is expected?</i></p> <p><i>Should we be concerned? Why?</i></p> <p><i>What is the problem or issue?</i></p>	<p><b>Sense making</b></p> <p><i>What is our data telling us?</i></p> <p><i>How does our data compare with our hunch?</i></p> <p><i>What insights does it provide? Is this good enough?</i></p> <p><i>How do we feel about what we have found?</i></p> <p><i>What can we learn from research evidence</i></p>	<p><b>Take Action</b></p> <p><i>What are the options?</i></p> <p><i>How big is the change we are planning?</i></p> <p><i>What strengths do we have to draw on?</i></p> <p><i>What support/resources do we need?</i></p> <p><i>What is our plan?</i></p> <p><i>What is our time frame?</i></p>	<p><b>Monitoring and Evaluation</b></p> <p><i>We are clear about how we will recognise and monitor progress</i></p> <p><i>What is happening as a result of our improved actions?</i></p> <p><i>What evidence do we have?</i></p> <p><i>Which of our students are / are not benefiting?</i></p> <p><i>What are we learning?</i></p>
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	about what ‘good’ looks like?		
•	•	•	
<div>Next Steps:</div> <div>Do we need to adjust what we’re doing? Why?</div> <div>Is the present success still fragile?</div> <div>How are we going to sustain the improvement?</div> <div>How are we going to keep developing this area?</div>			

Māori Ākonga Tracking							
	At Above 2019	At Above 2020	At Above 2021	At Above 2022	At Above 2023	At Above 2024	Change
Reading	91.4 % (32 / 35)	86.0% (37 / 43)	87.2% (34 / 39)	91.4% (32/35)	88.9% (32/36)		
Writing	88.6% (31 / 35)	88.4% (38 / 43)	87.2% (34 / 39)	91.4% (32/35)	91.7% (33/ 36)		
Maths	94.1% (32 / 34)	93.0% (40 / 43)	94.9% (37 / 39)	94.4% (34/36)	94.4% (34/36)		

Pacific People Tracking							
	At Above 2019	At Above 2020	At Above 2021	At Above 2022	At Above 2023	At Above 2024	Change
Reading	81.3% (13)	65.2% (15 / 23)	61.5% (16 / 26)	76.9% (20/26)	73.9% (17 / 23)		
Writing	81.3% (13)	65.2% (15 / 23)	73.1% (19 / 26)	76.9% (20/26)	78.2% (18 / 23)		
Maths	81.3% (13)	82.6% (19 / 23)	80.8% (21 / 26)	80% (20/25)	87.0% (20 / 23)		

English Language Learners Tracking							
	At Above 2019	At Above 2020	At Above 2021	At Above 2022	At Above 2023	At Above 2024	Change
Reading	75% (33 / 44)	80% (20 / 25)	55.6% (20 / 36)	68.9% (31 / 45)	79.5% (35 / 44)		
Writing	70.5% (31 / 44)	76% (19 / 25)	75% (27 / 36)	75.6% (34 / 45)	81.8 % (36 / 44)		
Maths	81.4% (35 / 43)	92% (23 / 25)	80.6% (29 / 36)	81.8% (36 / 44)	90.9% (40 / 44)		

### Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

*Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain*

### Board Statement

St Joseph's School Ministry of Education number is 3221. This strategic plan is supported by the St Joseph's Curriculum documents and meets NAG and NEG requirements.

St Joseph's will lodge a copy of its annually updated charter to the Ministry of Education by 1 March of each year. St Joseph's will lodge a copy of its reports on annual targets to the Ministry of Education by December each year. Consultation with the St Joseph's community has been achieved, including its Māori and Pasifika communities, through regular discussions with the Board, Senior Leadership Team, staff, parents, and Whānau as part of a three year cycle of self review, parent information evenings held each year, and a strategic planning survey held every three years. A copy of this Charter is available on our website.

Signed:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Board of Trustees  
Charter Review Cycle

\_\_\_\_\_  
Date

The Principal reports to the Board to review progress on student achievement targets and Charter goals.	August - November
The Board consults with staff, parents, whānau and iwi as part of its annual Charter review.	June - November
The Board and Principal draft targets and goals for the following year and complete analysis of variance.	October - November
Student achievement information is reported to parents.	December
Charter is finalised and ratified by the Board, shared with the community, and submitted to the Ministry.	January – February
Student achievement mid year data is reported to parents.	June
Principal presents a mid-year progress review to the Board.	July