

## ANNUAL PLAN 2022

### DOMAIN 1: Our Faith

**Strategic Goal 1:** A commitment to being a Christ centred community, celebrating with pride our Catholic faith and identity as a Josephite school

#### *Annual Goal 1.1 Provide an environment in which Christ's values are visible and integral to everything we do*

Actions	Ideal Outcome	Responsibility	Tracking
<ul style="list-style-type: none"> <li>School Community Values are visible in all areas and include Gospel quotes.</li> </ul>	School values are recognised and embedded into the school ethos by all members of our school community.	Staff	
<ul style="list-style-type: none"> <li>New Junior Joey group (JJs) are established for 2022</li> <li>JJs report back at least once a term to DRS and Principal</li> <li>JJs train new group to take over for 2023</li> </ul>	Junior Joeys are active in the school, activities are driven by Junior Joey's including sharing our faith with younger children, playground activities and posters to share Christ's values The JJ concept is sustained as each group trains a new group to take over	DRS, Principal	
<ul style="list-style-type: none"> <li>The 2022 concept of Hauora is woven into our RE programme and Catholic Special Character</li> </ul>	Visual displays of the Concept and Concept learning are connected to RE/ CSC	DRS, teachers	

#### *Annual Goal 1.2 Nurture each child's faith development*

Actions	Ideal Outcome	Responsibility	Tracking
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<ul style="list-style-type: none"> <li>• Invite Father John to visit our learning spaces to speak with the children</li> </ul>	Children know that the parish priest and the teachers are there to support them in their faith	Parish, DRS	
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<ul style="list-style-type: none"> <li>• The allocated hours of delivery prescribed for RE are committed to by all</li> <li>• Teachers to assess children’s prior knowledge and commit to differentiated RE teaching and learning</li> <li>• Teachers embed the delivery of an Inquiry based approach in the religious education Programme.</li> </ul>	Improved pedagogy, learning and engagement of all children in Religious Education	Principal, DRS, teachers	
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**Annual Goal 1.3** *To support the professional development of teachers in their knowledge and understanding of our faith and Josephite history*

<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
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<p>PLD for all Teachers in RE and Special Character throughout the year</p> <ul style="list-style-type: none"> <li>• DRS to run at least 2 Strand PLD sessions per year</li> <li>• Some teachers attend Josephite Colloquium if this is available in 2022</li> <li>• Induction for new staff to include the school's charism and Josephite History • Some teachers to attend 'Living Life to the Full' course</li> </ul>	<p>All teachers and students understand our school's charism and the connections to the Josephite sisters and St Mary Mackillop.</p> <p>All teachers continue to grow their knowledge of the NZ RE Curriculum, Catholic spirituality and faith development.</p> <p>All teachers complete the required 12pts for PLD in Catholic Education per year.</p>	<p>DRS, teachers</p>	
<ul style="list-style-type: none"> <li>• Explore opportunities to increase collaboration with other Josephite schools in Auckland e.g St Michael's, Remuera, St Joseph's, Onehunga</li> <li>• Make contact with the Sisters of St Joseph at Mission Bay and explore opportunities for</li> </ul>	<p>Connections with other Josephite Catholic schools are made and shared history is explored and knowledge deepened</p> <p>Increased collaboration with other teachers in Josephite schools</p>	<p>Principal, DRS, teachers</p>	
<p>teachers and the JJs to visit. Invite some of the sisters to visit the school.</p>	<p>Connections with the Sisters of St Joseph lead to increased knowledge of our charism and the history of our school and our Catholic history.</p>		

**DOMAIN 2: Our People**

**Strategic Goal 2:** To foster a strong partnership between school, home and St Ignatius and Mother of Perpetual Help parishes that values effective engagement and communication.

**Annual Goal 2.1** *Build consistent and effective communication between school and home*

<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
Regular updates from school to include: <ul style="list-style-type: none"><li>• weekly overviews</li><li>• communication of children's learning using Google Classrooms &amp; Seesaw</li><li>• 1:1 meetings,</li><li>• Board Talk</li><li>• Heads Up &amp; emails</li><li>• Children to share learning at CaPT conferences</li></ul>	Parents are kept informed about the school and their child's learning, progress and achievement and feel in partnership with the school.	Board, staff	

**Annual Goal 2.2** *Recognise and celebrate New Zealand's bi-cultural heritage and the importance of Te Tiriti o Waitangi; and develop, promote and honour the identities, languages and cultural diversity within our school*

<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
<ul style="list-style-type: none"><li>• Continue to develop and embed a scaffolded schoolwide Te Ao Māori plan that ensures tikanga &amp; te reo are taught at all levels of the school</li></ul>	Increased usage of Māori language words, phrases and other forms (e.g waiata, karakia, haka) in our school and deeper understanding of tikanga	Principal, AP, LC leaders	

	Consistent delivery of Te ao Māori across the school meaning children build on their knowledge year after year.		
<ul style="list-style-type: none"> <li>• Hold hui for whanau of māori students twice a year</li> </ul>	Whanau of māori students have a voice and opportunity to share their feedback/needs They are made aware of the achievement of maori students at our school and successes are celebrated	Principal	
<ul style="list-style-type: none"> <li>• Make a connection with local marae and organise visit</li> </ul>	Staff and children grow in knowledge the local Ngāti Whātua Ōrākei, tangata whenua of central Tāmaki Makaurau. Discover our local history.	Principal, AP	
<ul style="list-style-type: none"> <li>• Provide opportunities for individual children to share their own culture, artwork and languages within learning spaces and throughout the school.</li> </ul>	Children and whanau feel connected to their culture and know that it is celebrated in their school in an authentic manner.	Teachers	
<b>Annual Goal 2.3</b> <i>Provide opportunities to enhance connections between home, school and both parishes to encourage active involvement by all</i>			
<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
<ul style="list-style-type: none"> <li>• Regular celebrations of Our Faith through masses and liturgies</li> </ul>	Mass at least once a year at Mother of Perpetual Help The school and parish partnerships are strengthened through shared celebrations of our faith.		

<ul style="list-style-type: none"> <li>• Meetings with parish representatives to discuss connections between parish and school.</li> <li>• Invite parish representatives to staff prayer/ school events.</li> </ul>	Engagement with parishes and parent communities to enable connections and our faith to be shared widely.	Board, Principal, DRS	
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<b>DOMAIN 3: Our Learning</b> <b>Strategic Goal 3:</b> To provide a learning culture that enables all children and staff to continuously develop towards their full potential			
<b>Annual Goal 3.1</b> <i>Maintain innovative teaching and learning that is personalised to the present and future needs of each child</i>			
<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
<ul style="list-style-type: none"> <li>• Across the school, agreed learning Progressions for literacy and numeracy in child-speak are implemented and shared with students.</li> </ul>	Children are confident learners who take ownership to identify next learning steps in collaboration with teachers. All students are able to self-monitor their own learning and understand what the expectations are for their curriculum level.	AP, LC Leaders, teachers	
<ul style="list-style-type: none"> <li>• Student voice is gathered on a regular basis to inform planning and learning</li> </ul>	All students are partners in the planning of their learning and have agency over their learning. The learning is personalised for students.	P, AP, teachers	
<ul style="list-style-type: none"> <li>• Develop quality standards of recording that reflect students' learning over time</li> </ul>	Students will value their learning and the progress they make. Books and digital records show clear progress.	LC leaders, teachers	

<ul style="list-style-type: none"> <li>• Teachers embed the digital technologies curriculum within their programmes to enhance learning for students.</li> <li>• Use google classrooms for Years 3-6</li> <li>• Use Seesaw for Years 0-2</li> </ul>	<p>Digital platforms are used effectively and appropriately at each level, encouraging inclusive and diverse participation for all students. All teachers understand and capably use the DT Curriculum</p>	AP, DT lead teacher, teachers	
<ul style="list-style-type: none"> <li>• Transition programme continues for Year 6 to Year 7 including past students returning to meet with Year 6 students</li> </ul>	<p>Relationships continue to be strengthened with colleges in the area. Year 6 students confidently transition through to Year 7.</p>	Principal, LC3 leader	

<b>Annual Goal 3.2</b> <i>Maintain consistent student achievement demonstrated by over 90% of children achieving at or above their curriculum level in literacy and maths</i>			
<b>Actions</b>	<b>Ideal Outcome</b>	<b>Responsibility</b>	<b>Tracking</b>
<ul style="list-style-type: none"> <li>• Target students (those achieving below expectations) are identified from assessment data and individual plans are put in place for them.</li> </ul>	<p>All teachers have a shared knowledge and understanding of target students and effective programmes are put in place to support learning.</p>	SENCO, teachers	
<ul style="list-style-type: none"> <li>• Data is collected, collated and analysed for formative use and presented to the BOT twice a year</li> </ul>	<p>Teachers use data effectively to plan next steps for all students based on individual needs. All students show at least expected progress.</p>	Principal, AP, LC leaders	

<ul style="list-style-type: none"> <li>• Maths PLD focus to be undertaken by all staff to implement the Maths No Problem programme in 2022</li> </ul>	<p>Achievement and progress will be demonstrated through assessments. Teachers will improve their pedagogy in maths</p>	<p>Maths Lead teacher, teachers</p>	
<p>Literacy PLD</p> <ul style="list-style-type: none"> <li>• Yolanda Soryl phonics programme to be embedded in junior school</li> <li>• Effective writing programmes and the writing progressions are embedded across the school.</li> </ul>	<p>Teachers differentiate workshop teaching based on students' needs and where they sit against the learning progressions. Writing and Reading Curriculum level achievement data is improved. Improved consistency of teaching and use of literacy language across the school</p>	<p>Literacy lead teacher, teachers</p>	
<ul style="list-style-type: none"> <li>• Use data to Identify children who can work beyond the expected level and provide opportunities for these students to be stretched.</li> </ul>	<p>Learners will know they are making progress and feel challenged to achieve their very best.</p>	<p>Te Wa, teachers</p>	
<p><b>Annual Goal 3.3</b> <i>Foster resilience and wellbeing for the whole school community</i></p>			
<p><b>Actions</b></p>	<p><b>Ideal Outcome</b></p>	<p><b>Responsibility</b></p>	<p><b>Tracking</b></p>
<ul style="list-style-type: none"> <li>• Implement Professional Growth Cycles for teachers and learning assistants that</li> </ul>	<p>Staff work collaboratively with leaders to grow and develop as professionals and have ownership over their development. Coaching skills are grown.</p>	<p>Principal, Te Wa</p>	



support quality teaching, professional responsibility and wellbeing			
<ul style="list-style-type: none"> <li>• Grow a shared understanding of wellbeing for our community</li> </ul>	<p>Definition of wellbeing is created for our school that links to our vision and Catholic Special Character.  Common language is used including growth mindset language.  Mindfulness and prayer are part of the wellbeing programme.</p>	Principal, Te Wa, teachers	
<ul style="list-style-type: none"> <li>• Implement Wellbeing initiatives into the school community</li> </ul>	<p>Staff &amp; student wellbeing initiatives lead to improvements in wellbeing  Teachers' knowledge of Circle Time is refreshed and all teachers are confident and capable of delivering Circle Times that are relevant to the needs of children.  Junior Joeys produce initiatives that support wellbeing of others</p>	Te Wa, teachers	