



St Joseph's School Pleasant Point Annual Plan 2018

**Growing in Christ: challenging mind, body and
spirit.**

Goal 1 Special Catholic Character

Planned Actions	When	Who	Indicators of Progress
<p><u>Religious Education</u> 1. That all staff at our school will be familiar with the <i>Religious Education Bridging Document for Catholic Schools Teaching Year 1-8 children in Aotearoa New Zealand</i>, with particular emphasis given to the principles of <i>Catholic Social Teaching (CST) which form part of the Achievement Aims across all strands.</i></p>			
<p>DRS to lead staff meetings focusing on the content of the new document. <i>(Staff meeting material to be forwarded to the DRS from the CEO)</i></p>	Term 2	DRS Staff	
<p>Complete some form of pre and post testing on the students' knowledge of the principles of CST.</p>	Term 2	DRS	
<p>RE unit planning will show a commitment to incorporating CST principles.</p>	Term 1-4	DRS Staff	
<p>2. That based on our recent learnings from RE 502 Spirituality for Teachers, and in an effort to deepen the children's spiritual lives, we review our classroom prayer practices and our school liturgical and non-liturgical prayer celebrations in an effort to, "nurture and support the development of children's spirituality". (p 5, REBD)</p>			

Teachers to share their classroom prayer routine and their prayer long term plan.	Term 2	Staff	
Teachers/children will complete a PMI to evaluate and review their current prayer practice and write recommendations for improvement that will then be implemented during the rest of the year.	Term 2	Staff Children	
Teachers/children will complete a PMI to evaluate and review our current liturgical and non-liturgical prayer services and write recommendations that will then be implemented during the rest of the year.	Term 2-4	Staff Children	
Each teacher will plan and lead whole school prayers at the beginning of each term. Term 1 Bernadette Term 2 Jud/Jane Term 3 Kendyl Term 4 Karen	Term 1-4	Staff	
3. Review our current assessment and evaluation practices in RE knowledge, so as to determine the effectiveness of our current teaching and learning programmes.			
Look at our 2017 Year 4 RE online assessment data. Identify any patterns and plan to improve any identified deficits in learning in a strand(s) for Year 4 students.	Term 2	DRS	

Make contact with another school sharing data, or discussing generally the Year 4 online RE assessment results	Term 2	DRS	
Plan to meet with one other school on one occasion in 2018 to discuss innovative ways in the planning, delivery, assessment, evaluation and reporting on RE.	Term 2	DRS	
Go over 3-4 concepts with children at the beginning of each strand.	Term 1-4	Staff	
Re-write assessment questions for each strand that cover each achievement objective to give a broad picture of student knowledge and understanding.	Term 1-4	DRS	
Develop an individual, gender, year group and whole class assessment across each strand.	Term 1-4	DRS Staff	
Children/teachers to review/evaluate each strand and come up with recommendations.	Term 1-4	DRS Staff	
Concepts and what is being taught in each strand to go home to parents with the newsletter.	Term 1-4	DRS	
4. Examine our current pedagogy in Religious Education to ensure that specific Catholic RE knowledge is planned for and taught in a creative and enthusiastic manner, assessed and evaluated effectively, resulting in students engaging more deeply with the gospel of Jesus Christ.			

Track coverage of Achievement objectives through our assessment practices.	Term 1-4	DRS Staff	
<p><u>Catholic Community</u> 1.Share the content of the Religious Education programme with parents and have them involved as first teachers of the Sacramental programme.</p> <p>Will send out concepts and overview of each strand being taught in each class at the beginning of the strand.</p>	Term 1-4	DRS	
Parents to teach the First Reconciliation/Holy Communion programme to their children with support of Fr Jolly and the Principal/DRS.	Term 1-2	Fr Jolly DRS Parents	
<p><u>Pastoral Care</u> 1.Develop our Maori programmes so as to better honour the principles of the Treaty of Waitangi and to educate the students about New Zealand's bicultural society.</p> <p>2.Continue to foster Parish/School relationships.</p> <p>Staff will develop a Te Reo Maori programme that will be taught across the school.</p>	Term 1-4	Principal Staff	
Staff will plan units of learning that will teach the children about the Treaty of Waitangi and New Zealand's bicultural society.	Term 1-4	Principal Staff	

Involve the parish in the school community wherever possible e.g. Parishioner morning teas once a term after Tuesday morning Mass.	Term 1-4	Principal Staff Children Parish	
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Goal 2/3/4 Student's Learning and Engagement

Planned Actions	When	Who	Indicators of Progress
High quality teaching and learning programmes with emphasis on literacy and numeracy.	Term 1-4	Staff	
Develop a school wide model that enables children to set goals and discuss their learning and progress.	Term 1-4	Staff	
Plan, assess and evaluate and review all areas of the curriculum effectively.	Term 1-4	Staff	
Develop and implement a school wide Inquiry Learning Model.	Term 1-4	Staff	
Priority Learners targeted and support programmes put in place.	Term 1-4	SENCO Staff	
Re-implement our Gifted and Talented Register.	Term 1-4	SENCO Staff	
Work collaboratively with our CoL on Cognitive Engagement using Teaching as Inquiry.	Term 1-4	Staff	
School wide targets and individual student targets are based on identified student achievement needs.	Term 1-4	Staff	

Staff will develop and implement a Te Reo Maori Plan across the school.	Term 1-4	Staff	
Carry out Maori consultation with our Maori families.	Term 2	Principal	

Goal 5 Personnel

Planned Actions	When	Who	Indicators of Progress
Plan and implement a new appraisal system following the new Code of Professional Standards for the Teaching Profession.	Term 1-2	Principal Staff	
Update job descriptions and areas of responsibility as required.	Term 1-4	Principal	
Provide Professional Development opportunities and funding which support teaching and learning practises and Catholic Special Character.	Term 1-4	Budget	

Goal 6/7/8/9 Finance and Property

Planned Actions	When	Who	Indicators of Progress
Pay for a teacher to enable 3 classrooms to operate in 2018 and minimal teaching time for the principal.	2018	Ops Grant Board	
Stay within our budget.	Term 1-4	Principal Finance Committee	
Fundraise.	Term 1-4	PTA	

Apply for grants.	Term 1-4	Board	
Review and rewrite our 10 year property plan.	Term 2	Board Principal	
Caretaker to maintain grounds and buildings to a high standard.	Term 1-4	Caretaker Principal	

Goal 10 Health and Safety

Planned Actions	When	Who	Indicators of Progress
Review Health and Safety Policies and Procedures as stated in our Policy Review Timetable.	Term 2-4	Principal Board	
Consult with the community on our Health programmes.	Term 3	Principal	

Goal 11 Community Engagement

Planned Actions	When	Who	Indicators of Progress
Continue to review and refine reporting to parent's in-line with MOE guidelines and best practice e.g. mid/end of year reports, student led conferences.	Term 2/4	Staff	
Continue with our Joey's buddy system between us and the early childhood centres when transitioning children to school.	Term 1-4	Principal Children	

Provide opportunities for parents to engage and support learning e.g. parent meetings, and student led conferences.	Term 1-4	Staff Parents	
Website redevelopment.	Term 1-4	Staff	

Goal 12 Self-Review

Planned Actions	When	Who	Indicators of Progress
Review Policies and Procedures as set out in our Review Timetable.	Term 1-4	Principal Board	
Develop a Curriculum Delivery Plan. 2018 Focus: English (Listening, Reading, Viewing, Speaking, Writing, Presenting), Maths and Religious Education.	Term 2-4	Staff	
Staff and Children review Curriculum Areas and all other aspects of school life and report these to the BOT and community.	Term 1-4	Staff Children	
Carry out a school survey.	Term 4	Staff Parents Children	