

St Joseph's School Queenstown

Te Kura o Hato Hōhepa ki a Tāhuna

The Small School with a Big Heart

Annual Implementation Plan 2024

What follows must be understood within the contexts of Catholic Character and Te Tiriti partnership. Both Catholic Character and Te Tiriti partnership are central in the life of our community, and both are embedded in our policies, procedures, and practices. Our school is not our school when Catholic Character and Te Tiriti partnership are not present. Whilst neither is explicit in the aims, goals, and targets themselves, both are to be understood to be 'front and centre' in striving to their fulfilment.

We are St Joseph's School in Queenstown, Te Kura o Hato Hōhepa ki a Tāhuna. Catholic Character and Te Tiriti partnership are who we are.

Annual Target 1

Strategic Goal	Holistic growth towards full potential.
Annual Target	More students look forward to coming to school.
What we expect to see	Students feeling safe and connected and welcome at school, feeling like they belong, and thriving as a result. Staff being more explicit about whānaungatanga, students connecting more positively with one another. Students looking forward to coming to school.

How we will measure our progress	<p>Student wellbeing survey mid-year, particular emphasis on ‘belonging’ section.</p> <p>In the 2023 student wellbeing survey, approximately 80% of students in Years 4-8 who completed the survey indicated (“Always” or “Most of the time”) that they feel happy and safe at school, that they feel like they belong and that they have friends at school, but only 49.3% indicated that they look forward to coming to school (“Always” or “Most of the time”).</p> <p>We will know we are experiencing success if our responses in 2024 are equally high for the first 4 statements in this section of the survey and if more than 50% of students surveyed select “Always” or “Most of the time” for “I look forward to coming to school”.</p>
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Action Plan - Annual Target 1

Action	Leader(s)	Budget(s)	Timeframe	Measure
Build a shared understanding of holistic education which includes spiritual, academic, social, physical, mental, and cultural wellbeing	Alan		Terms 1-4	
Promote the spiritual growth of all (students, staff and whānau) in our community	Alan and Emma	RE and PLD	Terms 1-4	
Provide opportunities for holistic growth for all (students, staff and whānau)	Alan		Terms 1-4	
Provide an environment where holistic growth is valued	All Staff		Terms 1-4	
Celebrate progress and achievement, acknowledging the uniqueness of each person	Teachers		Terms 1-4	
Cater for the needs of all learners (inclusive education)	Leadership Team		Terms 1-4	
Be more explicit about whānaungatanga, connect more positively with one another	All Staff		Terms 1-4	

Annual Target 2

Strategic Goal	High expectations and aspirations in progress and achievement.
Annual Target	85% of students in Years 3-8 are working at or above the expected level in Maths at the end of the year.
What we expect to see	<p>Higher levels of achievement across all learning areas (more students working at or above the expected levels in reading, writing and maths)</p> <p>Ongoing improvement in teaching practice</p> <p>Increased engagement between staff, students and whānau in relation to progress and achievement</p> <p>Increased student ownership in relation to learning, progress and achievement</p>
How we will measure our progress	<p>End of Year Overall Teacher Judgments, particularly for Years 3-8.</p> <p>In the 2023 End of Year Overall Teacher Judgments for Years 3-8, approximately 77% of students were judged to be working at or above the expected level in Maths.</p> <p>We will know we are experiencing success if our 2024 End of Year Overall Teacher Judgments for Years 3-8 show an increase in the percentage of students working at or above the expected level in Maths.</p>

Action Plan - Annual Target 2

Action	Leader(s)	Budget(s)	Timeframe	Measure
Promote high expectations for all learners	Teachers		Terms 1-4	
Promote high expectations for staff (including opportunities for personal and professional growth)	Leadership Team	PLD	Terms 1-4	
Promote whānau engagement in school life	All Staff		Terms 1-4	
Prioritise attendance and motivation (engagement), understanding their importance for progress and achievement	All Staff		Terms 1-4	
Employ effective practices which maximise student engagement across all learning areas	Alice and Alan	PLD	Terms 1-4	
Provide enrichment opportunities for learners	Leadership Team	Curriculum	Terms 1-4	
Engage in the MOE Accelerated Learning in Mathematics (ALiM) professional learning programme	Jen and Alice		Terms 2-4	
Implement a Mathematics Intervention Programme, taught by Belinda Davidson, offering specialised maths teaching for targeted students focussing in particular on number sense and number confidence	Alice and Belinda		Terms 1-4	