



# St Joseph's School, Rangiora 2023 Annual Report and Statement of Variance

## Included:

- Introduction
- Financial Statements - *Currently being prepared by accounting provider*
- Statement of Variance - Our progress against our annual goals
- Evaluation of Learners Progress and Achievement
- How we have given effect to Te Tiriti o Waitangi?
- Employment Compliance
- Creatives in Schools
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## Introduction

2023 was the first full year without major Covid-19 interruptions or restrictions. The school extended its previous 2020 - 2022 Strategic Plan by one year while engaging in community consultation to develop our new 2024-2025 strategic plan. A major highlight for 2023 was our Creatives in Schools Mahi which had a focus on writing.

# Statement of Variance - FAITH

**We will make sure that** students will take greater ownership / agency in their faith. So that students experience a greater sense of **prayerfulness** and **connection to God** with an increase of **peace and joy** in their daily lives

Initiative	Desired Outcome
1. Strengthen links with the Parish	<i>Students and parents are more connected to an ongoing source of sustenance for their faith</i>
2. Equip parents with tools and opportunities to encounter Christ and become life-long disciples	<i>Parents are motivated to actively support the faith development of their children</i>
3. Increased reflection time for students	<i>Students have an increased comfort with prayer and an increase of peace and joy</i>

Initiative	Action	Outcomes and Variance
1	A. A new order of lectors established, trained and students mentored by parishioners	<ul style="list-style-type: none"> <li>St Joseph's School's relationship with the parish is improving. Our parish mentors have provided positive experiences for our learners.</li> <li>The weekday Mass that the school were involved in were enriched by leadership and engagement by members of the liturgy group.</li> <li><i>Due to the availability we were unable to have significant involvement from the Parish youth workers.</i></li> </ul>
	B. Weekday Masses to include music to support joy-filled participation by students	
	C. Target Parish School Masses as moments to strengthen connection	
	D. Parish Youth Workers included in planning and leading student retreats	
2	A. Establish new Father / Son, and Mother / Daughter events which include a faith element	<ul style="list-style-type: none"> <li>A "Dad's Night" was held in the fourth term - and the development of father/son events will flow from that in the future. <i>Mother / Daughter events are yet to be discussed.</i></li> <li>Parenting for character event occurred on 1 June. This was well attended, with varied reviews. The majority found it useful.</li> <li>Virtue foci are now shared with parents. <i>Multimedia resources (podcasts) are still in the pipeline.</i></li> </ul>
	B. Engage a high-level presenter to run a parenting event or programme	
	C. Provide ongoing resources to support parents as the first educators of their child in faith and learning	
3	A. Students weekly schedule to include Eucharistic Adoration and Christian Meditation	<ul style="list-style-type: none"> <li>All teachers completed "Pause / Breathe / Smile" training</li> <li>Silent meditation, adoration and prayer journaling have become important parts of school life</li> <li>Student wellbeing markers are slowly improving over time</li> </ul>
	B. Establish prayer journaling as a regular part of the week	

# LEARNING

We will make sure that students are empowered to lead their own learning journey. So that students are informed, resilient and engaged at each step and parents and teachers are equipped to support and encourage agentic learning.

Initiative	Desired Outcome
1. Comprehensive education for staff, parents and students on the latest wisdom in brain development	<i>A greater understanding of how we react to challenges will support tamariki to grow in resilience</i>
2. Develop a variety of opportunities to engage each child's first educators (their parents)	<i>Parents can support their children in developing fortitude when challenged and increased agency in their learning</i>
3. Bolster goal-setting structures and mechanisms	<i>Students are empowered and engaged to lead their own learning journey</i>

Initiative	Action	Outcomes and Variation
1	A. Two Teacher Only Days dedicated to neuroscience, learning, brain and character development	<ul style="list-style-type: none"><li>We had a strong focus on ensuring the brain is prepared to learn, and then having a learning environment conducive to learning. We utilised "What Happened to You" by Bruce Perry and Character Development by Dr Andy Mullins</li><li>Zones of Regulation were another tool utilised and shared with parents</li></ul>
	B. Parent workshop from a notable presenter	
	C. Ongoing information through newsletters	
2	A. Engage with Springboard "Leading the Future Programme" to support application of this initiative	<ul style="list-style-type: none"><li>Engagement with whānau was a major focus for 2023.</li><li>It included engaging them in the learning around the neuroscience of character development - and being able to identify when tamariki are in a learning state.</li><li>The opportunity for podcasts for parents is still in pipeline</li></ul>
	B. Develop a new medium to engage with parents	
3	A. Goal setting PLD for teachers	<ul style="list-style-type: none"><li>Hero was utilised to regularly share goals</li><li>Keynote was upgraded and was more widely accepted in 2023.</li><li>Hero continues to be developed and in 2024 will alter majorly</li></ul>
	B. Review and improve the Key Note and other reporting systems	
	C. Improve Hero reporting goals and coaching plans	

# VIRTUE

**We will make sure that** students are self-aware and actively seek personal growth. **So that** students will be **focussed** and **well-regulated**

Initiative	Desired Outcome
1. Frameworks of deliberate and consistent approach to class and school culture	<i>Students know and feel a strong sense of belonging that helps them develop</i>
2. A programme of class circletime and prayer journalling developed	<i>Each student's unique identity is affirmed as they develop increased empathy for their classmates</i>
3. A bolstering of goal setting and coaching structures	<i>An increased awareness of self as an engaged, harmonious member of the school community</i>

Initiative	Action	Outcomes and Variation
1	A. Class treaty template developed and used	<ul style="list-style-type: none"> <li>The class agreement was used by all and establish improved understanding of expectations</li> <li>Class use of circle time is an important teaching opportunity for students</li> <li>Virtue is now rewarded by a renewed token system linked to family groups</li> <li>Cultural identity was explored using the Oho and Ata resources</li> <li>Still opportunity for recognising individual excellence in virtue</li> </ul>
	B. Circle times utilised to refocus on class culture	
	C. Identify and utilise new opportunities to celebrate virtue (utilising tokens and postcards)	
	D. Utilise a range of resources to engage whanau from a variety of cultural backgrounds - celebrating their unique heritage and identity.	
2	A. Ongoing circletime PLD for teachers	<ul style="list-style-type: none"> <li>Teachers have increased their confidence to utilise circle time and others schools to restore after conflict and proactively teach positive behavoius</li> <li>Classrooms have prioritised student wellbeing in way that has significantly improved engagement in learning time</li> </ul>
	B. Teacher's expected to keep an element of circle time within their professional growth cycle	
	C. Prayer journalling resources are sought and utilised for students. Time scheduled accordingly	
3	A. Linking in with Learning Initiative 3	<ul style="list-style-type: none"> <li>The use of SMART goals is used throughout the school to encourage student's growth in virtue and learning</li> </ul>

Evaluation of Learners Progress and Achievement

Snapshot of 2023 End of Year OTJ's in Reading, Writing and Mathematics

MATHEMATICS												
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	2023	2022	2021
Well above										0%	1%	
Above			23%	14%	28%		32%	33%	24%	18%	23%	21%
At	100%	100%	77%	57%	56%	72%	56%	67%	67%	71%	65%	69%
Below				29%	16%	22%	8%		5%	9%	12%	8%
Well below						6%	4%		5%	2%		2%
READING												
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	2023	2022	2021
Well above							12%	17%		4%	7%	7%
Above			15%	29%	36%	6%	28%	50%	38%	24%	28%	25%
At	100%	100%	85%	29%	52%	83%	44%	22%	48%	61%	52%	56%
Below				43%	12%	6%	16%	11%	10%	11%	12%	8%
Well below						6%			5%	1%	1%	3%
WRITING												
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	2023	2022	2021
Well above											1%	
Above			15%	21%	20%		24%	39%	10%	15%	15%	12%
At	100%	100%	85%	64%	52%	83%	56%	44%	86%	73%	70%	75%
Below				14%	28%	11%	20%	17%		11%	14%	12%
Well below						6%			5%	1%	1%	1%

Achievement Progress

(Number of Students - These students must have had OTJ's in 2022 and 2023 to compare)

Learning Area	Mathematics				Reading				Writing			
Previously	Above	At	Below	Total	Above	At	Below	Total	Above	At	Below	Total
Little or No Progress	2	3	1	6	4	4	-	8	3	1	2	6
Expected Progress	24	69	9	102	37	55	8	100	12	75	12	99
Accelerated Progress	-	6	4	10	-	5	5	10	-	13	0	13

This achievement data paints a very positive picture. Across all three areas (Mathematics, Reading and Writing) our overall level of achievement has increased slightly from 2022. In short:

- 89% at or above standard in Mathematics (up 1% from 2022)
- 88% at or above standard in Reading (up 1% from 2022)
- 88% at or above standard in Writing (up 3% from 2022)

Our most significant gains were made in reading - which is a reflection on the increased student engagement thanks to the Creatives in School's "Writing for Change" project.

Overall statistics paint a positive picture - they can be skewed by new enrolments transferring into the school from other Kura. This is part of the reason we also provide a breakdown of Achievement Progress. This table indicates whether a given student made little or no progress, expected progress or accelerated progress. The different columns refer to where they were at the end of 2022 - and then charts their progress.

Some examples to explain each student's progress:

- Child A was "at standard in Mathematics" at the end of 2022, they were adjudged above standard at the end of 2023, meaning they have made "accelerated progress"
- Child B was "at standard in Mathematics" at the end of 2022, they were judged at standard at the end of 2023, meaning they have made "little or no progress"
- Child C was "at standard in Reading" at the end of 2022, they were judged at standard at the end end of 2023, meaning they have made "expected progress"

By analysing achievement in this way we see that - Writing was the learning area where far more students made accelerated progress... with 13 making accelerated progress compared only 6 making little or no progress. We can also see that across all three areas, more students made progress than little or no progress.

## Creatives in Schools

In 2023 St Josephs received funding through the Creatives in Schools programme to undertake a project entitled "Writing for Change." - We engaged Chelsea Houghton from Grow Creative Limited as our creative. The final product of this project was a student anthology called "Visions". We believe this project also supported our academic improvement in writing.

We received \$16,644 in funding. Of this, \$10,000 went to our nominated creative. \$3,808 went towards internal staffing to release one teacher to collaborate with the creative through the learning, drafting and production process. The final \$2,836 went towards the printing of the booklet and catering for the book launch.

Student-written editorial from "Visions":

*"At the start of term two, we started writing sessions with Chelsea, who runs Grow Creative and edits magazines. She came to our school and taught us about writing, telling stories and editing. We've created so many unique pieces of writing that we wouldn't've been able to write without Chelsea.*

*The meaning of vision is seeing so another viewpoint is realizing when someone is struggling or in need. We chose the title Vision for the magazine because it has lots of different perspectives: we are going to be the next generation and we will all have big ideas that should be heard. Since we are getting older new opportunities are popping up and we should be able to have freedom to choose our path and interests. As future leaders of New Zealand it is up to us to make important choices that may make a difference in New Zealand's future.*

*Making this book was a Creatives in Schools project funded by the Ministry of Education. Inside the magazine we wanted a lot of variety. We chose poems, artwork, adventure stories and even our everyday heroes. Sometimes we used objects to inspire our stories such as foods and items around the classroom. We did a lot of stories and poems, and we were encouraged to use our senses in our writing. In the end, we chose our best pieces of writing.*

*We really enjoyed making the magazine and it has been such an amazing opportunity for everyone. Making this book has also stretched our abilities and helped us to learn different varieties of writing techniques. Now that we have finished the book we can use the techniques in our everyday work and take more risks in our writing."*



## How we given effect to Te Tiriti o Waitangi?

In 2023 St Joseph's had 18 students from 9 different iwi who identified as Maori. Across 2023 (and into 2024) our key focus is on partnership with whānau. This approach supports our ability to give effect to Te Tiriti.

Further to this we also give effect To Tiriti o Waitangi through some of the following programmes and customs:

- Whānau Hui
- Kapa Haka
- Students exploring their identity - and sharing key stories
- Commitment to biculturalism
- Normalising the use of te reo Māori within our kura
- Cultural Pride award at prizegiving

## Employment Compliance

St Joseph's School is an Equal Opportunities Employer. We were delighted to be able to employ the best-qualified individuals for every position.

In 2023 we advertised the following positions:

- Scale A Tagged Teacher (4 applicants)
- Part-time Permanent Teacher Aide (20+ applicants)

For the teacher aide position the Principal had a conflict of interest with one candidate so he was removed from the process and an extra board member was appointed to the appointment committee.

EEO declarations were completed by candidates for each position

The final candidate for each position was the strongest candidate

## KiwiSport Funding

The Kiwi sport funding from the Government was \$2,518. This funded coaching of some classes in the school for one half-hour session fortnightly run by North Canterbury Sport and Recreation Trust Coaches. All Year 5-8 students participated in this. All students are expected to participate in all school-organised sports. Any extracurricular sport has remained at a similar level and the participation of basketball teams in Friday night competitions remains strong thanks to parents who are willing to coach and manage. Numbers determine some teams such as netball but we always have at least one team if not more. We had 3 teams in the local summer football league. All students had 9 swimming lessons in Term 4.

The number of students that participate in organised sport was 171 (Y1-8)

**Sports and Activities:** Kiwi sport development was supported by:

- North Canterbury Sports and Recreation Trust Fortnightly Coaching Sessions in 2023 at \$2518
- \$2213 was spent on swimming lessons in T4.
- Sports teams representing the school in netball, football, touch and basketball coached by parents and ex-pupils