

ST THERESA'S CATHOLIC SCHOOL

2019 ANNUAL REPORT



"To live, learn and love with Jesus, being the best we can be."

PRINCIPAL'S & CHAIRPERSON'S COMMENTS

We have great pleasure in publishing the 2019 Annual Report for St Theresa's Catholic School.

St Theresa's Catholic School is a school of focused teachers who are passionate about children's learning and committed to self-reflection and professional development as a means of becoming more effective classroom practitioners so that every child is empowered to become a life-long learner.

The Board of Trustees is committed to providing the best possible learning environment through a well- resourced school, for children to grow and develop as faith filled people and life- long learners.

We are confident that together, Board and Staff will meet our strategic aims through our careful target setting and provision of support for children's individual learning needs.

KiwiSport Funding: In 2019, the school again utilised the KiwiSport funding to help subsidise the cost of expert Swim Skills Instructors, through 2018/19. The decision was made to use the KiwiSport funding in this area of Physical Education, because of the location of our school on the coast and because of the school's commitment to helping our students grow into adults who are safe in and around water. We also used KiwiSport funding to cover cost associated with our outdoor education programme Bush Sprouts .

PERSONNEL

BOARD OF TRUSTEES

The Board of Trustees began the 2019 year with the following members:

Chair: Mike Tohill

Principal: Donna McDonald

Parish Priest: Fr. Maurice Carmody

Proprietor's Appointees: Laurie Smith, Mike Tohill

Staff Rep: Pauline MacLean

Parent Reps: Jenny Jermy, Paul Kerr, Rahul Patil, Jaqui Reading, Sarah Buchanan.

STAFF

At the start of the year the roll stood at 170 children and 120 families, which was slightly less than our 2018 numbers . The school started the year in nine classrooms with 8 permanent teaching positions and one Fixed Term, as well as several fixed term part time positions. Deputy Principal Deborah Norris continued to teach Reading Recovery and her release time was filled by Elizabeth McKee. Mary Sleep was employed through Van Asch as an additional teacher for a profoundly deaf student which was partially funded by Van Asch and ORs funding.

The school opened for the school year on Thursday 7th. February 2019 with the following staff:

Y0/1 Deborah Norris/ Elizabeth McKee (Part time, Fixed Term)

Y0/1 Joanna Beasley (Scale A)

Y1/2 Angela Cole (Scale A, DRS)

Y1/2 Morgan Jones

Y3/4 Arnie Pham (Scale A)

Y3/4 Lizzie Meyer (Scale A)

Y3/4 Deb Neave (Scale A)

Y5/6 Trish Fitzsimons (Scale A)

Y5/6 Pauline MacLean (AP)

Part-time teachers: Jaqualine Chapman, Shona Hockings, Shona Croasdale

School Secretary and Accounts Manager: Gina Rollandi

Librarian: Sarah Hunt

Reading Recovery Teacher: Deborah Norris

Teachers' Aides: Julie Parker, Sheena Beales, Karen Stewart, Yvette Pierce, Vinny Thomson

The school closed on 20th December 2019 and had 197 students enrolled. This was less than originally predicted due to several families moving and 1 family leaving NZ.

3 Year Strategic Aim: All students grow in their spiritual journey through Catholic traditions, and in their understanding and practice of what it means to be part of a community of faith.

2019 Annual Goals

- Develop school processes that actively support school families to engage in the parish sacraments of Initiation.
- Build on student leadership in the Catholic Character.
- Build regular personal prayer opportunities across the school (e.g. adoration, meditation, visits to the church)
- Affective domain –
- Develop an understanding and actions that support The Year of Mercy

Annual Target

- To provide opportunities for children to strengthen their relationship with Jesus.
- Teachers set a personal RE teaching goal that relate to their classroom programme through coaching conversations with DRS. Set regular time to meet.
- Run regular staff development that is topical.
- Teachers to begin using ‘affective’ assessment for RE.
- Pods to discuss findings from RE assessment.
- Develop an authentic affective assessment tool in religious education that focuses on student self-reflection and goal setting.

Key Improvement Strategies

- Develop student leaders to support Mass and Liturgy preparation
- Continue to support Parish baptism strategy through school RE focus
- Build a strong clear understanding of our Charism

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES
Students	<ul style="list-style-type: none"> • Learn about meditation and have regular opportunities in class to practice this • Exposure to child version of Beatitudes • Catholic Leaders attend Leadership meetings and work on goals throughout the year 	<p>Regular visits from Father Maurice in classes</p> <p>Catholic Character Leaders working with Mentor teachers and leading initiatives</p> <p>Undertaking and planning Service Actions</p>	<ul style="list-style-type: none"> • Father Maurice has again been a strong presence in the school this year, visiting classes, attending Liturgies and celebrating masses. • Student leaders have meet with Angela (DRS)and established Goals – work continues on these • Catholic Character Leaders have continued work on their Leadership goals. They have organised a mufti day and several other events to raise funds for Caritas.

Teachers	<ul style="list-style-type: none"> • Set personal RE goal as part of appraisal process • Clear language as part of RE teaching and assessment • Attend PD on strands/topics and implement new learning 	<ul style="list-style-type: none"> • All teachers set and review RE goals in coaching conversations with DRS • Rubric visible in all classrooms and woven into assessment of RE strands • A range of prayer with children is used regularly as a variation for all classrooms 	<ul style="list-style-type: none"> • All Staff have attended PD organized by CESE • Angela and Donna have worked together to strengthen the work we are doing on our school Charism. • Angela ran several staff meetings to share resources with the staff. • The staff attended in school PD on prayer and have begun to use this in class.
Leaders	<ul style="list-style-type: none"> • Provide opportunities for PD • Support teachers to develop appraisal goals in RE • Attend Catholic Character committee meetings • Continue to use expert community support for training roles • Provide opportunities for school to participate and learn about Year of Mercy • Continue to support development of school charism 	<ul style="list-style-type: none"> • Support Catholic Character PD • Set times/ release DRS and teachers for regular coaching sessions • Report back to staff updates from Catholic Character meetings • Value Parish/School link • Regular contact with Josephite Sisters • School involvement in organised events that link to Year of Mercy • Visual displays that promote Year of Mercy throughout the school 	<ul style="list-style-type: none"> • Donna released teachers to meet with Angela to establish Goals through Coaching Conversations these form part of our schoolwide Teacher Appraisal document • Angela has reviewed RE goals with all teachers. • AP attending Catholic Leadership day •
Monitoring: Reflecting on RE goals through coaching conversations. Continue to seek community expertise when planning any RE			
Resourcing Staff PD Budget; RE Budget \$2000			

Improvement Plan – Domain 2: Learning

3 Year Strategic Aim: All students develop as autonomous learners within a holistic learning framework, which provides them with opportunities to experience success.

Core Strategies:

- Set realistic NZ Curriculum targets.
- Develop and embed a language of learning as a Framework across all levels, all students, all teachers and is also used in the Learning Hub.
- All students use the Learning Hub as a resource centre for autonomous learning.
- Embed a range of effective thinking tools school wide, appropriate to level and purpose.
- Utilise community expertise to strengthen and enhance curriculum delivery.
- Focus on growing authentic school/parent partnerships through regular collaborative and inclusive practices

2019 Annual Goals

- NZ Curriculum targets - PLD
- Teachers show evidence of an Inquiry disposition and a growth mind-set towards their students' capability.
- Students use the school's language of learning to describe their current learning and next steps. As a result, they have greater control of their learning.
- Students display a growth mind-set towards their own capability as a learner.
- Involve parents in a practical way in their children's learning

Annual Actions to achieve Target

Parent information communication (end Term 1, Term 3/4)

Rubrics as a continuum (all teachers)

Participate in PLD – using PAC, Observations, Student Voice to strengthen practice

Develop Seesaw to support reporting to parents

Learning Hub:

Sarah to continue work with students.

Use Staff meeting to determine the purpose of Learning Hub with reference to our vision and PD that Sarah has attended.

Update Info Literacy Skills/Digital technology programme taught by Sarah.

Thinking:

Use Growth Mindset poster, Learning Pit and Learning tree in class and refer to the language.

Play/Makerspace:

Negotiate Learning through Play time, integrated into Literacy and Numeracy.

Continued audit of resources required.

Student Leadership

Schedule coach/coachee time and set up expectation.

Leadership through school - Year 6 involvement

Student Achievement

Term 1 Focus on learning focused relationships (no specific theme)

Inquiries in Term 2 and 3. None in Term 4

Review when nationally normed testing is done (end T3 or early T4)

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES
Students	<ul style="list-style-type: none"> Students use Key Competencies to self-assess and reflect using the symbols and vocabulary Able to articulate the SPARK expectation throughout the school 	<ul style="list-style-type: none"> Students will explain their understanding of Key Competencies and rate themselves on the Rubric. Student leaders will be able to coach others across the school in how to be a SPARK 	<ul style="list-style-type: none"> Children have an awareness of the language of the Key Competencies across the school – this has been identified by teachers as needing to have a stronger focus right across the school Senior students will have greater access to GAFE (Google Apps for Education) and will be securely monitored through Hapara
Teachers	<ul style="list-style-type: none"> Continue to build on Key Competencies integrating this in all curriculum areas Ensure all planning is differentiated and broad 	<ul style="list-style-type: none"> Key Competencies are evident in all classrooms through displays, in books and students voice Staff planning meetings use Key Competencies as the basis for all Inquiry 	<ul style="list-style-type: none"> Staff have worked together to include KC's in Inquiry planning and curriculum whole school planning Students' voice gathered during syndicate walk thru,
Leaders	<ul style="list-style-type: none"> Continue focused PD on NZC, Key Competencies, Executive Functions Consult with the Community regarding Play, Makerspace, Neuroscience Develop a Learning Language across the school 	<ul style="list-style-type: none"> Provide ongoing support to teachers to continue the development and understanding of how children learn best Community has an understanding of what a Growth mind set is and can confidently talk about Key Competencies, Play, Makerspace etc 	<ul style="list-style-type: none"> Very positive and well attended parent evening on Growth mindsets. This was followed up with information in the newsletter. We also had several information evenings for parents to show how digital technologies were being used across the school
Monitoring Unit reviews, staff meetings, syndicate meeting, Leadership team			
Resourcing Staff PD Budget;			

Improvement Plan – Domain 3: Personnel

3 Year Strategic Aim: To grow all staff and students as a community of learners through opportunities and PD tailored to improve teacher and leadership capability.

Core Strategies:

- Use coaching conversations as a key tool for building teacher and leadership capability.
- Streamline and consolidate teacher appraisal through effective self-review.
- Use an effective self-review to ensure our part time teachers’ skills and strengths to complement the full time teachers’ skills in order to meet the needs of students
- Provide opportunities and support to develop teacher skills in the agreed aspects of technology.
- Professional development will be tailored to needs of staff with a focus on clarity in the classroom Teacher Capability Matrix (TCM), Te Uenuku (Inquiry process), and the Framework for learning

2019 Annual Goals

- Implement the principles of learning in all classrooms with all teachers.
- Grow Leadership Capability through regular coaching conversations and PD as required.
- All E-Learning Policies and Procedures are clear to teachers, parents and students.
- Use of technology to support collaborative practices and student learning.
- Grow staff capability within Digital Technology ie SeeSaw, Arinui, PaCT

Annual Target

All staff will show evidence of improvement in practice as part of their Appraisal process.

- Ensuring “worthy” goals to improve quality teacher practice are the focus of all coaching conversations. Expect goals to specifically address improvement of teacher practice.
- All staff to use Arinui platform to collect evidence for teaching practice
- Integrate evidence from the Practising Teacher Criteria into C&M.
- Continue to use research evidence to ensure rigour and alignment to *best practice* in individual teacher goals.
- All E-Learning Policies and Procedures are understood and implemented across the school.
- Ensure staff meetings allow for development of DT skills

Baseline data 2018 saw coaching conversations as integral to the Appraisal process this continues to develop.

Teachers have begun PD in digital technology, using platforms such as SeeSaw, PaCT and Arinui

Key Improvement Strategies

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES

Students	<ul style="list-style-type: none"> Continue to build specific language of KC's, Play and Makerspace Begin to develop E-Learning skills Integrate Digital Technology into learning 	<ul style="list-style-type: none"> Regularly using symbols and vocabulary of KC's to position themselves in all curriculum areas Regularly using GAFE across the curriculum 	<ul style="list-style-type: none"> All Senior students have been given Google Accounts which will be monitored through Hapara teacher dashboard. This allows students to collaborate with peers, teachers and whanau. New Chromebooks were purchased and leased throughout the year for the students in years 3 – 6 to use. Screens, Apple TV and Chromecast were installed in Room's 2 and 3. Senior classes have had training on using Hapara to support the use of GAFE, this is ongoing and has been well supported by home and school.
Teachers	<ul style="list-style-type: none"> Set personal goals that will directly improve teacher practice Participate in PD to increase capacity in E-Learning 	<ul style="list-style-type: none"> Teachers reflecting on learning through guided coaching conversations, videoing and analysis Confidently working alongside students using GAFE as a tool 	<ul style="list-style-type: none"> Education to identify personal goal from eLPF online tool and an App to review. Staff collaborated on these through Google Docs. All teachers have had 1:1 coaching conversations with Syndicate Leaders and developed goals for appraisal – focus has been on Writing, e-Learning and RE Teachers attended PD with Longworth, Nathan Wallace and Wellby Ing
Leaders	<ul style="list-style-type: none"> Use coaching conversations to support setting of high quality goals for appraisal cycle Provide PD that supports teacher's individual needs and allows them to inquire into their practice through Inquiry and E-Learning Investigate Arinui Platform to support teacher appraisal 	<ul style="list-style-type: none"> Streamlined regular cycle of appraisal with quality curriculum and Catholic Character goals Use of outside providers such as CORE Education to integrating E-Learning and modern learning practices Leaders promote professional learning opportunities Strong staff culture of learning together 	<ul style="list-style-type: none"> All classes have regular visits to the Learning Hub, children are able to access LH throughout the day and are supported to follow their Inquiry and explore ideas for Play/Makerspace We have been reviewing Apps to trial and all teachers have had ELearning goals to develop. Arnie and Donna attended CORE PD to learn more about integrating Digital Technology into our curriculum. We have used some ideas to help formulate our next steps. Teachers continue to work in pods and with whole staff to strengthen understandings

		through collaborative inquiry	
Monitoring: Student, staff and parent surveys			
Resourcing: Staff PD Budget;			

Improvement Plan – Domain 4: Cultural Responsiveness			
3 Year Strategic Aim: All students continue to develop their understanding and practice of Tikanga Māori and Te Reo Māori.			
Core Strategies: <ul style="list-style-type: none">• Develop as an inclusive practice Tikanga Māori across the school in all areas by greater engagement with experts in the community to educate our tamariki.• Build appreciation of the diverse cultures within our community.• The bicultural history of the local area is embedded in school culture.			
2019 Annual Goals <ul style="list-style-type: none">• Develop as an inclusive practice Tikanga Māori across the school in all areas by greater engagement with experts in the community to educate our tamariki. Extend leadership roles into the Junior school with opportunities to perform.• Build appreciation of the diverse cultures within our community in concrete ways• Develop a more proactive and sustainable strategy for multi-cultural partnerships, through community consultation. Assign the responsibility for this to a staff member.		Annual Target <ul style="list-style-type: none">• Continue to integrate Tikanga Maori into all Inquiry themes• Students will build on their ownership of the Waharoa• Students will make links between the local area and Tikanga and Te Reo Maori• Students will continue to develop understanding of their culture through visible signs and symbols in and around the school• Pasifika students will continue to be valued through evidence of their culture embedded into school themes	
Baseline data			
Key Improvement Strategies			
Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES

Students	<ul style="list-style-type: none"> • Continue to learn Kapa Haka with both teachers and tutors • Learn specific aspects of Pasifika culture • Develop knowledge of local Iwi through experts and attend Noho Marae • 	<ul style="list-style-type: none"> • Students are leading Kapa Haka sessions and teaching younger students (Tuakana Teina) • Students will be able to articulate their knowledge of the local Iwi including protocols and customs of Hongoeka Marae 	<ul style="list-style-type: none"> • Kapa Haka is an embedded practice and all students actively participate in Kapa Haka run Te Po. Students are growing their leadership in Kapa Haka, through tuakana/teina. The Year 4 and 5 students have been able to step up and lead Haka and karanga due to the ongoing tutoring from the year 6's. • There are eight Year 4-6 girls who have trained to do the karanga, and they continually perform this publicly for our school powhiri, and other occasions. • Year 6 boys continue to trained to use the Cunch for Powhiri and they were also able to train 2 Year 5 boys. • Students continue to gain knowledge of our local area of Porirua, through our Inquiry units. • Plans are still underway for a Noho Marae, however we have struggled to make firm connections and plans with Hongoeka Marae
Teachers	<ul style="list-style-type: none"> • Continue Kapa Haka sessions during times tutors are unavaible • Implement Pasifika and Tikanga themes throughout all Inquiries • Participate in Te Reo Maori and local history PD through community experts and embed this in Inquiry planning • Develop Pasifika and Te Reo Maori prayers 	<ul style="list-style-type: none"> • Teachers are confidently planning and facilitating Kapa Haka using students throughout the school as leaders • Teachers are embedding Pasifika themes such as Sasa and traditional prayers into Kapa Haka, Masses and other celebrations 	<ul style="list-style-type: none"> • Teacher involvement and participation in Kapa Haka continues to be very high and teachers are proactive in helping tutors with management of students and role modelling the actions/singing. • All classes learned a variety of prayers in Samoan and continue to incorporate these into daily prayer. • The Sasa continues to be taught to the whole school and formed part of our whanau day celebrations, masses and other school wide events. • Teachers continue to teach the whole school new songs for Matariki in Te Reo Maori, English and Samoan.
Leaders	<ul style="list-style-type: none"> • Organise PD in Te Reo Maori with an underlying focus on Tikanga Maori • Organise school Marae visit with seniors having a Noho Marae 	<ul style="list-style-type: none"> • Ensure all staff have begun using He Reo Tupu for PD in Te Reo and investigate support for this 	<ul style="list-style-type: none"> • Teachers undertook PLD with Alice Patrick in Te reo Maori and Tikanga. They are also using He Reo Tupu to help support teaching and planning.

	<ul style="list-style-type: none"> Complete design plan and construct waharoa 	<ul style="list-style-type: none"> Plan opportunities for Community Consultation Locate and engage local carver/artist to construct waharoa 	<ul style="list-style-type: none"> A Hangi was organized by teachers to celebrate Matariki and this opportunity was used to consult with our Moari community Waharoa plans are in storage. Staff and students have created other visual arts displays throughout the year..
<p>Monitoring: Community consultation: how is this working? We have not held a Māori Consultation meeting this year specifically, however we have endeavoured to connect with our Maori community through face to face and celebrations.</p> <p>Developing a strategy for developing and growing the involvement in the school of other cultures is a next step action. To consider: What cultures? Who will lead this? How will an action strategy be developed (Board/School/community team?) How will this be communicated?</p>			
<p>Resourcing: Maori Budget: \$3000 (tutor) Alice Patrick MOE, He Reo Tupu, Local Community</p>			

Improvement Plan – Domain 5: Environment & Sustainability	
<p>3 Year Strategic Aim: The school is future-proofed through attention to sustainable management of resources.</p> <p>Core Strategies:</p> <ul style="list-style-type: none"> Complete the Learning Hub. Develop teacher resource and release room with resources collected and catalogued in an efficient storage and retrieval system. Purchase field next door. Upgrade classroom furniture to better meet student need. Upgrade IT devices in a sustainable way. 	
<p>2019 Annual Goals</p> <ul style="list-style-type: none"> Begin to explore priorities as indicated in our 10 Year Plan Explore how Innovative Learning Environments can add value to student learning in this school. Upgrade classroom furniture to better meet student need. Continue to upgrade digital devices in a sustainable way. 	<p>Annual Target</p> <ul style="list-style-type: none"> 10 year Property Plans prioritised and underway Teacher resource room is fully functional and regularly used Classroom furniture is aligned to the needs of the learning environment Procurement plan underway to ensure sustainable purchases of devices to support E-Learning
<p>Baseline data The Learning Hub is now complete. It has been a major school fundraising focus over the last 3 years. The 10 Year Property Plan was discussed and priorities surfaced. The former library has been fitted with shelving for better storage. This room is now working well as a withdrawal/teacher release room</p>	

Key Improvement Strategies			
Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES
Students	<ul style="list-style-type: none"> • Develop understanding and use of E-Learning • Develop understanding of being digitally aware and cyber safety • Continue to develop use of the Learning Hub 	<ul style="list-style-type: none"> • Positive use of devices to enhance learning • Leadership developed in Learning Hub with student lead projects 	<ul style="list-style-type: none"> • We currently have 1:2 access to devices across the school. • All students and have E learning goals, that are regularly assessed and refocused as necessary • All devices are monitored through our N4L system which has very robust security. • All students have access to and use the LH on a daily basis as an extension area for research of own projects • All children have OPAC accounts, which support their access to online resources
Teachers	<ul style="list-style-type: none"> • Support students independent use of the learning hub • Involvement in trialing and reviewing suitable devices to support school-wide procurement plan • Continue to develop teacher resource room • Participate in investigation of Pedagogy that supports ILE 	<ul style="list-style-type: none"> • Consistent regular use of the Learning Hub to extend students • All teachers have input into procurement plan for devices across the school • Teachers have improved pedagogical understanding of E-Learning 	<ul style="list-style-type: none"> • All staff have eLearning goals that are shared in a Google Doc. These are reviewed regularly. • Staff survey through Google Forms identified whole school requirements for devices. • We worked with CORE to build and grow our understanding and teacher capability. We have regular meetings to ensure we continue to increase capability across the whole staff. • Online survey conducted and feedback has been used to inform our ongoing planning
Leaders	<ul style="list-style-type: none"> • Plan and develop sustainable E-Learning platform 	<ul style="list-style-type: none"> • PLD in E-Learning planned and supported across the school • Community feedback sought and actioned around E-Learning 	<ul style="list-style-type: none"> • Google Chromebooks and iPads were the preferred devices, so procurement around these has begun. • New furniture was purchased for senior pod • ADW approved new toilets for our junior boys

	<ul style="list-style-type: none"> • Work with community to ensure high quality devices identified to meet the needs of all learners • Work through highlighted priorities in 10 yr plan with BoT and ADW 	<ul style="list-style-type: none"> • High level priorities on 10yr plan have begun to be actioned 	<ul style="list-style-type: none"> • New teacher space was created in junior block •
Monitoring: BoT reporting, Staff and syndicate meetings,			
Resourcing Board funds (Resource room); CORE education personnel			