St Joseph’s School Charter 2016-2018



**Nurturing Spirits, Encouraging Excellence *AMDG Contents***

Introduction and School Description

1. St Joseph’s School Vision & Mission Statement
2. Governance & Catholic Integrated Schools Vision – 2020 AD Beacon Plan Goals
3. What we are here for
4. Our Goals in Relation to the National Education Priorities
5. St. Joseph’s School Goals and Aims
6. St. Joseph’s School Objectives
7. Procedural Information and Consultation 2016
8. Strategic Plan
9. Annual Plan
10. Annual Targets

## This is the Charter of

***St. Joseph’s Catholic Primary School Dannevirke, New Zealand.***

#### Type of School

St. Joseph’s Catholic Primary School is a state integrated co-educational school catering for students from years 0 to 8 (New Entrants to Year 8) offering education with a Special Character.

#### Description of the School

The school is a Roman Catholic School in which the school community through the general school programme and in its Religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Palmerston North. The Proprietor of the school is the Roman Catholic Bishop of the Diocese of Palmerston North.

The school has a roll of 94 pupils as at the 1st day of March 2016. The approved maximum roll of this school specified in the Integration Agreement is 160 pupils.

The number of pupils whose parents do not have a preference of enrolment at the school shall be limited at all times to 8 pupils. Approximately **44%** of the total school roll is Maori, **53%** is Pakeha/European and **3%** other ethnicities.

St. Joseph’s School is staffed by a Principal, 4 fulltime permanent teachers, 2 support staff and 1 caretaker. The teaching staff include; Deputy Principal, Director of Religious Studies and two Scale A teachers. Staffing appointments are governed by the following conditions: (Integration Agreement Nos. 14 - 19 inclusive).

The school is serviced by a RTLB, Ministry of Education, Group Special Education, Ministry of Health, Speech/Language Therapist, R.E.A.P., Audio/Visual Testing Service of Ministry of Health, Dental Services, New Zealand Police Youth Education Officer, Catholic Education Office (Palmerston North),

N.Z. Catholic Education Office and Catholic Schools’ Board Limited.

The structure of the school provides two classroom blocks allowing for 6 teaching spaces, as well as a Library Resource Centre, Teacher’s Aide Room, an administration building, a sports shed, reading room, boys’ and girls’ toilets, cloakrooms, general storage, cleaner’s room. We also have 2 non-integrated buildings that we have access to Te Whare Wananga (on the school grounds) and St. Joseph’s Hall (on Parish grounds).

Community involvement is active, varied and is strongly encouraged. It includes assistance in various curriculum areas, Friday lunches, providing transport, assisting in outdoor education activities and school trips, child/adult religious programmes, fundraising and social activities, assisting staff with school pupils’ social activities, sports activities, coaching and an active Home & School Committee.

As a Parish School, staff are involved in community activities such as sacramental and adult education programmes.

###### 1. The School Community

The school community is part of the Roman Catholic Community of the Diocese of Palmerston North. It is a Parish School established in 1910.

Dannevirke is a rural based provincial community incorporating a wide range of occupations and socio- economic groups.

Being a Parish School allows for involvement in Parish activities and general Parish Celebrations. The school community recognises the need to foster and nurture the faith development of its members.

**St. Joseph’s School, Dannevirke**

**Vision**

Nurturing Spirits, Encouraging Excellence *AMDG*

###### Nurturing Spirits

Growing in self-worth, and self-awareness as we move through our faith journey and nurturing this in others.

###### Encouraging Excellence

Becoming the best we can both personally and academically and encouraging others to do the same.

###### AMDG *- Ad Majorem Dei Gloriam*

All for the Honour and Glory of God. (This is why we are here and what we live for.)

###### School Characteristics

We aim to develop children who have an … Awareness of God (AoG)

And who are … Leaders, Respectful, Learners, Communicators, Perseverant, and Resilient

* The School Characteristics have been identified through consultation with the school’s community as being important to the development of the children of our school and helping to prepare them to achieve their fullest potential.
* The School Characteristics will be included in all planning and will be the way in which we include the Key Competencies into our learning programmes and what we do here at school.
* The School Characteristics along with the Gospel Values (which go through everything) will be the way in which we will move towards achieving our vision.

St. Joseph’s School is a place that:

* Acknowledges that parents are the foremost educators of their children.
* Recognises that the pupils are taught that God is Creator, that Jesus is God-made-man, that authority to teach and interpret God’s revelation is entrusted to the Church and exercised by the Pope and Bishops.
* Actively promotes the values in different cultures especially of the Maori people of New Zealand.
* Is committed to the total education of the pupils including their intellectual, social, moral, religious, spiritual, aesthetic, emotional and physical growth.
* Emphasises the Gospel Values of community, dignity, faith and justice particularly towards those who are disadvantaged.
* Seeks to develop a school community of Faith through prayer, worship, the sacraments and Christian service to others.
* Provides a systematic and coherent religious education programme in accordance with the terms of the Integration Agreement.
* Always reflects in its teaching and conduct the education with a special character as defined in the Integration Agreement.

### Achieving Our Vision

Our school vision encompasses our desire to help develop the whole child during their time at our school. By remaining true to our Catholic faith and Catholic Character we are guided in how we work with the students and our community. We aim to model what it means to “follow in the footsteps of Jesus” in the hope that every child is treated in a way that allows him or her to maintain their dignity/mana and in doing so the students will carry this into their daily lives beyond the gates of the school and in all of their interactions with others.

We believe that every child within our school is created in the image and likeness of God. We acknowledge and respect that every individual is unique and possesses gifts that will lead them to fulfilling their purpose in life. As a school and community we will achieve this through our teaching of the Gospel Values and through including the key competencies in the work we do along with planning and teaching to meet the identified needs of the children.

In their learning we will make overall teacher judgements based on test results, modelling/thinking books, student bookwork and conferencing with the students to establish what the children are able to do, what they need to learn and what their next steps will be. This will be an ongoing process and will take place throughout the year.

Student portfolios will be used to regularly report to the students and their parents in a student/teacher/parent conferences. These will be made up of a collection of work samples and test results which together will provide evidence of progress and achievement within a year. Through these we will be able to accurately report on what the current level of achievement is when compared with the end of year expectation, what the children need to do to take the next step in their learning, what we are doing about it and what the parents can do to support their children’s learning. This will be done in a way that upholds our Catholic Character and builds the child’s self-esteem and motivation for learning.

Our end goal remains the same as it always has and that is to prepare the children as best we can for their future beyond our school. Nurturing Spirits, Encouraging Excellence *AMDG.*

**Jesus Christ is the foundation of our Catholic school.**

**Our Vision and Gospel Values begin *with* and *stem* from His “Law of Love” Hope, Faith and Love are at the heart of each Gospel Value.**

**St. Joseph’s School, Dannevirke**

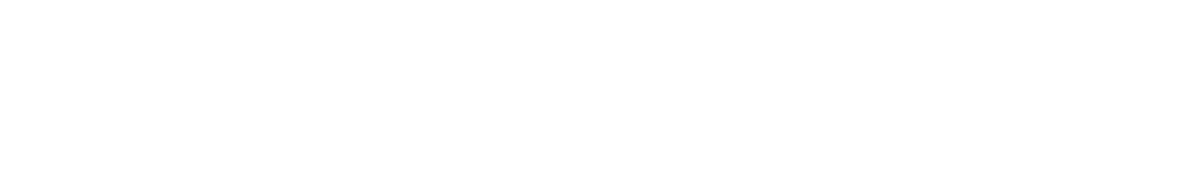
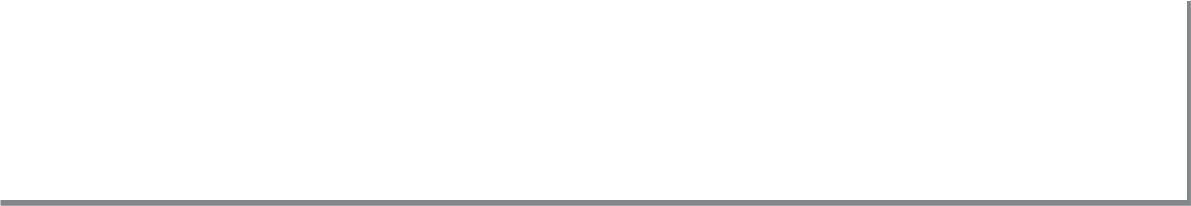
**Key Characteristics**

**Nurturing Spirits, Encouraging Excellence *AMDG***

Through the Gospel Values, Key Competencies and Key Characteristics our school community will work together to achieve our vision.

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| **School Key Characteristics** | **Examples** |
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| *Key Characteristics that along with our Gospel Values will be used as we work towards achieving our school vision.* | *The lists below are neither exclusive nor complete. They are examples taken from the consultation process that we feel support the Key Characteristics that we have identified as being important in for our students as we work towards achieving our Vision.*  *(what will each Key Characteristic look like, sound like and feel like in our school?)* |
| Awareness of God (AoG) | Environment, Community, Self worth and belief, Gratitude for life, Positive relationships  Joy & laughter, Proud, Committed, Bi-cultural awareness, Acceptance of all, Hopeful, Justice, Practice of values, Wonder & Awe. |
| Leadership | Communication, Teamwork, adaptable, Role model, Positive relationships, Self-belief, Decision makers, Hard worker, Manners, Contributor, Openness, Approachable, Adventurous, Problem solver, reliable, patience. |
| Respect | Leadership, Making right choices, Following rules, Manners, Empathetic, Honesty, Social Justice |
| Learners | Critical and creative thinkers, Literate, Numerate, Personal excellence, “Can do attitude”, Motivated, Active, Questioning, Problem solver, Self-belief, Hard worker, Independence, Decision maker, Excited about learning, Adaptable, Appreciation of Education, Thinkers. |
| Communication | Contributors, Decision maker, Clear, Effective, Concise, Humorous, Questioning, Confident, ICT, Inquiry, Team work, Independence, Listening, Be active. |
| Perseverance | Decision maker, Personal excellence, Accepts challenge, Excited about learning, Determination, Adaptable, Problem solver, Able to identify achievements and next steps. |
| Resiliency | Responsibility for own learning & actions, Cope with… (change, disappointment, failure, challenges), Self-belief, Optimistic, adaptable, Openness, Faithful (AoG) |

**St. Joseph’s School, Dannevirke Gospel Values**



**Community / Whanau**

is playing our part within groups of people (family, school, parish, town, global) and living the teachings of Jesus Christ/Hehu Karaiti, sharing these with others; giving and receiving the love/aroha and trust Jesus Christ/Hehu Karaiti has taught us.

*Mark 8: 34*

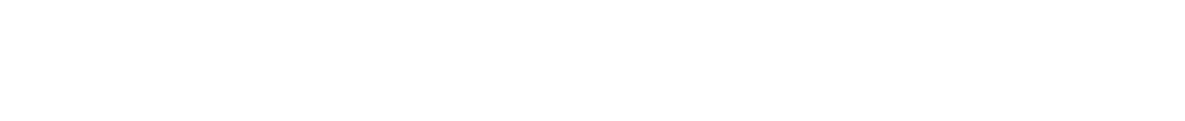
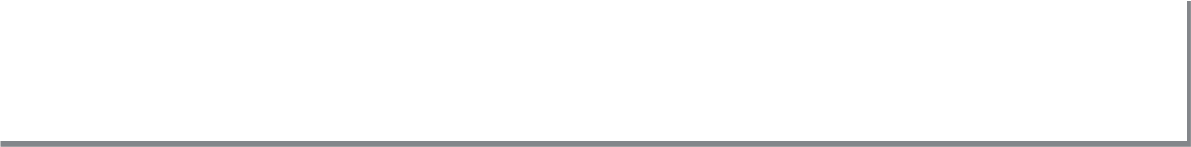
Then Jesus called the crowd and his disciples to him. “If any of you want to come with me,” he told them, “You must forget yourself, carry your cross, and follow me.”

*1 Corinthians 12: 27*

All of you are Christ’s body, and each one is a part of it.

*Matthew 18: 20*

For where two or three come together in my name, I am there with them.



**Dignity / Mana**

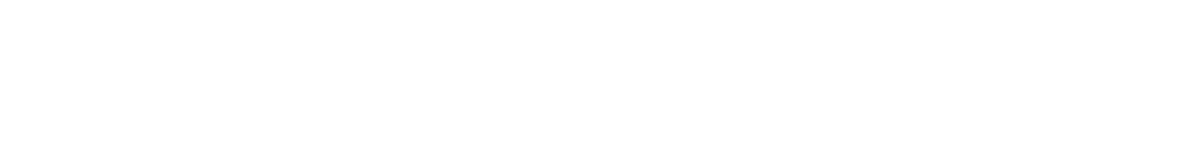
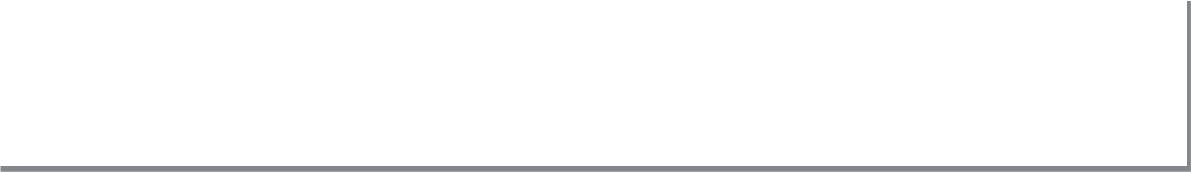
is acknowledging and accepting the worth of ourselves and others because God/Te Atua created and loves each of us.

*Mark 12: 31*

“Love your neighbour as you love yourself.”

*Luke 6: 31*

“Do for others just what you want them to do for you.”



**Faith / Whakapono**

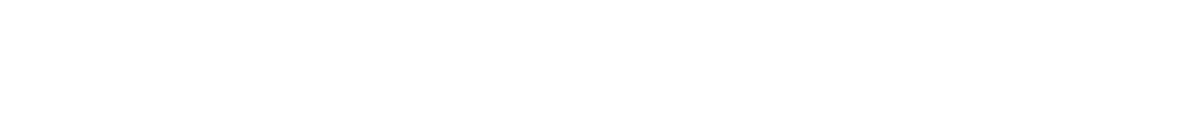
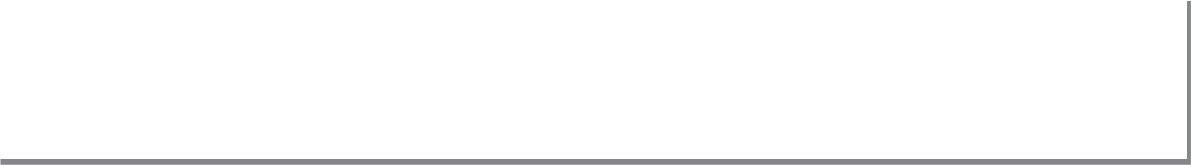
belief in God/Te Atua and proudly following in the footsteps of Jesus Christ/Hehu Karaiti.

*John 20: 29*

Jesus said, “Do you believe because you have seen me? How happy are those who believe without seeing me!”

*James 2: 14-17*

My friends, what good is it for one of you to say that you have faith if your actions do not prove it? Can that faith save you? Suppose there are brothers or sisters who need clothes and don’t have enough to eat. What good is there in your saying to them, “God bless you! Keep warm and eat well” – if you don’t give them the necessities of life?



**Justice / Tika**

is when I love others as Jesus Christ/Hehu Karaiti loves me.

*Matthew 7: 1-2*

Do not judge others, so that God will not judge you, for God will judge you in the same way you judge others, and he will apply to you the same rules you apply to others.

*Zachariah 7: 9*

“You must see that justice is done, and must show kindness and mercy to one another.

### St Joseph’s School, Dannevirke: Key Competencies

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| **Managing Self** |
| **“Jesus is the model for my behaviour”** |
| 1. I am organised and ready. |
| 2. I have a positive ‘can do’ attitude. |
| 3. I control myself and make good choices. |
| 4. I am honest, truthful and reliable. |
| 5. I attempt new challenges. |

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| **Participating and Contributing** |
| **“I participate and contribute by demonstrating the Gospel Values through words and actions”** |
| 1. I understand roles, rights and responsibilities of being part of a community. |
| 2. I actively engage in community activities. |
| 3. I empower and encourage others to contribute. |
| 4. I create opportunities for others to actively participate. |
| 5. I accept and value others contributions. |

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| **Relating to Others** |
| **“Jesus showed us how to relate well to others”** |
| 1. I can co-operate with others in a range of situations. |
| 2. I am able to actively listen. |
| 3. I respect the rights, ideas and opinions of others. |
| 4. I empathise with the needs of others |

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| **Thinking** |
| **“I think about how I can keep growing to be more like Jesus”** |
| 1. I am curious and able to ask questions to improve my learning. |
| 2. I am able to identify a problem and create a solution. |
| 3. I am able to organise information using graphic organisers and thinking tools. |
| 4. I am able to select appropriate information and tools to test solutions. |
| 5. I am able to realistically reflect on my own learning and work. |

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| **Using Language, Symbols & Text** |
| **“We can meet Jesus through words, signs & symbols”** |
| 1. I can make meaning from language, symbols & text. |
| 2. I can create meaning using language, symbols & text. |
| 3. I can share my understanding in a variety of ways specific to the task. |

Governance

The board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, concentrates on the future rather than the past or present, and attempts to be pro-active rather than reactive.

###### Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

###### Boards to control management of schools;

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school’s board has complete discretion to control the management of the school as it thinks fit.

###### Principals;

1. A school’s principal is the board’s chief executive in relation to the school’s control and management.
2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
   1. Shall comply with the board’s general policy directions; and
   2. Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school’s day to day administration.

###### Catholic Integrated Schools: Vision - 2020 AD Beacon Plan Goals

Quality, effective leadership of schools.

Equity, quality and excellence in educational outcomes for each student.

A Catholic population which is knowledgeable about its Faith and supportive of its schools.

Well qualified teachers in Catholic schools, especially in the areas of religious education and the special character dimension of the school.

Strong partnership between parish(es) and school(s) to support the revitalisation of the Church's mission in the world.

Practical commitment to achieve positive bi-cultural relationships with Maori and a practical commitment to developing a resilient multi-cultural society.

Dynamic graduates from our schools who are committed to promoting the Good News in its various dimensions with emphasis on: evangelisation, service, community and social justice.

Effective use of technologies to deliver educational outputs in an open learning environment.

A national system of schools that is proactive and which positively interacts with Government, its agencies and with wider national networks.

A commitment to the long-term progress and development of the economically and socially disadvantaged.

###### What we are here for:

The St Joseph’s School community aims to develop the whole child, spiritually, socially, emotionally, academically and physically, so that they can attain their full potential, and become life-long learners.

Our Gospel Values underpin everything we do in our school and our learning.

Below are 5 key characteristics of being a Christian. The doctrines, practices and worship behind each of these headings hold key values of a Catholic community – of a Catholic school. As Catholics, as Christians we can’t pick and choose some of these and not others. Through Baptism we are baptised into Christ to live these characteristics in both our words and actions.

**Core Characteristics of the Christian Life**

**Preaching of The Gospel**

**TEACH AND PREACH**

**Celebrating the Mystery**

**of the Lord’s Supper**

**LITURGY**

##### Breaking in of the

**Kingdom of God**

**PRAYER**

**Transformed**

**into**

**the Living Body**

**of Christ COMMUNITY**

**Who came to SERVE,**

**not to be served**

**SERVICE OF**

**THE POOR**

**4.** Our Goals in Relation to the National Priorities

At **St. Joseph’s School Dannevirke,** the **National Education Priorities** will be acknowledged in the following ways.

**Priority One – Success for all** – Resources will be provided to facilitate and promote learning, to encourage and challenge each student to develop fully their individual abilities so they can achieve to the highest level. Opportunities will be given to students who are identified as gifted and talented as well as support provided for students who are identified as having special learning needs. Development and implementation of the New Zealand Curriculum – Mathematics Curriculum review & development, Integrated Curriculum, Maori Curriculum and the Gifted & Talented area development is taking place during 2013.

**Priority Two – A Safe Learning Environment** – we believe that everyone is created in the image and likeness of God. With this in mind we will build a culture of inclusiveness and community based on our Gospel Values and Catholic beliefs where the uniqueness and dignity of everyone is promoted and maintained. Property and maintenance development programmes will be followed in order to ensure a safe, healthy, aesthetically pleasing environment suited to the learning and recreational needs of the students and staff.

**Priority Three – Improving Literacy and Numeracy** – Regular monitoring of student performance and setting new goals in order to improve outcomes in Literacy and Numeracy is ongoing. Annual targets have been set in these areas. Numeracy and Literacy curriculum development and implementation will be an on-going focus. Specific teaching of identified “at risk” students with RTLB, Reading Recovery, Rrap Reading for identified students and Teacher Aide support. We are taking part in in-depth Mathematics development with Advisors Plus during 2013/14.

**Priority Four – Better Use of Student Achievement Information** – Assessing and recording of students’ learning needs will ensure that the progress, rate of progress and achievements of each student is closely monitored across the school. We plan to continue analysing and using data to inform planning and targeting student needs. Collecting only relevant information on student achievement using standardised and normed national assessment tools (e-asTTle, PAT, Numeracy tools, STAR, School entry and 6 year net). An effective and practical self-review process will be maintained to ensure the effectiveness and quality of our teaching and learning.

**Priority Five – Improving Outcomes for Students at Risk** – Ensuring that the assessment methods used are dependable, and that all students, including those who are not achieving, at risk of not achieving the national standards, or who have special learning needs, are regularly monitored and goals adjusted in order to improve the learning outcomes. Where possible Teacher Aides are to work with these students. Make referrals to RT Lit/RTLB. Reading Recovery and Rrap reading for selected students. For students who are at risk, having made less than one year’s progress in any given year during their time at school we will aim for these children to make one year’s progress within a year. For these students this will be accelerated progress. All at risk children have been identified as requiring extra support and appear on our special needs register. Work with pre-schools and high schools on transition programmes for new entrants and secondary school.

**Priority Six – Improving Outcomes for Maori** – In consultation with the school’s Maori community, planning and setting of targets will ensure achievement of better outcomes. Collecting only relevant information on student achievement, analysing it and using data to inform planning and targeting student needs. Reporting to the BOT and Maori community on progress and achievement. Develop an open channel of communication between the school and Maori community. Further develop how we can align our practices with Ka Hikitia and further developing these to ensure success for all Maori. Kapa haka group will be offered to those students who wish to take part and Te Reo me Tikanga Maori will be offered to those who are interested.

**Priority Seven – Improving Career Guidance** – Opportunities will be provided for year seven and eight students to develop their understanding of career options, both secular and religious, where possible integrating this into classroom work. Invite guests to come and talk with the students.

**Priority Eight – Reporting** – Students, parents and the school community will be kept informed on the achievement of individuals, groups and students as a whole as identified in the National Education Priorities in the following ways. Student/Teacher/Parent Conferences will take place in Terms 1 & 3. All student books (Book Look) will be sent home in terms 1, 2 & 3 and 4 for a weekend. Written reports will happen throughout the year for students in New entrants to Year 2 and at the end of year for all Year 2 – 8 students. Progress and achievement reports will be presented to the BOT throughout the year. Assembly presentations, the school newsletter and performances by students to our school community will also form part of our reporting processes. Self-review will include ensuring our reporting processes are based on researched processes and expectations.

###### 5. School Goals and Aims

1. Religious Curriculum

To enhance children’s learning by providing religious education in accordance with the provisions of the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the school.

1. Liturgy

To enable full participation in the worship of the Church.

1. Curriculum

To provide resources to facilitate and promote learning and to encourage and challenge each student to develop fully their individual abilities.

To provide a needs based education which incorporates the essential learning areas, the essential skills/key competencies, values and attitudes, and prepares students for effective participation in society.

1. Assessment and Evaluation

To ensure personal excellence is achieved through analysis of data, monitoring student performance against national achievement objectives & providing programmes that are responsive to the needs of all students.

1. Reporting

To keep parents/caregivers informed of their child’s rate of progress and achievement in relation to the national standards and how school achievement objectives are being met.

1. Cultural Diversity
   * To respect the diverse ethnic and cultural heritage of all New Zealanders whilst acknowledging the unique place of Maori which promotes understanding of our bicultural nature.
   * To develop for the school, policies and practices that reflect New Zealand’s cultural diversity and the unique position of the Maori culture.
   * To ensure that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Maori language) for full time students whose parents request it.
2. Community Partnership

To establish and maintain co-operation with the school community through consultation and encouragement to participate in school affairs.

To consult where appropriate to the Tangata Whenua and with other key community groups.

1. Personnel

To be a good and fair employer by providing opportunities to promote high levels of staff performance and job satisfaction.

1. Finance and Property

To allocate and control income and expenditure in ways that effectively support children’s learning.

To maintain the school’s buildings and facilities in order to provide an environment which is safe, attractive and conducive to teaching and learning.

1. Self Review

To revise, develop and implement a programme of self-review that is reflective of the changes in the New Zealand Curriculum that will ensure a cycle of on-going self-improvement is followed.

###### 6. School Objectives

1. ***Religious Curriculum***

The Board each year approves policy that details how the school will provide religious instruction and religious observances in accordance with the determination made from time to time by the Roman Catholic Bishop of the Diocese in accordance with the provisions of the Private Schools Conditional Integration Act 1975 and the Integration Agreement for the school.

1. ***Liturgy***

Each year provide a variety of liturgical celebrations.

Each year allow students/parents/teachers the opportunity to participate in the planning and preparation of a variety of liturgical celebrations.

Each year provide resources and opportunities for allowing parents/teachers/students to increase their understanding of liturgy.

1. ***Curriculum***

Programmes are provided which enable students to realise their full potential and to develop values needed to become full members of New Zealand society.

Provide a needs based curriculum covering the essential learning areas of the New Zealand Curriculum Framework and through which the key competencies are promoted.

Each year the Board of Trustees, through the principal and staff, will prepare, revise or confirm a Curriculum Plan for the school which sets out specific objectives for teaching and learning.

1. ***Assessment and Evaluation***

Each year the Board of Trustees, through the principal and staff, will ensure that the Curriculum Plan sets out the purposes and objectives for assessing, recording and reporting on each child’s progress, achievements and learning needs.

Records on each student’s achievement will be maintained to demonstrate performance.

1. ***Reporting***

All student achievement will be reported on in relation to the national standards in the areas of maths, reading and writing. The board will receive information 3 times a year, beginning, middle and end of the year about student progress and achievement and parents will have interviews in terms 1 & 3, receive portfolios home in terms 1, 2 & 3 and an end of year report will be received for all students in years 2 – 8. Parents of students in their first 2 years of school will have interviews and receive information about their children after 6 weeks, 6 months, 1 year, 1 ½ years and 2 years at school.

1. ***Cultural Diversity***

All school plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families, and will recognise expressed needs. This includes the unique position of Maori and obligations under the Treaty of Waitangi.

1. ***Community Partnership***

Regular consultation will take place with the school community about developments, goals and programmes at the school. We aim to work in partnership with our community to meet the needs of all students in a meaningful way.

1. ***Personnel***

Personnel and industrial policies are developed within the frameworks set by legislation and which promote high levels of staff performance, effective use of educational resources and recognition of the needs of students.

All conditions contained in employment agreements will be complied with as they apply to both teaching and non-teaching staff.

1. ***Finance and Property***

An annual budget which reflects Board plans will be prepared and will fund the school’s curriculum, personnel, property and administrative activities.

The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.

The Board will prepare and implement an annual plan of property maintenance and development based on the long term property plan. The Board will ensure that all practicable steps will be taken to provide a safe physical learning environment for staff and students.

1. ***Self Review***

The Board will ensure an annual plan of self-review is in place. The Board will adopt and implement policies which are sensitive to community needs and aspirations. Where appropriate it will consult the school community and will foster involvement in school events and issues.

###### 7. Procedural Information and Consultation 2016

* + Targets for this Charter were set at the beginning of 2016 after identifying needs from overall teacher judgements using assessments, modelling/thinking books, student bookwork and student conferences carried out within the school.
  + Targeted goals for student achievement in relation to the National Standards were set in consultation with staff at the end of 2015 and in Term 1 2016 and the Board of Trustees informed of these. Reporting against these targets will take the form achievement (those students who have achieved the target) and progress (those students who have not achieved the target but have made improvements at a personal level).
  + Strategic Goals are in place for 2016-2018.
  + An annual plan will be followed in 2016.
  + Data will be collected and analysed in relation to the National Standards to target progress in July and November 2016. This will be compared with data from the beginning of 2015 to monitor student progress, rate of progress and achievement.
  + A copy of this Charter will be lodged with the MOE by 1 March 2016. This will be sent through the school data portal.
  + Information will be shared and made available to parents about programmes and developments in the school.
  + The annual report including the analysis of variance and audited financial statements that reflects the progress made in this Charter will be lodged with the Ministry of Education by 31 May 2016.
  + During 2016 the staff and Board of Trustees will consult with the school community when appropriate.

**2016 Term Dates**

Term 1

Monday 1 February - Friday 15 April (102 half days)

Term 2

Monday 2 May - Friday 8 July (98 half days)

Term 3

Monday 25 July - Friday 23 September (90 half days)

Term 4

Monday 10 October - Wednesday 14 December (94 half days)

384 half-days in 2016

**Public Holidays that fall during term** Waitangi Day Observed - 8 February

Good Friday - 25 March

Easter Monday and Tuesday – 28/29 March

Queen's Birthday - 6 June (Monday)

Labour Day - 24 October (Monday)

# ST JOSEPH’S SCHOOL: STRATEGIC PLAN 2016 - 2018

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| **CATHOLIC SPECIAL CHARACTER THROUGH ALL THAT WE DO** | **Vision: Nurturing Spirits, Encouraging Excellence to be Creative, Connected and Collaborative Learners** | | | | |
| **Our vision is achieved through our four school values dimensions:** | | | | |
| **Faith**/Whakapono | | **Dignity**/Mana | **Justice**/Tika | **Community**/Whanau |
| Goal 1: Our Faith  To live out our Catholic faith every day the best that we can | | Goal 2: Our Learning  To provide a high-quality, student centred education | Goal 3: Our Learning Environment  To develop and maintain an environment that supports, engages and stimulates positive learning | Goal 4: Our Community  Extend and celebrate the community partnerships that exist |
| 2016 | * Sustain and develop professional capability in relation to special character through relevant and timely professional development. * Promote a culture of love practised in every aspect of life, based on God’s love for us. * Actively enhance positive relationships with our Parish to strengthen our culturally diverse Catholic faith community * Continue to demonstrate a commitment to Te Tiriti o Waitangi. * Actively show Mercy to people who need it most through the Corporal works of Mercy | * Each student achieves high standards and makes significant personal progress in all areas, especially reading and writing and maths * There is a focus on accelerating progress for priority learners * E-learning is embedded * Evident level of student ability to act towards their own learning * Development of physical skills and fitness shows increase in sports participation and achievement * Assessment, evaluation and review is used to inform better learning * Student voice is actively sought, valued and acted upon * Te Reo Maori is planned for and promoted through authentic contexts * Teaching staff are learners | Finance   * Allocate and manage funds to reflect the school priorities as stated in the school charter   Property   * Learning spaces are given priority * Furniture and furnishings support teaching practice * Places and spaces promote collaboration * All cultures are positively represented * A range of engaging play equipment * The environment is stimulating motivating and Catholic   Systems of Sustainability   * School organisation is systematic and effectively used | * Parents and Caregivers are welcome and actively involved in school operations * There are strong links with other educational centres, primary schools and early childhood centres * Our resources are freely available to the community * Board of Trustees Elections * Participate in Catholic Schools and Local Schools Kapa Haka Festival |

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|  |  | Topic Focus   * Term 1   RE  *Feeding the Hungry*  *Give drink to the Thirsty*   * Term 2   RE  *Shelter the Homeless*   * Term 3   RE  *Gods gifts of Creation*   * Term 4   RE  *Comfort the Sick*  *Visit the Imprisoned* | Topic Focus   * Term 1   Health and P.E  *Making Healthy Choices*   * Term 2   The Arts  *School Production*   * Term 3   Science  *Growing and Planting*   * Term 4   Social Sciences  *Ourselves and Others* | * Consistently review practices and policies * Establish a Health and Safety Committee to work through policy, procedures and planning   Staff Professional Development   * Clarity in the Classroom | * Actively show Mercy to people who need it most through the Corporal works of Mercy |
| 2017 | * Catholic Social Teaching | Topic Focus   * Marae visit * Maori Arts * Movement * Te Wai/ Water | * Continue to review practices and policies | * Survey parents on school curriculum * Cultural / sports exchange |
| 2018 | * Catholic Social Teaching | Topic Focus   * Wearable Arts * Water Safety * Astronomy |  |  |

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| **CATHOLIC SPECIAL CHARACTER THROUGH ALL THAT WE DO** | **Goal 1: Our Faith – To live out our Catholic faith every day the best that we can** | | | | | |
| **Faith**/Whakapono | | | | | |
| Strategic Aim | Expected Outcome | Specific Actions  Actioned Continued Development Not Actioned | Responsibility | Timeframe | Reflection/  Evaluation |
| 1. Sustain and develop professional capability in    1. relation to special character through relevant and timely professional development. | All staff feel confident and empowered to lead their students in spiritual, academic, cultural, physical and social contexts. | * Participation at RE Cluster meetings * DRS one on one teacher sessions * Entry and Exit meetings * DRS and Principal participation at Catholic Convention * Staff appraisal includes RE component * School RE curriculum is taught in a meaningful and relevant way for all students and is present throughout the curriculum | Staff DRS  Principal | As  per  schedule (PN  Diocese) Annually Ongoing |  |
| 1. Promote a culture of love practised in every aspect of life, based on God’s love for us. | Our school  environment reflects our Catholic Character | * Our school is visibly Catholic * Right Choice awards are used to promote and celebrate student value actions * Hui Karakia is weekly and is tailored around strategic objective * Student and Staff talk is scripted around the use of school values. * Students see God in each other (Treat each other with respect and love) | Staff DRS DP  Principal BOT  Community Students | Ongoing |  |
| 1. Actively enhance positive relationships with our Parish to strengthen our culturally diverse Catholic faith community | The School and Parish have a good  understanding and commitment to each other shown through shared patronage of events, activities and understandings of each other. | * Class fortnightly masses at St Joseph’s Church * Parish regularly updated with current school achievements and celebrations * Students involved in Mass ministries. * Students involved in sacramental programmes * Principal on Parish Council * DRS on Liturgy Council * School Mass once per term | Staff DRS DP  Principal Parish BOT  Community | Fortnightly Ongoing Weekly  As needed Ongoing |  |

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|  | 1. Continue to demonstrate a commitment to Te Tiriti o Waitangi. | Our students show developing confidence towards all things Maori | * Year Long Term Plan developed of Maori Curriculum for classrooms that leads students through needed learning areas. * Kapa Haka is continued and progressed * St Joseph’s School holds Combined Catholic Schools Kapa Haka festival * Focus on Maori students achievement in Reading, Writing and Maths through personalised learning plans * Whanau group is an active roopu within our school. * Traditional Maori games external provider enlisted to lead Year 7/8 student’s development. * Build relationships with parents outside our current school community who have pre- school children. * All Maori parents will be involved and informed through meetings by the end of term 1 where needed. Trends that require further action in accelerated learning progress for Maori students will form the meeting basis. * Maori students will be taught as Maori students. Maori student parents will be contacted regularly to korero about learning partnerships and see achievement patterns. | Staff DRS DP  Principal BOT  Whanau Group Community | Annually Ongoing  Term by term |  |

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| **CATHOLIC SPECIAL CHARACTER THROUGHOUT ALL THAT WE DO** | **Goal 2: Our Learning - To provide a high-quality, student centred education** | | | | | |
| **Dignity**/Mana | | | | | |
| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Timeframe | Reflection/Evaluation |
| 1. Each student achieves high    1. standards and makes significant personal progress in all areas, especially reading and writing and maths | All students make progress towards their maths, reading and writing learning outcomes | * Teaching staff undertake Teaching as Inquiry professional learning to refine teaching practice * Student agency promoted through classrooms * All parents, students, community and BOT will have a clear picture of standardized progress and achievement for individuals and groups compared to the National Standards and National Mean. * Teachers will employ Long Term Plans, Units of Work and targeted Weekly Grids of group learning for planning and teaching. * Increase in boy’s writing and reading achievement to National Standards | Teachers DP  BOT  Principal | Ongoing |  |
| 1. There is a focus on accelerating progress for priority learners | Greater number of students achieving standard in reading, writing and maths | * Priority learners schedule of needs set up * Additional resource and support provided for personalising learning * BOT set work-study schedule including Priority Learners updates | Teachers DP  BOT  Principal | Ongoing As needed Annually |  |
| 1. E-learning is embedded | Teaching and learning is inclusive of e-learning practice where appropriate. | * Classroom e-learning implementation plan developed * Devices attributed based on needs stated and capacity * PL opportunities provided both external and internally | Teachers DP  BOT  Principal | Annually As needed Ongoing |  |

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|  | 1. Evident level of student ability to act towards their own learning | Greater rate of student agency evident through classrooms | * Professional reading and conversations by teachers regarding student agency * Opportunities for students to show agency are increased * Teacher observations of schools with successful learner agency occurring | Teachers DP  BOT  Principal Students | Ongoing |  |
| 1. Development of physical skills and fitness shows increase in sports participation and achievement | More students playing sport, organised and informal.  Greater number of students achieving representative level in their chose sport and/or exceeding personal bests. | * Audit taken of student participation in organised sport * Time 1, 2 and 3 data taken to track, monitor and analyse key movement skills * Build awareness and involvement of a wider range of P.E activities * Year 8 leaders to run lunchtime games | Teachers DP  Principal Students | Termly  3 times per year  Ongoing |  |
| 1. Assessment, evaluation and review is used to inform better learning | Teaching as Inquiry model will be used to ensure more effective teacher practice and greater learning outcomes for students. | * Work with Edlead within TAI structure * School wide curriculum area moderation throughout the year * Student Management System assessment data trends, Blog Portfolios, Standardized Assessment Tools and OTJs will be used to attest individual and group learning patterns and value added teaching. | Teachers DP  BOT  Principal | Ongoing  See schedule |  |
| 1. Student voice is actively sought, valued and acted upon | Greater engagement of students and achievement due to alignment with student voice and teaching and learning. | * Year 8 leader carries out school wide student consultant position * Student voice systematically features in staff and BOT meetings aligned to goals | Teachers DP  Students Principal | Ongoing |  |
| 1. Teaching staff are learners | Teachers have a greater understanding of their own practice and are providing better learning opportunities for their students. | * TAI model used and discussed regularly * Critical friends model implemented amongst teaching staff * More dynamic teaching evident through inquiry model * All staff will be appraised on an annual timetable. Their appraisal will | Teachers DP  BOT  Principal | Ongoing |  |

focus on coaching their pedagogical development.

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| **CATHOLIC SPECIAL CHARACTER THROUGHOUT ALL THAT WE DO** | **Goal 3: Our Learning Environment - To develop and maintain an environment that supports, engages and stimulates positive learning** | | | | | |
| **Justice**/Tika | | | | | |
| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Timeframe | Reflection/Evaluation |
| Finance   1. Allocate and manage funds to reflect the school priorities as stated in the school charter | All areas of need were funded at a level suitable for achievement | * The annual budget will reflect special character, charter values, parent consultation and current school needs with particular emphasis on providing continuous quality improvement. * Monthly budget finance analysis, monthly financial reports to BOT, annual compliance audit processes and their recommendations, ministry recommendations and weekly cash flow analysis will be used weekly, monthly and annually to track school finance use. | Principal Finance Committee Office Manager BOT | Annually Ongoing |  |
| Property   1. Learning spaces are given priority 2. Furniture and furnishings support teaching practice 3. Places and spaces promote collaboration 4. All cultures are positively represented 5. A range of engaging play equipment 6. The environment is stimulating | The school learning environment is set up and managed in such a way that fun, achievement and faith development are not mutually exclusive. | * Student break out spaces are available for children’s learning * Meeting rooms are able to be used by staff and community * The environment represents the range of cultures in our school through signage and learning areas. * Review of play equipment and consequent need carried out and plan for future need completed. * Termly review of environment in place | Principal Property Committee BOT  DRS | Ongoing Annually Termly |  |

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|  | motivating and Catholic |  |  |  |  |  |
| Systems of Sustainability  8. School organization  is systematic and  effectively used  9. Consistently review  Practices and  policies | School functions  effectively through administration, governance and curriculum organisation | * Google docs used by all staff to promote collaboration and time efficiency * Termly teacher planning meetings to review and celebrate best practice * Pre-term meetings with key staff groups to review effectiveness and plan for term ahead * Development of website to house all key community information for distribution | All staff BOT  Principal | Ongoing Termly |  |

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| **CATHOLIC SPECIAL CHARACTER THROUGHOUT ALL THAT WE DO** | **Goal 4: Our Community - Extend and celebrate the community partnerships that exist** | | | | | |
| **Community**/Whanau | | | | | |
| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Timeframe | Reflection/Evaluation |
| 1. Parents and Caregivers are    1. welcome and actively involved in school operations | High community satisfaction and interaction with school | * Termly community get-together * Invitation to parents/caregivers for parent help * Parents/Caregivers kept informed regarding home learning support * Weekly invitations to Mass and Hui Karakia * School community surveyed once per term on appropriate area of need. | All Staff DP DRS SENCO BOT  Community Principal | Termly  As needed Ongoing Weekly  Termly |  |
| 1. There are strong links with other educational centres, primary schools and early childhood centres | School is able to provide service to others when needed and is held in high esteem amongst the wider education and potential student community | * Termly visits to other schools and pre- schools * Open invitation with Massey University for student placement or other initiatives * School leaders build relationship with other pre-schools and set programme of delivery to promote our school learning and values | All Staff Principal BOT  Community | Termly Annually Annually |  |
| 1. Our resources are freely available to the community | We are modelling the ability to be considerate and share with others which will help define us to the wider community | * School resources promoted to community for use * Invitations to wider community to come and be a part of school activities and learning | All Staff DP DRS SENCO BOT  Community Principal | Ongoing |  |

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| **2016 Improvement Domain: Learning** | |
| **Strategic Goal:** Each student achieves high standards and makes significant personal progress in all areas especially reading, writing and maths. | |
| **Annual Goal:**  All students make progress towards their, maths reading and writing learning outcomes. | **Annual Target:**   * Increase the number of students at and above National Standards by the end of the year from 77% to 83% * To move 9 out of 14 students from below and well below in writing and reading to At and of these 9 out of 5 are Maori boys * To move 6 out of 14 students from below and well below in maths to At and of these 6 out of these 4 are Maori * To accelerate the 3 Maori boys who are Well Below in reading, writing and maths to At |
| **Baseline Data** | |
| **Reading:**  63/90 students are at or above National Standard, 29/49 boys are at or above, 24/38 Maori students are at or above. 5/90 are well below the National Standard | |
| **Writing:**  21/90 students are below standard in writing. 38/41 girls are at or above however 9/49 boys are below or well below. When we analyse this data further we can see that 10/20 of Maori boys are below or well below National Standard. | |
| **Maths:**  70/90 students are at or above National Standards. 34/49 boys are at or above. 36/41 of girls are at or above. 27/38 Maori students are at or above. | |

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| **Key Improvement Strategies** | | | |
| **When** | **What** | **Who** | **Indicators of Progress** |
| End of Year | School wide testing to gather start of year data | Classroom Teachers |  |
| Ongoing | Teaching as Inquiry Professional Learning (Edlead) | Classroom Teachers/School Management | Evidence of improvement to teaching and learning, planning, practice, reflection and evaluation |
| Start, Middle and End of Year | Overall Teacher Judgements | Classroom Teachers | Shift in student achievement against National Standards |
| Ongoing | Formative Assessment | Classroom Teachers | * Achievement in learning outcomes in Reading, Writing and Maths. * Progression in curriculum level. |
| Ongoing | Priority Learners Schedule | Classroom Teachers/School Management | In goal setting, tracking, monitoring and next steps, evidence of Priority Learners progress will be apparent |
| Ongoing | Scheduled time at staff meetings to have professional conversations around our Priority Learners | Classroom Teachers/School Management | Teachers feel supported and empowered to further progress learners |
| **Monitoring:** Ongoing monitoring through systematic gathering of data at time series 1, 2 and 3. Formative assessment by classroom teachers ongoing throughout the year. | | | |
| **Resourcing:** Edlead providing Teaching as Inquiry Professional Learning with a focus on writing. Release available for classroom teachers to observe other effective practitioners. Release for SENCO to support, observe and monitor progress with Priority Learners. | | | |