



ST JOSEPH'S SCHOOL

Charter | Strategic Plan | Annual Plan
2020

-That we may have life and have it to the full-

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Our School

Yesterday

St Joseph's had its beginning in 1848 when Miss Elizabeth O'Dowd opened a small co-educational school for a dozen children in the area, both Catholic and non-Catholic. Two years later, Father Garin arrived in Nelson and began a small school for boys only, in the Presbytery. In 1871 four members of the Sisters of Our Lady of the Missions, an international religious order of French origin, arrived in Nelson at the request of Father Garin and took over the education of both boys and girls. This same order, whose primary work was education, staffed the school entirely for many years. The last member of the Order to work in our school retired in 2001. The first lay teachers joined the Sisters in the late 1940's, and the school is now fully staffed by lay people.

Today

Today St Joseph's is a full Catholic primary co-educational school, catering for children from New Entrants to Year Eight. It is staffed by seventeen lay teachers as well as numerous support staff. The school is situated in, and is a part of, the Parish of Holy Family. The school is well supported by a strong community.

With a current roll of 360 St Joseph's comprises a Junior Syndicate of five classrooms with a separate playground, a Lower Middle Syndicate of four classrooms, an Upper Middle Syndicate of four classrooms, and three additional classrooms in our Senior Intermediate Syndicate. The school has extensive and mature physical grounds that are utilised for both learning and playing. Situated on the school grounds is a swimming complex, with a junior and a senior pool for our students. Also within the grounds is a modern school hall and administration block, shared by the Parish and by the school.

Motto

Our school motto is '***Virtue and Knowledge***'.

The term 'virtue' conveys moral excellence, goodness and uprightness, while 'knowledge' portrays truth and our search for it.



Our Vision

That we may have life and have it to the full. (Based on John 10:10)

The Dimensions of our Vision

- Spiritual Dimension
- Aesthetic Dimension
- Emotional and Social Dimension
- Physical Dimension
- Intellectual Dimension

These dimensions are part of being fully human.



Our Values

Our Values Are The Gospel Values as lived in the life of Jesus. Our Values underlie all that we do.

Caring For Ourselves

Kia manaaki ai tātou katoa

I strive to do my best and be the best I can

Kia tū tāngata

Caring For Others

Kia manaaki ai ia tāngata

I value everyone

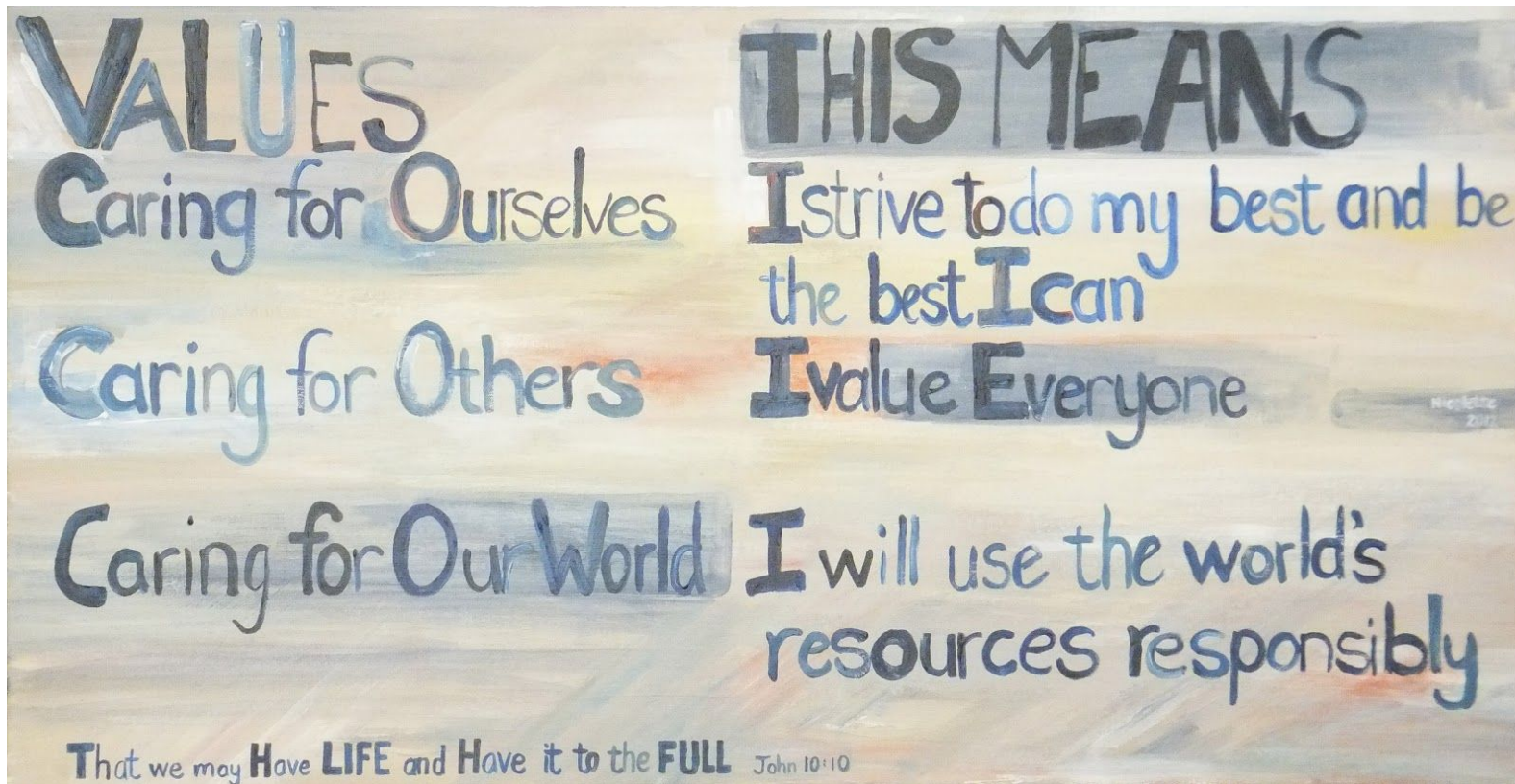
Kia ngākau mahaki

Caring for Our World

Kia manaaki te Ao Whānui

I will use the world's resources responsibly

Ko te oranga taiao, he oranga tāngata



Cultural Diversity

St Joseph's School actively develops culturally responsive practices. All cultures within our school are valued, accepted and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student irrespective of cultural backgrounds. Learning uses the cultural knowledge and equity of individual students to encourage acceptance of diversity through learning.

St Joseph's School will continue to review policies, procedures and practices that will reflect New Zealand's cultural diversity and the unique position of Māori.

Provision of Te Reo Māori

The Board will take all reasonable steps to provide instruction in tikanga Māori and Te Reo Māori. This may include:

- Use of Resource Teachers of Māori
- Use of local resources such as The Museum and the Whakatū Marae
- Lead teacher of Māori actively supporting teachers with tikanga and Te Reo Māori
- Support of teachers carrying out extra-curricula Te Reo learning
- Identifying with local and regional history
- Liaising with our kaumatua
- School pōwhiri
- Kapa haka group
- Kāhui Ako Ki Whakatū direction and professional development
- Developing leadership opportunities for our Māori students

Unique Position of Māori Culture

The Board recognises the place of Māori in our society and the agreements in the Treaty of Waitangi. Te Reo, waiata and karakia will therefore be part of everyday classroom communication and staff meetings throughout the school.

Our local whānau will be consulted in an annual hui. An opportunity is given for all Māori students and students upwards from year 3 to participate in our Kapa Haka group and all students to be involved in Te Reo and tikanga Māori learning in the classroom.

Strategic Plan

CoL Targets	Strategic Goals	Annual Objectives		
		2020	2021	2022
St Joseph's School is committed to working collaboratively with other schools to meet the challenges identified by the CoL	1 All staff and students to excel in cultural and spiritual responsive practice	The Board and Staff will achieve this by:		
		1.1. Implement and evaluate the recommendations from the Catholic Character Review.	1.1.Continue to implement, consolidate and evaluate the recommendations from the Catholic Character Review.	1.1. Consolidate, strengthen and evaluate the recommendations from the Catholic Character Review.
		1.2 Providing teaching staff with Professional Development with a focus on living life to the full.	1.2 Consolidate, and evaluate professional Development (2020).	1.2 Embed best planning and assessment practice.
		1.3. Partnership and collaboration with our Parish and local community is strengthening .	1.3. Connections with our Parish and local community are visible and active.	1.3. Connections with our Parish and local community are a strength.

CoL Targets	Strategic Goals	Annual Objectives		
		2020	2021	2022
St Joseph's School is committed to working collaboratively with other schools to meet the challenges identified by the CoL	1 All staff and students to excel in cultural and spiritual responsive practice	The Board and Staff will achieve this by:		
		1.1 Providing teaching staff with Professional Development and embedding and evaluating the culturally responsive learning from 2019.	1.1 Providing teaching staff with Professional Development and embedding and evaluating the culturally responsive learning from 2020.	1.1 Providing teaching staff with Professional Development and embedding and evaluating the learning from 2021.
		1.2 Teachers and students are protecting the Treaty of Waitangi by participating weekly in te reo and tikanga.	1.2 Teachers and students will continue to protect the Treaty of Waitangi by participating weekly in te reo and tikanga.	1.2. Visible evidence of teachers and students protecting the Treaty of Waitangi by participating weekly in te reo and tikanga.

CoL Targets	Strategic Goals	Annual Objectives		
		2020	2021	2022
St Joseph's School is committed to working collaboratively with other schools to meet the challenges identified by the CoL	2. All students yet to reach school expectations will make accelerated progress to meet expectation.	The Board and staff will achieve this by:		
		Developing evaluative tools and systems for mathematics and wellbeing.	Continue to develop evaluative tools and systems for mathematics and wellbeing.	Strengthen evaluative tools and systems for mathematics and wellbeing.
		Strengthening and growing our staff's capability in ALLs and ALiM.	The ALL and ALiM framework is visible in all syndicates.	The ALL and ALiM framework is visible in all classrooms.
		2.3 Strengthening our systems for accurately capturing learning through moderation and assessment.	Evaluating systems for data monitoring, moderation and assessment.	Embed systems for data monitoring, moderation, and assessment.

CoL Targets	Strategic Goals	Annual Objectives		
		2020	2021	2022
St Joseph's School is committed to working collaboratively with other schools to meet the challenges identified by the CoL	3. To fully embed and use HERO to meet our needs.	The Board and staff will achieve this by:		
		3.1 Strengthening teacher capability / resources in order to meet our needs in HERO.	3.1 Evaluating how HERO will be used to meet our needs.	3.1 HERO will be fully embedded to meet our needs.
		3.2 Design effective HERO systems for reporting.	3.2 Evaluating and strengthening HERO systems for reporting.	3.2 Embedding HERO systems for reporting.
		3.3 Complete, evaluate and update the St Joseph's HERO Action Plan.	3.3 Complete, evaluate and update the St Joseph's HERO Action Plan.	3.3 Complete, evaluate and update the St Joseph's HERO Action Plan.

Annual Plan 2020

1. All staff and students to excel in cultural and spiritual responsive practice.					
	Actions (what did we do)?	Why did it work? How do we know?	Why did it not work? How do we know?	Evaluation (Where to next)?	Action Points for next year
1.1. Implement and evaluate the recommendations from the Catholic Character Review. 1.2 Providing teaching staff with Professional Development with a focus on living life to the full. 1.3. Partnership and collaboration with our Parish and local community is strengthening					
Encounter with Christ. 1. Develop an annual invitational process for Baptism, especially targeting students with preference certificates (Criteria 5.2, 5.3, 5.4) who are not yet baptised, and their families.					
Growth in Knowledge 2. Continue to improve the quality of Religious Education by: continuing to develop authentic <u>assessment</u> which includes student self-evaluation and self-reflection.					

<p>3. Clarify the role of Tagged teachers to all staff and ensure that job descriptions for tagged teachers identify specific responsibilities with a view to growing Catholic leadership.</p>					
<p><i>Christian Witness</i> 4. With the increasing cultural diversity in the school, explore ways to acknowledge and celebrate those cultures in meaningful ways, based on the school's vision that all may experience life to the full.</p>					
<p><i>Safeguarding and Strengthening Catholic Character</i> 5. Establish a three-year Board Work plan, which includes the cycle of internal evaluation of the dimensions of Catholic Character</p>					

1.0 All staff and students to excel in cultural and spiritual responsive practice.					
	Actions (what did we do)?	Why did it work? How do we know?	Why did it not work? How do we know?	Evaluation (Where to next)?	Action Points for next year
1.1 Providing teaching staff with Professional Development and embedding and evaluating the learning from 2019.					
1.2 Teachers and students are protecting the Treaty by participating weekly in the te reo and tikanga.					

2. All students yet to reach school expectations will make accelerated progress to meet expectation.					
	Actions (what did we do)?	Why did it work? How do we know?	Why did it not work? How do we know?	Evaluation (Where to next)?	Action Points for next year
2.1. Developing evaluative tools and systems for mathematics and wellbeing.					
2.2. Strengthening and growing our staff's capability in ALLs and ALiM.					
2.3 Evaluating and strengthening our systems for capturing data (moderation and assessment).					

3. To fully embed and use Linc-ed to meet our needs.

	Actions (what did we do)?	Why did it work? How do we know?	Why did it not work? How do we know?	Evaluation (Where to next)?	Action Points for next year
3.1 Strengthening teacher capability / resources in order to meet our needs in HERO.					◆
3.2 Design effective HERO systems for reporting.					
3.3 Complete, evaluate and update the St Joseph's Linc-ed Action Plan.					

Board Statement

St Joseph's School Ministry of Education number is 3221. This strategic plan is supported by the St Joseph's Curriculum documents and meets NAG and NEG requirements.

St Joseph's will lodge a copy of its annually updated charter to the Ministry of Education by 1 March of each year. St Joseph's will lodge a copy of its reports on annual targets to the Ministry of Education by December each year. Consultation with the St Joseph's community has been achieved, including its Māori and Pasifika communities, through regular discussions with the Board, Senior Leadership Team, staff, parents, and Whānau as part of a three year cycle of self review, parent information evenings held each year, and a strategic planning survey held every three years. A copy of this Charter is available on our website.

Signed:

Principal

Date

Chair, Board of Trustees

Date

Charter Review Cycle

The Principal reports to the Board to review progress on student achievement targets and Charter goals.	August - November
The Board consults with staff, parents, whānau and iwi as part of its annual Charter review.	June - November
The Board and Principal draft targets and goals for the following year and complete analysis of variance.	October - November
Student achievement information is reported to parents.	December
Charter is finalised and ratified by the Board, shared with the community, and submitted to the Ministry.	January – February
Student achievement mid year data is reported to parents.	June
Principal presents mid year progress review to the Board.	July