

# ST. JOSEPH'S SCHOOL

## CHARTER, STRATEGIC & ANNUAL PLAN 2023 - 2025



Principal's Endorsement:

Board's Endorsement:

Submission Date to the Ministry of Education: 31 March 2023

## CHARTER

<b>Mission Statement</b>	<p><b>Nurturing Spirits, Encouraging Excellence</b>  <i>Manaakitia e te Wairua, Wakatenatena i ngā Hiranga</i></p>
<b>Vision</b>	<p>We encourage our students to grow in self-worth and self-awareness in their faith journey. We become the best we can be both personally and academically. We follow in the footsteps of Jesus.</p>
<b>Motto</b>	<p><b>A.M.D.G. - Ad Majorem Dei Gloriam</b> (All for the Honour and Glory of God).</p>
<b>Gospel Values</b>	<p><b>Community / Whanau</b></p> <ul style="list-style-type: none"> <li>• We live as part of a faith filled community. We actively participate and serve within our home, school, parish and global community for the good of others.</li> </ul> <p><b>Dignity / Mana</b></p> <ul style="list-style-type: none"> <li>• As people created in the image and likeness of God / Te Atua, we acknowledge and accept the worth / mana of ourselves and others.</li> </ul> <p><b>Faith / Whakapono</b></p> <ul style="list-style-type: none"> <li>• We have a strong belief in God / Te Atua and by other words and actions we invite others to grow in faith.</li> </ul> <p><b>Justice / Tika</b></p> <ul style="list-style-type: none"> <li>• We love others as Jesus Christ / Hehu Karaiti loves us, are inclusive and just, honour the Treaty of Waitangi / Te Tiriti o Waitangi and work always for the common good.</li> </ul>

Principles	<p><b>Our Principles of Learning</b></p> <ol style="list-style-type: none"> <li>1. <b>Our learners are at the centre.</b> In recognition that our learners are the core participants, we encourage their active engagement and develop in them an understanding of their own activity as learners.</li> <li>2. <b>Learning to learn</b> is integral to the way we teach. We expect teaching that involves agentic student practices and reflection on learning.</li> <li>3. <b>We acknowledge the three articles of the Treaty of Waitangi / Te Tiriti or Waitangi</b> in all aspects of our curriculum.</li> <li>4. <b>We recognise individual difference and are inclusive.</b> The learning environment is acutely sensitive to the individual difference among the learners in it, including their prior knowledge.</li> <li>5. <b>We teach and expect our students to grow in resilience.</b> We expect hard work and challenge to be part of learning, without excessive overload. Learning from mistakes is a key part of the learning process.</li> <li>6. <b>We assess for learning.</b> We have clear expectations using assessment strategies that are consistent with these expectations. There is a strong emphasis on formative feedback to support learning.</li> <li>7. <b>We actively engage with our community.</b> We promote connectedness with our community through participation, support, feedback and education.</li> </ol>
Māori Dimensions and Cultural Diversity	<p>To respect the diverse ethnic and cultural heritage of all New Zealanders whilst acknowledging the unique place of Māori which promotes understanding of our bicultural nature.</p> <p>To develop for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture and ensure culturally responsive pedagogy to meet the needs of all learners.</p> <p>To ensure that all reasonable steps are taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language).</p>
Special Character	<p>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 Hehu Karaiti. 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.</p>

## NATIONAL EDUCATION AND LEARNING PRIORITIES

Objective 1  
Learners at the  
Centre

At St Joseph's School we ensure safe and inclusive learning environments where students / tauira and staff feel valued. We have high aspirations for all learners and value the partnership with whanau and the community. We expect all learners will achieve their potential in an environment that is responsive to needs, identity and culture. Positive relationships with all stakeholders are paramount

Objective 2  
Barrier Free  
Access

At St Joseph's School we ensure that barriers to successful learning are eliminated where possible. Every student / tauira has sound knowledge and understanding in literacy and numeracy and with solid processes, all learners / ākongā will have their needs supported. Assessment data will be used to inform practice and support measures and those underachieving will be closely monitored.

Objective 3  
Quality Teaching  
& Leadership

At St Joseph's School staff are encouraged to incorporate Tikanga Māori and Te Reo Māori into everyday practice and will participate in meaningful and purposeful professional development. We recognise the cultural diversity of Aotearoa New Zealand and the Principles of the Treaty of Waitangi / Te Tiriti o Waitangi.

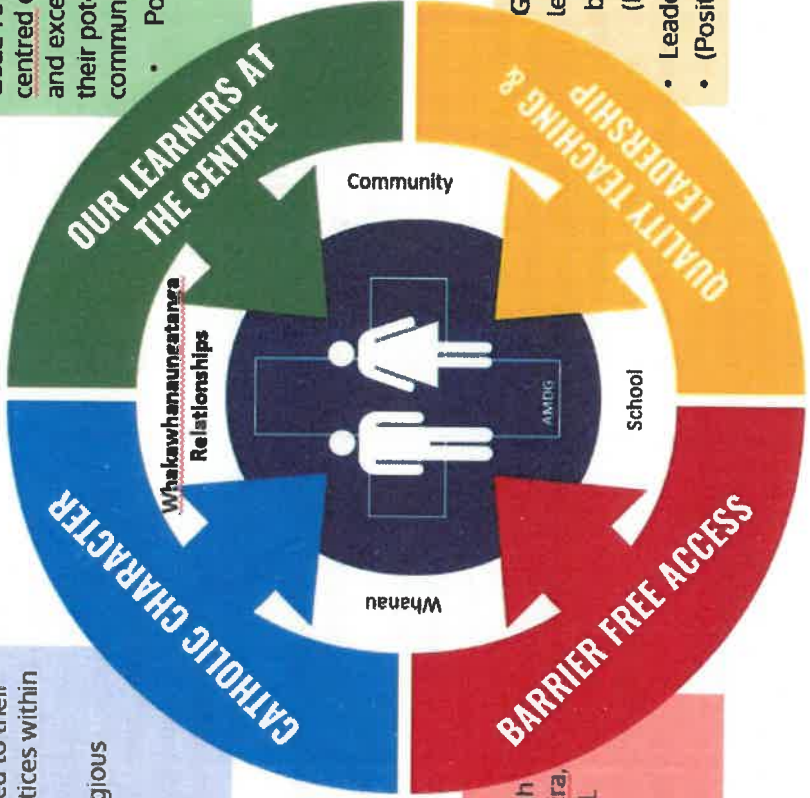
# STRATEGIC PLAN 2023 - 2025

**Goal:** All learners / ākonga are connected to their faith and are fully engaged in faith practices within our community. (NELP Objectives 1 – 3)

- Implementation of New Religious Education Curriculum
  - Faith in Action

**Goal:** To provide a high-quality, holistic, student-centred education ensuring, engagement, equity, and excellence for all, where students achieve to their potential in response to the needs of our community. (NELP Objectives 1 – 3)

- Positive Behaviour for Learning School-Wide
  - Curriculum Refresh
  - Attendance



**Goal:** To actively strengthen culturally responsive partnerships for learning through meaningful connections with students / tauirā, whānau and families to ensure equity for all. (NELP Objectives 3)

- Culturally Responsive Practices
  - Te Reo Curriculum

**Goal:** To promote quality teaching and leadership thus strengthening the well-being, hauora of staff and students / tauirā. (NELP Objectives 1 – 2)

- Leadership Capabilities
- (Positive Behaviour for Learning School-Wide)

UNDERSTAND	KNOW	DO	WHEN & WHO
<p>The New Religious Education Curriculum</p>	<p>Teachers / kaiako will need knowledge of:</p> <ul style="list-style-type: none"> <li>• Different themes</li> <li>• Terminology</li> <li>• Achievement objectives</li> <li>• Sound pedagogy of teaching RE</li> <li>• Theology</li> <li>• Use of Te Reo Maori</li> </ul>	<ul style="list-style-type: none"> <li>• PLD - PNCEO</li> <li>• PLD - DRS Lead</li> <li>• Breaking it into Curriculum Themes</li> <li>• Implementation for years 1 &amp; 2</li> <li>• Explicit teaching of the theology and content to staff.</li> <li>• Exploring links to current curriculum.</li> <li>• Unpacking how this can be integrated into planning, using the tools from the RE Curriculum.</li> <li>• Developing an RE component within the Localised Curriculum</li> </ul>	<p>2023 - 2025</p> <p>DRS All Teachers Principal</p>
<p>Catholic Faith In Action is being a disciple of Jesus and member of the Catholic Church</p>	<p>Teachers will need knowledge of:</p> <ul style="list-style-type: none"> <li>• What Catholic Faith in Action looks like</li> <li>• How to build discipleship and what it means to be a disciple</li> </ul>	<ul style="list-style-type: none"> <li>• Look for ways to explore Catholic Faith in Action: <ul style="list-style-type: none"> <li>- Sacramental Programmes</li> <li>- Catholic social teachings</li> <li>- The journey of discipleship is living in Faith</li> </ul> </li> </ul>	<p>2023 →</p> <p>DRS All staff</p>
<p>Positive Behaviour for Learning School Wide Understand the concepts behind a value based behaviour management system including restorative practice.</p>	<p>Teachers / kaiako will need knowledge of:</p> <ul style="list-style-type: none"> <li>• Tier systems of behaviour</li> <li>• Coherent evidence informed systemic approaches</li> <li>• Restorative process</li> <li>• Shared understanding of Gospel Values</li> <li>• The relationship between attendance, engagement and behaviour is understood</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the PB4L plan</li> <li>• Teach staff the foundational aspects of what PB4L stands for</li> <li>• Professional Growth Cycle- PB4L</li> <li>• Self review of current procedures - baseline data</li> <li>• Consultation &amp; communication with community</li> <li>• Develop school wide expectations &amp; expected behaviours</li> <li>• PD around restorative practice and how to run these.</li> <li>• Unpacking the gospel values of the school in terms of behavioural expectation.</li> </ul>	<p>2023 - 2025</p> <p>PB4L Lead Team All Staff</p>

		<ul style="list-style-type: none"> <li>• Train student leaders in how to inform others of our gospel values.</li> <li>• Leaders of PB4L report progress to the Board.</li> <li>• Policies relating to behaviour are reviewed.</li> <li>• Systems for gathering information are defined for all staff.</li> <li>• Monitoring and analysing attendance</li> <li>• Inform parents of attendance information regularly</li> <li>• Provide external support where needed. e.g., professional supervision, EAP, Learning Support, RTLB, LSC, Counselling services</li> </ul>	
<p>Curriculum Refresh The timeline for the curriculum refresh</p>	<p>Teachers / kaiako will need knowledge of:</p> <ul style="list-style-type: none"> <li>• What the refreshed curriculum looks like</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Curriculum Refresh PLD offered by KA to guide development of school curriculum and classroom programmes</li> </ul>	<p>2023 → All Teachers Principal</p>
<p>Barrier Free Access Understand what culturally responsive practice looks like.</p>	<p>Teachers / kaiako will need knowledge of:</p> <ul style="list-style-type: none"> <li>• What does effective implementation of the Te Reo curriculum looks like</li> <li>• Understand the expectations of us in terms of Te Tiriti o Waitangi.</li> <li>• What culturally responsive practice looks like.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Te Reo PLD</li> <li>• Increased use of Te Reo in everyday language and teaching practice.</li> <li>• Implement Te Reo curriculum developed by RTM &amp; Curriculum Lead</li> <li>• Whanau consultation &amp; information sharing &amp; gathering.</li> <li>• Culturally Responsive PLD offered by Kahui Ako</li> <li>• Inclusion of culturally responsive practice in lessons including Aotearoa Histories Curriculum</li> </ul>	<p>2023 - 2025 Curriculum Leads All Teachers Principal</p>

<p>Building Leadership Capacity of staff to utilise strengths and to ensure collaborative practice and wellbeing. Leadership is a learnt skill that drives the school towards its vision.</p> <p>How effective leadership can lead to positive well-being. (Relationship)</p>	<p>Teachers / kaiako will need knowledge of:</p> <ul style="list-style-type: none"> <li>• What effective leadership looks like in action.</li> <li>• What people's strengths &amp; interests are.</li> <li>• Each others working styles</li> <li>• That leadership is about professional capability and relational capability.</li> <li>• Leadership is expected of all staff.</li> <li>• How to delegate and support effectively.</li> <li>• Strategies for well-being</li> <li>• That development of Faith and spirituality supports wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for people to take up leadership.</li> <li>• Unpacking what effective delegation looks like.</li> <li>• Effective timetabling planning and organisation.</li> <li>• Role definition</li> <li>• Talk about how leaders can help support colleagues through difficulties.</li> <li>• Check in conversations.</li> <li>• Investigate options for Retreats</li> <li>• Scheduled prayer, reflection, meditation.</li> <li>• Teaching staff the skills of leadership: <ul style="list-style-type: none"> <li>- Coaching</li> <li>- Listening to understand</li> <li>- Difficult conversations</li> <li>- Questioning</li> <li>- Delegating</li> <li>- Holding to account</li> <li>- Maintaining relationships</li> <li>- Agreed understanding</li> </ul> </li> </ul>	<p>2023 - 2025</p> <p>Senior Leadership Team All staff</p>
---	---	---	--



ANNUAL PLAN	2023	2024	2025
<b>CATHOLIC CHARACTER</b> Religious Education Curriculum	New Faith Education Curriculum Year 1 & 2 Implementation	→ Year 3 & 4 Implementation	→ RE Localised Curriculum Development
Catholic Faith In Action	Catholic Faith in Action Definition Opportunities	→	→
<b>OUR LEARNERS AT THE CENTRE</b> Positive Behaviour For Learning School Wide	Tier 1 Training PGC - School wide goal	Tier 2 Training	Tier 3 Training
Curriculum Refresh	Kahui Ako PLD Maths	English	Science, Technology & The Arts
<b>BARRIER FREE ACCESS</b> Culturally Responsive Practice	Culturally Responsive Practice (Kahui Ako PLD??) Te Reo Curriculum Level 1 Implementation	→	→
<b>QUALITY TEACHING &amp; LEADERSHIP</b> Building Leadership Capability	Identification of strengths & interests Delegation - SLT (PGC Goal) Effective Timetabling & Organisation	Development of Leadership Skills	

