



St Joseph's School Pleasant Point 2018 – 2020 School Charter MOE 3528

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St Joseph's Pleasant Point

Growing in Christ: challenging mind, body and spirit

G-R-O-W

Gratitude – Respect – Open to God – Working Hard

2018 - 2020

Introductory Section - Strategic Intentions

Vision

Growing in Christ; challenging mind, body and spirit.

Special Character

St Joseph's School strives to live the Gospel message in all it teaches and stands for. The MacKillop values are a vital part of our school and underpin everything we do. We aim to engage in a holistic curriculum under the overall expectation that our students are growing in Christ - in understanding of Christ and what it means to be disciples of Christ.

The Catholic Special Character of our school permeates through all areas of the school environment. Children will experience and practice their faith through the Sacraments, Liturgy, relationships, service, social activities and the Religious Education programme.

St Joseph's will encourage the important link between the children's home environment, the Parish Community and the School in the faith formation of each child.

Values

The MacKillop Values of 'Make Room for All', 'An Attitude of Gratitude', 'Do your Bit' and 'Listen to God's Call' are at the heart of all that we do. We use the mnemonic GROW – Gratitude, Respect – Make Room For All, Open to God, Working Hard – Do Your Bit.

Principles

High Expectations

We have high expectations for learning and behaviour. Students are encouraged and supported to be the best they can be and staff are supported to develop their pedagogical knowledge and improve their practice to benefit the teaching and learning programmes in our school.

- We aim for our students to develop a strong sense of human dignity based on our creation in the image and likeness of God and for this understanding to be the basis of high self-esteem and respectful relationships.
- We aim for our students to graduate from St Joseph's with a well-developed understanding of the teachings of the Catholic Church and how these teachings relate to life choices.

Inclusion - St Joseph's recognises the uniqueness of each individual and the qualities that they possess. We aim to provide an environment where each person feels valued and supported to reach their full potential by providing and adjusting programmes to meet the needs and interests of all learners.

Learning to Learn - We believe that learning is a life-long process and we aim to provide a rich curriculum that enables students to reflect on their own learning and learn how to learn. Students are encouraged to assess their own understandings, set goals, form questions and track their progress.

Our school's inquiry process (which staff and students are trialling) hopes to support our students to learn the skills which lead to deep, meaningful and independent learning.

We enable children to be lifelong learners by explicitly teaching them strategies to manage learning.

Community Engagement

We value the input from our families and community to ensure we are meeting the needs of all the students that we teach. We believe it is important to work together, to build positive, supportive relationships and actively be involved in educating our students together.

Coherence

At St Joseph's we provide a broad education where we are building a solid foundation for future lifelong learning. In keeping with Hauora (the Maori approach to holistic wellbeing), our programmes have a holistic and integrated focus.

Future Focus

Our curriculum will provide students with opportunities to become inquiring learners who engage with important issues in our world and expect to make a difference. We guide them to explore significant future focused issues such as sustainability, citizenship, enterprise and globalisation.

Through understanding their holistic being in the image of their Creator, we aim for our students to have high self-esteem, a positive self-image and a critical attitude to stereotypes and social pressure, so that they can become self-determining, relational individuals.

Maori Dimensions and Cultural Diversity

Treaty of Waitangi

Our vision reflects the Maori holistic worldview - Hauora - a philosophy of wellbeing that includes the dimensions taha wairua (the spirit), taha tinana (the body), and taha whanau (the family/community). St Joseph's acknowledges the importance of the principles of the Treaty of Waitangi and its bi-cultural significance. This means we particularly promote the success of Maori achieving as Maori. We take steps to ensure all students are able to achieve in te ao Maori (the world of Maori).

Cultural Diversity

Students are given opportunities to explore the rich cultural diversity and value the histories and traditions of the people living in New Zealand and other countries, starting with the diversity and cultural capital of our own students and community. We aim to regularly and explicitly seek understanding of the school community's needs and values.

Our school is addressing the cultural heritage of New Zealand by continuing to develop programmes that encourage understanding of and sensitivity to, cultural differences and promoting an understanding of our dual heritage.

The school will implement policies and practices in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture.

Ensuring all reasonable steps are taken to provide programmes in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full-time students whose parents request it.

Supporting Documentation

Special Character Action Plan	School Curriculum	Curriculum Delivery Plan	Self-Review Plan and Schedule
Performance Management System	Student Achievement	Learning Support Programmes	GATE Education
Assessment Guide	Staff Manual	Teaching and Learning Resources	Staffing and Enrolment
Annual Curriculum Overview	ICT & E Learning	EOTC Programmes	Budget/Finance
Maori Education	Board Governance Manual	School Policies and Procedures	BOT Organisational Plan
10 Year Property Plan			

School Context

Student's Learning

Our school has high expectations for learning and behaviour and we provide our students with a wide and well-rounded education that helps them to develop academically, socially, physically, emotionally and spiritually. Our students achieve very well academically across a broad range of curriculum areas and generally have well developed social skills.

We achieve well as a school across all areas of numeracy and literacy. We are pleased with our overall level of achievement that sits higher than the National Average in the areas of numeracy and literacy compared to the 2016 National Standards data.

"The school is effective in achieving positive outcomes for most children. Most children achieve well in reading, writing and mathematics." (ERO 2017)

"The school is responding effectively to children whose learning and achievement needs acceleration. Progress and achievement is regularly tracked for individual children needing support. Programmes are purposefully provided to suit individual children's needs. Learning support is often extended to better enable children's success. Careful analysis shows many children make good progress over time." (ERO 2017)

Student Engagement

Our school has an inclusive culture where the whole child is nurtured. Students show a high level of engagement and enjoyment in the school curriculum. They know that the staff care about them and work hard to develop positive relationships with them and their families. "Relationships are positive, supportive and welcoming. A culture of care is highly evident. Teachers know students and their families well. The school's values guide interactions between students and staff." (ERO 2014)

Our school operates as a whanau where students and adults know each other well and support each other to be the best they can be. "Older students describe their school as being like a family where everyone cares about and knows one another." (ERO 2014)

Attendance rates reflect the high level of engagement students have at our school. Any attendance concerns are monitored by staff to identify any trends or patterns and if necessary followed up by the principal.

Students' input and feedback is sought in many aspects of school life through such things as House Group Activities, purchasing of resources, gardening projects and curriculum activities. They have opportunities to take on leadership roles and areas of responsibility.

Equity and Excellence

"The school has many processes and practices that effectively support the achievement of equity and excellence. There is a strong focus on children's spiritual wellbeing, engagement and learning.

Children learn, achieve and progress in a responsive curriculum which reflects the school's vision and values. There is an inclusive culture that is based on positive and respectful relationships. The school has a holistic approach where the wider curriculum is valued. Children have a wide range of experiences through religious education, physical health, art, enterprise and community participation. The school has a strengthened focus on core curriculum learning programmes with enhanced opportunities for all children to learn.

Leaders and teachers are providing increasing opportunities for children to learn collaboratively in mixed ability groupings. Tuakana-teina relationships are being developed within the school's learning environment. Children with additional needs are well supported.

Teachers work collaboratively to develop a shared understanding of learning and teaching. They are well supported to participate in relevant professional learning and development that improves outcomes for children. Leaders are strongly focused on developing clear expectations for effective teaching, children's progress and achievement. They are currently developing helpful systems for monitoring and analysing student progress and achievement." (ERO 2017)

School Organisation and Structures**Health & Safety**

The emotional and physical health and safety is paramount to all members of our school community. We are proud of the caring family atmosphere at St Joseph's. The MacKillop Values are clearly evident throughout all areas within our school.

Personnel

We have fully certified teachers and experienced support staff and the school is well placed to sustain its very good performance and build on it further.

Finance & Property

The school is in a solid financial position and the Board acts prudently to ensure that the school is always well resourced and well maintained with attractive and safe learning environments.

Review of Charter and Consultation

Our charter is reviewed and updated annually. The community is consulted and have opportunities to have an input into the strategic direction of the school as part of our ongoing self-review processes.

Strategic Section

The Board of Trustees had identified the following key Strategic Goals through its analysis of student information and achievement data and through its self-review processes.

Core Strategies for Achieving Goals			
Special Character	2018	2019	2020
<p>Goal 1: For all students to experience the Teachings of the Catholic Church and the Gospel values through the Religious Education programme and the everyday life of the school and develop an understanding of how this relates to their lives and the lives of others.</p> <p>Religious Education 1. That all staff at our school will be familiar with the <i>Religious Education Bridging Document for Catholic Schools Teaching Year 1-8 children in Aotearoa New Zealand</i>, with particular emphasis given to the principles of <i>Catholic Social Teaching (CST) which form part of the Achievement Aims across all strands</i>.</p> <p>2. That based on our recent learnings from RE 502 Spirituality for Teachers, and in an effort to deepen the children's spiritual lives, we review our classroom prayer practices</p>	<p>Religious Education 1. DRS to lead staff meetings focusing on the content of the new document. <i>(Staff meeting material to be forwarded to the DRS from the CEO)</i></p> <p>Complete some form of pre and post testing on the students' knowledge of the principles of CST.</p> <p>RE unit planning will show a commitment to incorporating CST principles.</p> <p>2. Teachers to share their classroom prayer routine and their prayer long term plan.</p> <p>Teachers/children will complete a PMI to evaluate and review their current practice</p>	<p>Catholic Community will be our focus with a minor focus on Religious Education and Pastoral Care.</p>	<p>Pastoral Care will be our major focus with a minor focus on Catholic Community and Religious Education.</p>

<p>and our school liturgical and non-liturgical prayer celebrations in an effort to, “<i>nurture and support the development of children’s spirituality</i>”. (p 5, REBD)</p>	<p>and write recommendations for improvement that will then be implemented during the rest of the year.</p> <p>Teachers/children will complete a PMI to evaluate and review our current liturgical and non-liturgical prayer services and write recommendations that will then be implemented during the rest of the year.</p> <p>Each teacher will plan and lead whole school prayers at the beginning of each term.</p> <p>Term 1 Bernadette</p> <p>Term 2 Jud/Jane</p> <p>Term 3 Kendyl</p> <p>Term 4 Karen</p>		
<p>3. Review our current assessment and evaluation practices in RE knowledge, so as to determine the effectiveness of our current teaching and learning programmes.</p>	<p>3. Look at our 2017 Year 4 RE online assessment data.</p> <p>Identify any patterns and plan to improve any identified deficits in learning in a strand(s) for Year 4 students</p> <p>Make contact with another school sharing data, or discussing generally the Year 4 online RE assessment results.</p>		

<p>4. Examine our current pedagogy in Religious Education to ensure that specific Catholic RE knowledge is planned for and taught in a creative and enthusiastic manner, assessed and evaluated effectively, resulting in students engaging more deeply with the gospel of Jesus Christ.</p>	<p>Plan to meet with one other school on one occasion in 2018 to discuss innovative ways in the planning, delivery, assessment, evaluation and reporting on RE.</p> <p>Go over 3-4 concepts with children at the beginning of each strand.</p> <p>Re-write assessment questions for each strand that cover each achievement objective to give a broad picture of student knowledge and understanding.</p> <p>Develop an individual, gender, year group and whole class assessment across each strand.</p> <p>Children/teachers to review/evaluate each strand and come up with recommendations.</p> <p>Concepts and what is being taught in each strand to go home to parents with the newsletter.</p> <p>4.Track coverage of Achievement objectives through our assessment practices.</p>		
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<p>their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.</p> <p>Goal 3: All students will be able to access the NZ Curriculum as evidenced by the progress and achievement in relation to the curriculum levels and our school targets with support provided to priority learners.</p> <p>Goal 4: Maori students will be successful as Maori and all staff and students will develop their knowledge and understanding of Te Reo and Tikanga Maori.</p>	<p>Develop a school wide model that enables children to set goals and discuss their learning and progress.</p> <p>Plan, assess and evaluate and review all areas of the curriculum effectively.</p> <p>Develop and implement a school wide Inquiry Learning Model. Priority Learners targeted and support programmes put in place.</p> <p>Re-implement our Gifted and Talented Register.</p> <p>Work collaboratively with our CoL on Cognitive Engagement using Teaching as Inquiry.</p> <p>School wide targets and individual student targets are based on identified student achievement needs.</p> <p>Staff will develop and implement a Te Reo Maori Plan across the school.</p> <p>Carry out Maori consultation with our Maori families.</p>	<p>Review and evaluate model.</p> <p>Plan, assess and evaluate and review all areas of the curriculum effectively.</p> <p>Evaluate effectiveness of Inquiry model and make changes as necessary.</p> <p>Review and evaluate and make recommendations.</p> <p>Review and evaluate findings and put in place recommendations.</p> <p>Analyse data and set school/individual targets for 2019.</p> <p>Review and evaluate progress to date and implement next steps.</p> <p>Review and evaluate recommendations from consultation.</p>	<p>Review and evaluate model.</p> <p>Plan, assess and evaluate and review all areas of the curriculum effectively.</p> <p>Evaluate effectiveness of Inquiry model and make changes as necessary.</p> <p>Review and evaluate and make recommendations.</p> <p>Review and evaluate findings and put in place recommendations.</p> <p>Analyse data and set school/individual targets for 2019.</p> <p>Review and evaluate progress to date and implement next steps.</p> <p>Review and evaluate recommendations from consultation.</p>
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Personnel Goal 5: Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high quality education for our students.	Plan and implement a new appraisal system following the new Code of Professional Standards for the Teaching Profession. Update job descriptions and areas of responsibility as required. Provide Professional Development opportunities and funding which support teaching and learning practises and Catholic Special Character.	Review and evaluate effectiveness of Aranui appraisal system and tweak as necessary. Continue to update job descriptions and areas of responsibility as required. Continue to provide Professional Development opportunities and funding which support teaching and learning practises and Catholic Special Character.	Review and evaluate effectiveness of Aranui appraisal system and tweak as necessary. Continue to update job descriptions and areas of responsibility as required. Continue to provide Professional Development opportunities and funding which support teaching and learning practises and Catholic Special Character.
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<p>Finance and Property</p> <p>Goal 6: Manage finances to ensure the school is well resourced and is able to support the future direction of the school.</p> <p>Goal 7: Operate within the annual grants and budget.</p> <p>Goal 8: Modernise and maintain the school classrooms and buildings as per the 10-year property plan.</p> <p>Goal 9: Continually upgrade and beautify our environment.</p>	<p>Pay for a teacher to enable 3 classrooms to operate in 2018 and minimal teaching time for the principal.</p> <p>Stay within our budget.</p> <p>Fundraise.</p> <p>Apply for grants.</p> <p>Review and rewrite our 10 year property plan.</p> <p>Caretaker to maintain grounds and buildings to a high standard.</p>	<p>Examine staffing entitlement for 2019 and decide what is best for our school to enable effective teaching, learning and management for the school.</p> <p>Stay within our budget.</p> <p>Fundraise.</p> <p>Apply for grants.</p> <p>Carry out maintenance of property as identified in plan for 2019.</p> <p>Caretaker to maintain grounds and buildings to a high standard.</p>	<p>Examine staffing entitlement for 2019 and decide what is best for our school to enable effective teaching, learning and management for the school.</p> <p>Stay within our budget.</p> <p>Fundraise.</p> <p>Apply for grants.</p> <p>Carry out maintenance of property as identified in plan for 2019.</p> <p>Caretaker to maintain grounds and buildings to a high standard.</p>
<p>Health and Safety</p> <p>Goal 10: To provide a safe and secure learning environment that provides for the physical and emotional needs of everyone in our school. Regularly review and minimise risks to staff and students.</p>	<p>Review Health and Safety Policies and Procedures as stated in our Policy Review Timetable.</p> <p>Consult with the community on our Health programmes.</p>	<p>Review Health and Safety Policies and Procedures as stated in our Policy Review Timetable.</p> <p>Let community know health programmes for 2019.</p>	<p>Review Health and Safety Policies and Procedures as stated in our Policy Review Timetable.</p> <p>Consult with the community on our Health programmes.</p>

<p>Community Engagement Goal 11: All parents/families/whanau are encouraged to take an active role in supporting their child's learning and development.</p>	<p>Continue to review and refine reporting to parent's in-line with MOE guidelines and best practice e.g. mid/end of year reports, student led conferences.</p> <p>Continue with our Joey's buddy system between us and the early childhood centres when transitioning children to school.</p> <p>Provide opportunities for parents to engage and support learning e.g. parent meetings, and student led conferences.</p> <p>Website redevelopment.</p>	<p>Review and evaluate and make necessary changes.</p> <p>Continue with our Joey's buddy system between us and the early childhood centres when transitioning children to school.</p> <p>Provide opportunities for parents to engage and support learning e.g. parent meetings, and student led conferences.</p> <p>Review and evaluate.</p>	<p>Review and evaluate and make necessary changes</p> <p>Continue with our Joey's buddy system between us and the early childhood centres when transitioning children to school.</p> <p>Provide opportunities for parents to engage and support learning e.g. parent meetings, and student led conferences.</p> <p>Review and evaluate.</p>
<p>Self-Review Goal 12: Engage in ongoing self-review and improvement.</p>	<p>Review Policies and Procedures as set out in our Review Timetable.</p> <p>Develop a Curriculum Delivery Plan. 2018 Focus: English (Listening, Reading, Viewing, Speaking, Writing, Presenting), Maths and Religious Education.</p> <p>Staff and Children review Curriculum Areas and all other aspects of school life</p>	<p>Review Policies and Procedures as set out in our Review Timetable.</p> <p>2019 Focus: Te Reo, The Arts, Health and PE.</p> <p>Staff and Children review Curriculum Areas and all other aspects of school</p>	<p>Review Policies and Procedures as set out in our Review Timetable.</p> <p>2020 Focus: Science, Social Science and Technology.</p> <p>Staff and Children review Curriculum Areas and all other aspects of school life and report these</p>

	<p>and report these to the BOT and community.</p> <p>Carry out a school survey.</p>	<p>life and report these to the BOT and community.</p> <p>Implement recommendations from the community including parent and student voice.</p>	<p>to the BOT and community.</p> <p>Review and evaluate recommendations.</p>
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St Joseph's School, Pleasant Point Student Achievement Target for 2018 – No 1 Reading					
Strategic Goal		Annual Goal	Annual Target		
G.1 Student Learning and Engagement All students will be engaged in positive, relevant and meaningful learning experiences which meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.		High quality teaching and learning programmes with emphasis on literacy and numeracy.	Reading: That the 5 identified boys make progress towards the relevant standard. That all girls and Maori students continue to achieve At/Above the standard.		
History: Currently we have 43/48 (89%) of all students achieving At/Above the standard in Reading. All Maori students and girls are achieving At/Above the standard in Reading. 5/22 (23%) of boys were Below/Well Below.					
Actions to Achieve Target			Led by	Resourcing	Timeline
<ul style="list-style-type: none">• Work in small groups for guided instructional reading.• Receive one on one support through our SENCO programme.• Work through Quick 60 Programme with trained teacher aide to boost reading capability.• Continue our Buddy Reading programme that was introduced in 2017 to encourage the love of reading amongst all children.• Daily silent reading will be encouraged to enable children time to actually sit and read and get lost in a book.• Read aloud to children on a daily basis, so that children are exposed to a variety of texts and authors.• Visit the school library weekly to select reading material that they enjoy and can take home and read.• Continue to open the library during lunch breaks with Year 4-6 students running the library and encourage children to use it.• Discuss practices with other teachers in our CoL.• Staff to engage in any appropriate PD.			Teachers Teacher Aide Librarian Assisted by Parents	SEG Grant PD Budget	Throughout the year

St Joseph's School, Pleasant Point Student Achievement Target for 2018 – No 2 Writing				
Strategic Goal		Annual Goal		Annual Target
G.1 Student Learning and Engagement All students will be engaged in positive, relevant and meaningful learning experiences which meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.		High quality teaching and learning programmes with emphasis on literacy and numeracy.		Writing: All boys, girls/Maori who are identified as underachieving in writing will make steady progress towards achieving the relevant national standard. That 85% of all students are At or Above the standard in writing. That 75% of all boys are At or Above the standard in writing.
History: Currently we have 37/48 (77%) of all students achieving At/Above the standard in writing. 2/3 (67%) of Maori students are achieving At/Above. 23/26 (88)% girls and 14/22 (64%) of boys were achieving At/Above. 1/3 (33%) of Maori students, 3/26 (12%) girls and 8/22 (36%) boys were Below/Well Below the standard in writing.				
Actions to Achieve Target		Led by	Resourcing	Timeline
<ul style="list-style-type: none">Continue to moderate as a whole school to improve OTJ. Moderate with another school to judge fairness of our own moderation compared to others.Continue to use a variety of assessment tools and use these effectively to inform teaching.Teach genre and specific skills in meaningful contexts whenever possible.Provide high quality models and rubrics. Make a bank of exemplars and rubrics so that staff have models to share with students at the different levels.Engage children in self and peer assessment and have students set personal goals for their writing.Motivate and engage students with real life experiences, you tube clips and other tools.Children will be encouraged to read their writing to an audience e.g. buddy, at assembly, Talking Point, Newsletter.Continue to group children in small, flexible groups according to their learning needs.		Teachers Teacher Aide RTLB Assisted by Parents	e-Asttle Exemplars	Throughout the year

<ul style="list-style-type: none"> • Continue to write daily. Continue to use chrome books as an alternative to pen and paper. • Teachers to try and make writing fun, so children look forward to the experience. • Write for pure pleasure. • Provide one on one teacher aide support for priority learners as identified. • Use paired writing for identified students and across the school. The staff will work with RTLB liaison to implement. 			
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St Joseph's School, Pleasant Point Student Achievement Target for 2018 – No 3 Maths					
Strategic Goal		Annual Goal	Annual Target		
G.1 Student Learning and Engagement All students will be engaged in positive, relevant and meaningful learning experiences which meet their diverse learning needs through our balanced School Curriculum that gives priority to literacy and numeracy.		High quality teaching and learning programmes with emphasis on literacy and numeracy.	Maths: All students who were underachieving in mathematics will make steady progress towards achieving the relevant national standard. That 90% of all students are At or Above the standard in Maths.		
History: Currently we have 41/48 (86%) of all students achieving At/Above the standard in Maths. 2/3 (67%) of Maori students, 22/26 (85%) of girls and 19/22 (86%) of boys are achieving At/Above the standard in Maths. 1/3 (33%) of Maori students, 4/26 (15%) of girls and 3/22 (14%) of boys were Below/Well Below the standard in Maths.					
Actions to Achieve Target			Led by	Resourcing	Timeline
<ul style="list-style-type: none">Continue to implement a school wide Basic Facts/IKAN/Tables development programme.Discuss the stages of development and the best teaching methods to teach the skills at each stage e.g. one to one counting, counting on.Continue using Mathletics and staff to have Professional Development in its use so that it is an effective tool.Provide teacher aide training to enable effective one on one support through our SENCO programme.Group children according to needs and identify gaps and next learning steps.Regular assessment to be carried out to track all learners.Offer professional development opportunities to refresh and extend effective skill development.Use in-house expertise to model lessons.Parents support learning at home.			Teachers Teacher Aide Assisted by Parents	PD Budget SEG Grant	Throughout the year

