



School Charter and Strategic Plan

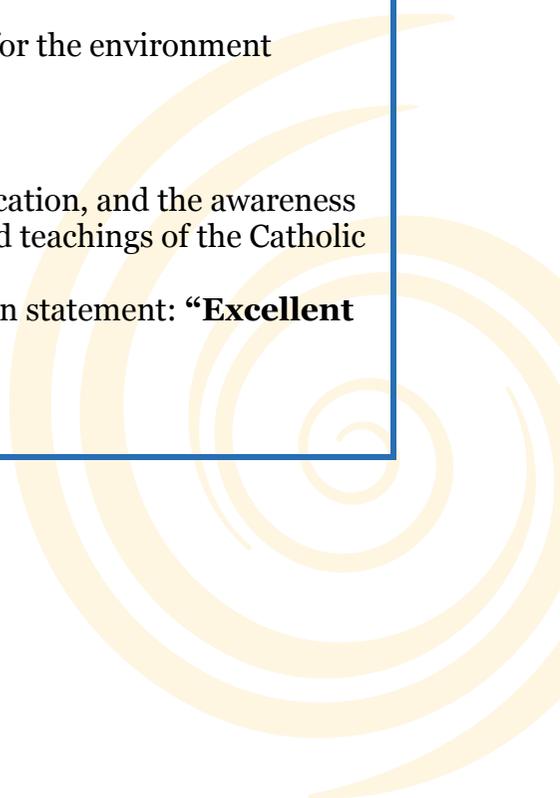
St Joseph's Catholic School Pukekohe

2014 -17

St Joseph's Catholic School Pukekohe 2014 - 17
Introductory Section - Strategic Intentions

<p>Mission Statement</p>	<p><i>Excellent Education befitting our Catholic Character</i></p>
<p>Vision</p>	<p><i>To be in right relationship with God, with ourselves and others, and with the environment/creation.</i></p> <p>For our school community this means...</p> <p><i>To be in right relationship with God</i> <i>We always do our best</i> <i>We show respect for ourselves</i> <i>We practise our Catholic faith</i></p> <p><i>To be in right relationship with ourselves and others</i> <i>We follow the example of Jesus</i> <i>We communicate well</i> <i>We serve others</i> <i>We contribute</i> <i>We take care of ourselves</i></p> <p><i>To be in right relationship with the environment/creation</i> <i>We take responsibility for our actions</i> <i>We contribute to sustaining the environment</i> <i>We look after our living world</i> <i>We learn about the world around us</i></p>

<p>Values</p>	<p><i>St Joseph’s Catholic School values are:</i> <i>To Love, to Learn, to Lead, to be Loyal, for Life</i> <u><i>Our School</i></u> <u><i>NZC Students will be encouraged to value:</i></u> To Love: equity, through fairness and social justice to respect themselves, others, and human rights To Learn: innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively To Lead: excellence, by aiming high and by persevering in the face of difficulties community and participation for the common good To be Loyal diversity, as found in our different cultures, languages, and heritages integrity, which involves being honest, responsible, and accountable and acting ethically For Life ecological sustainability, which includes care for the environment</p> <p>Aligning our school values to the NZC</p> <p>As followers of Jesus Christ, St Joseph’s School is committed to holistic education, and the awareness of local, national and global social justice issues, supported by the values and teachings of the Catholic Church. These are embedded in our Catholic foundations and reflected in our mission statement: “Excellent Education befitting our Catholic Character”</p>
----------------------	---



Principles



St Joseph's Catholic School Principles are:

TRINITY, EDUCATION, LEADERSHIP, FAITH, ENVIRONMENT, and FOUNDATIONS

TRINITY:

Matua, Tamaiti, Wairua Tapu.

We are growing to be more like Jesus with The Holy Spirit working through us and God the Father watching over us.

Adult Speak:

Pride

Life Journey

Good Manners

NZC Principles:

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its' people.

Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed.

EDUCATION:

I Love Learning

We strive to do our best.

We think creatively.

We are willing to try new things.

We can communicate.

We know how to learn.

Adult Speak:

Excellence

Create

Inquire

Self-managing

Communicate

NZC Principles:

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to





learn.

LEADERSHIP:

I am a good leader

We are becoming excellent role models serving our community

We are using our talents to shine

We help each other to be great.

We look for new ideas

Adult Speak:

Future focus

Risk Taking

Role Model

Shining Lights

Service

NZC Principles:

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.



FAITH:

We have Catholic beliefs

We live by Jesus' example

We continue our school traditions

Adult Speak:

School traditions

Catholic Commitment

Community

Mission school traditions

NZC Principles:

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.



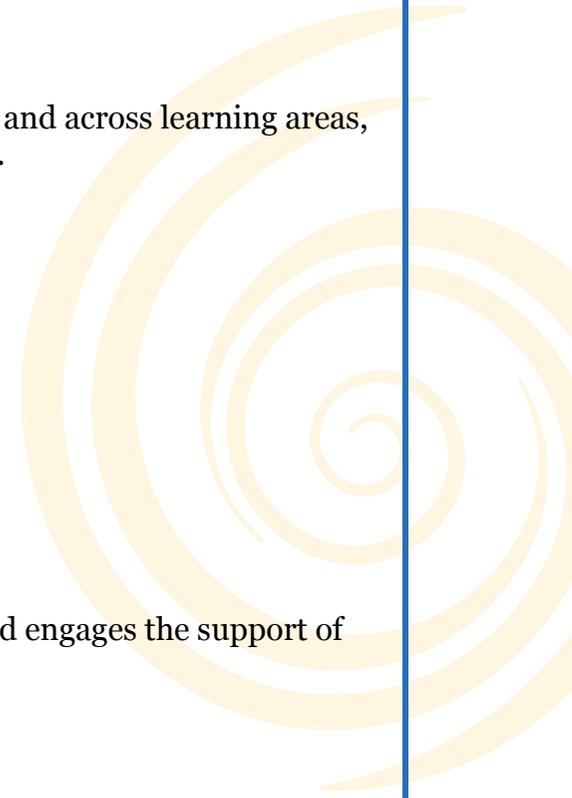
ENVIRONMENT:

We care for the earth

We respect each other

We are active participants

We are looking after the earth for the next generation





Adult Speak:

Nurture
 Contribute
 Active
 Sustain
 Respect

NZC Principles:

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

FOUNDATIONS:

Together we are strong

We follow the Treaty of Waitangi
 We are all friends of our school community

Adult Speak:

Strong
 Good citizens
 Confident
 Inclusive

NZC Principles:

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Māori dimensions and Cultural Diversity

St Joseph’s School Pukekohe will ensure Tikanga Maori (Maori culture and protocol) is incorporated into the school’s curriculum by:

1. Using Karanga and Powhiri to welcome dignitaries on appropriate special occasions.
2. Providing staff with guidelines for implementing a classroom programme which develops basic Te Reo Maori remembering that knowledge of the basics of Te Reo is essential to an understanding of New Zealand and identity.
3. Providing opportunities for staff professional development in both Te Reo and Tikanga Maori.
4. Teaching the National Catholic Religious Education curriculum throughout the school. This programme has a very clear bi cultural focus.
5. Wherever possible, using the local Maori community as a resource for perspective and resources.
6. Continue to work toward the goals of Te Huarahi – the local Pukekohe Schools’ cluster initiative.
7. Continue to hold regular whanau huis- usually one per term.

As our Pasifika roll continues to grow we aim to include a multi-cultural dimension to our school by

	<p>celebrating the cultures of our Pacific Island neighbours, and whenever possible including a Pasifika focus in our curriculum delivery. Through teaching as inquiry teachers are encouraged to inquire into the background of all students and be culturally responsive in delivering the curriculum and building relationships with students and fanau. As we acknowledge the importance of parental engagement in students' educations Pasifika fanau meetings are held on a regular basis for our Pasifika parents. As a decile 7 school we are mindful that we have some families in our school from a decile 1 background. As a school we must ensure that the children from these families have equitable access to all education opportunities regardless of the socio economic status of their families.</p>
Special Character status	<p>As defined in our Integration agreement, St Joseph's Catholic School Pukekohe "is a Roman Catholic School in which the whole school community, through the general school programme and 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."</p>



“Putting the Student at the Centre of Our Learning”

**STUDENT
ENGAGEMENT**

Our curriculum design takes into account how to best address the needs, interests, and circumstances of our students and community.

To do this we look at the availability of local resources and our connections nationally and globally.

In doing this we are mindful of:

- The expectations of our local community.
- Priorities for student learning.
- Interests and talents of our students and the need for them to be involved in developing their learning pathway.
- The requirements of the National Curriculum.
- The need for staff to be able to interpret curriculum in order to respond to individual needs of students.
- The need for students to have a voice in the design of their learning & to experience a rich and balanced education.
- The inclusive nature of the special Catholic education we provide.

E-learning has a priority at St Joseph’s School as Information and Communication Technology (**ICT**) tools dominate our student’s lives now and will continue to do so in their future. All classrooms are equipped with active boards and stand-alone computers. An ICT suite is available for whole class use, alongside a well-resourced library. E-learning tools such as ipads and digital and flip cameras are being used within the classroom programme.

Students and teachers are making connections through digital learning environments, and going beyond the classroom and sharing their learning through their class wiki on our school website. Teachers are exploring the web for tools and shortcuts that enhance learning opportunities in the classroom. Students are building on their e-learning capabilities in a supportive environment, and have equitable access to our e-learning tools.

**School Organisation
and Structures**

At St Joseph’s School, all students, teachers and ancillary staff are valued as involved members of our Catholic school community. Relationships are built on the commandment to love one another, and a positive, caring, Christian environment prevails. This relationship is seen as having the greatest impact on student learning within the classroom, and on the playground, and in our wider community.

To God our Best and Greatest

Students are encouraged to be reflective learners and be involved in setting their learning goals within classrooms as part of concept pathways, and as groups and/or individuals within specific learning areas. Using specific exemplars and learning intentions and success criteria indicators, our students are encouraged to think about their learning and strive for excellence. Teachers encourage students to think critically and set “next learning steps”.

By making learning relevant, our students are fully involved and challenged as they look at information and ideas in new ways, and relate them to their lives now and for the future. Through our Integrated Learning Concept approach, students are involved with the direction their learning contexts take, giving them greater

	<p>ownership, and providing them opportunities to learn. At St Joseph's we use Inquiry Learning to support the students' learning process. Students and teachers at St Joseph's School are working in partnership as active members of a learning community.</p> <p>Assessment for Learning (AFL) strategies are being introduced in all classrooms. Through AFL, teachers at St Joseph's School are becoming more aware on how effective their teaching/learning programmes are. Teaching / Learning programmes are based on best practice and teachers are able to modify teaching / learning programmes that best fit their teaching and learning needs, identified through feedback and feed-forward opportunities. They look at evidence through Teaching Inquiry and Learning Inquiry when deciding on next steps for learning.</p> <p>The school is organized into four teaching teams: Year 0-2 (five / six classrooms); Year 3 & 4 (three classrooms); Year 5 & 6 (three classrooms plus one year 4 & 5 class); Year 7 & 8 (three c classrooms)</p> <p>The Year 0-2, 5-6, & 7-8 teams are led by team leaders who are part of the school leadership team. The year 3 & 4 team is led by the assistant principal and the deputy principal is part of the Year 7 & 8 team in a support role. The Director of Religious education, who together with the principal is responsible for maintaining and developing the special Catholic Character, is also part of the leadership team. A special education coordinator (SENCO) is not part of the leadership team but works closely with the leadership team and support staff in coordinating special education programme</p>
<p>Review Of Charter and Consultation</p>	<p>The review of the charter is undertaken by the Board of Trustees following the Board elections held every three years. The consultation process involves seeking input from parents, community, staff, Maori whanau, and our Pasifika families.</p>

STRATEGIC PLAN 2014-2017

Strategic Goals		Core Strategies for Achieving Goals 2014 - 2017
Goal 1 (Property)	The development of the physical environment to allow for future school roll growth.	<ul style="list-style-type: none"> • Allow for roll increase by planning for & implementing stage 1 of our long term school development plan. • Replace the school swimming pool??? • Integrate the hall as our multi-purpose space. • Improve the street signage for the school. • Replace remaining garden edging. • Replace classroom heaters with heat pumps. • Continue to improve provision for shade in the school grounds. • To have our school environment reflect our Catholic Character and the diverse cultures within our school.
Goal 2 (Curriculum)	E learning - To enhance the curriculum delivery through the use of digital technologies.	<ul style="list-style-type: none"> • Transfer to the use of Google Docs throughout the school. • Provide all Year 3 - 8 students with an individual log on to our school network. • SNUP upgrade to be completed providing improved infrastructure and wireless system. • Upgrade school server to cloud based server. • Replace school hardware (Laptops, PCs, ipads, etc. • Improve student access to digital devices - through BYOD policy - being mindful of equity issues. • Emphasise the use of digital technologies to create new knowledge not just the retrieval of knowledge.
Goal 3 (Curriculum / Personnel)	To promote our Year 7 & 8 area as a viable option for all our Year 6 students, and to continue to develop our Year 7 & 8 team to ensure our	<ul style="list-style-type: none"> • Provide in-depth quality learning opportunities in all learning areas. • Market our Year 7 & 8 area to Year 5 & 6 parents and the wider community. • Improve staff continuity / retention rates in our Year 7 & 8 area. • Continue to provide an extensive outdoor education experience for

	students are fully prepared for transition to high school.	<p>Year 7 & 8 students every year.</p> <ul style="list-style-type: none"> • Continue to enhance leadership opportunities and leadership skill development in the Year 7 & 8 area.
Goal 4 (Curriculum / Student achievement)	To ensure all students achieve their personal potential and in so doing wherever possible attain appropriate National Standards	<ul style="list-style-type: none"> • Continue to implement and embed Assessment for Learning capabilities across the curriculum as part of teachers' practice. • Emphasise the use of AFL practices with ESOL students. • Continue to provide quality staff development. • Continue to build resources that assist with the delivery of quality teaching and learning. • Provide extra support for at risk learners and learners not reaching their potential. • Encourage parental engagement in student learning through the development of home school partnership programmes. • Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of students, especially Gifted and talented students. • Reflect our school cultures in our physical classroom environments. • Continue with teacher appraisal programme.
Goal 5 (Finance / Personnel)	To review and update the school administration, management and financial systems.	<ul style="list-style-type: none"> • Allocate extra staff resource to the office to cater for increased demands on office staff. • Review the financial package being used. • Provide professional development to the accounts person in the use of Finance software.
Goal 6 (Curriculum / Student)	To continue to work towards the five Te Huarahi goals. (Te Huarahi is a strategic plan for	<ul style="list-style-type: none"> • Work with community personnel to help ensure all new entrant children have received quality early childhood education. • In conjunction with other Te Huarahi schools continue to offer at

achievement)	Maori student achievement developed by schools in the Franklin area.	least 2 whanau education opportunities each year. <ul style="list-style-type: none">• Celebrate the success of our Maori students through various strategies including providing articles for the local newspaper.• Continue to build authentic relationships with members of our local iwi.• Ensure all Maori students are achieving appropriate National Standards levels.
---------------------	--	--

