



# St Joseph's Waipukurau School Charter 2021

School: St Joseph's Waipukurau  
MOE Number: 2678  
Revised: February 2021



**VISION**

*Aspire to excel*

**MISSION STATEMENT**

*To excel in education embracing the Values and Teachings of the Catholic Faith*

**Inclusion**

Inclusive education is where all children and young people are engaged and achieve through being present, participating, learning and belonging.

**Te Tiriti o Waitangi**

The Treaty provides a context for the relationship between the Crown, iwi and Māori. Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown (represented by the Ministry of Education and other education sector agencies) and iwi, hapū and whānau.

**Te Reo Maori**

The responsibility for the revival of Māori language is shared between Māori and the Crown. Māori language can not be secured by the efforts of one party alone. It depends on the ability of both sides to cooperate, participate and contribute.

The board will ensure that learners with special learning needs and abilities are supported in their learning so they can make progress in relation to The New Zealand Curriculum and fully participate and contribute to the life of the school, parish and the wider community.

The board will ensure that learners with special- learning needs are supported by:

- Respecting the Tapu and Mana of individual learners
- Developing policies and procedures that delineate inclusive school practices
- Welcoming learners with diverse learning potential
- Including ORS and SLS learners where applicable
- Writing IEPs for ORS, SLS, and other learners as required
- Celebrating a variety of learning abilities
- Including learners in The New Zealand Curriculum learning contexts
- Expecting learners to make progress towards the appropriate national standard levels, according to their diverse potential
- Providing opportunities for learners to fully participate in school activities and contribute to the life of the school and community
- Extending the progress of all learners with special learning abilities, including gifted and talented in line with our school vision 'Aspire to Excel'

St Joseph's School recognises the significance of The Treaty of Waitangi and its role in the education of Māori students.

Ka Hikitia – Accelerating Success 2013–2017 gives expression to how the principles of the Treaty of Waitangi (the Treaty) are applied in education.

The Treaty provides a context for the relationship between the Crown, iwi and Māori. Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown (represented by the Ministry of Education and other education sector agencies) and iwi, hapū and whānau.

Ka Hikitia – Accelerating Success 2013–2017 emphasises the power of collaboration and the value of working closely with iwi and Māori organisations to lift the performance of the education system.

St Joseph's School recognises the importance of New Zealand's bicultural heritage.

St Joseph's School will provide all students with experiences and understandings in cultural traditions, language and local history

St Joseph's School, as appropriate to its community, will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori and Pasifika. If a parent or guardian requests a higher level of Tikanga and / or Te Reo than is at present evident in our school Maori programme, the staff and family will explore possibilities for a suitable solution. This will include other schools and correspondence schools.

# St Joseph's School Waipukurau

## Strategic and Annual Plan

### 2021-2023

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**STRATEGIC GOALS 2021-2023**

*Strategic goals are statements of what you wish to achieve over the period of the strategic plan*

**CATHOLIC CHARACTER**

Safeguard and strengthen our School's special Catholic Character.

**EXCELLENCE IN TEACHING**

Develop a culture of continual improvement to foster innovative, effective, culturally responsive staff.

**THE ST JOSEPH'S LEARNER**

To develop a learner with the values, knowledge, skills and actions that will lead them on a path to excellence.

**ANNUAL PLAN 2021**

**How will we safeguard and strengthen our school's special catholic character?**

- Under "Encounter with Christ" look at: Spiritual formation - The Gospel values, clearly sourced from a Gospel story or parable, are taught, modelled and promoted. Students learn how to critique ethical issues from a Catholic perspective.
- Follow the 3 Year special character development plan for change.
- Introduce Liturgical dance
- Continue the development of the sacred space

**How will we foster excellence in teaching?**

- Teacher as inquiry - mathematics
- Unpacking of our local curriculum
- Meaningful integration of all curriculum areas, including RE
- Cultural responsiveness revisit
- Develop a plan for te Tiriti o Waitangi

**How will we lead the St Joseph's Learner on a path to excellence?**

- Mathematics focus (across the curriculum)
  - Alim third year.
  - Student agency - pathways of learning.
  - Assessment - using PACT
- Writing Focus
  - What does effective literacy practice look like?
  - Focus on engaging boys in writing by providing experiences.

**Assessment for learning**

- Localised Curriculum
  - What effective teaching looks like in our school.
  - cultural responsiveness

Target 1: Maori Boys and Girls Mathematics, (yr 2 to 7 below)  
Target 2: Maori Boys & Boys Writing (yr 2 to 7Below)  
Target 3: Boys & Maori Boys Reading (yr 2 to 7 below)

**STRATEGIC PLAN 2021-2023: Strengthen and nourish our School's special Catholic Character.**

2021	2022	2023
<ul style="list-style-type: none"> <li>Under "Encounter with Christ" look at: Spiritual formation - The Gospel values, clearly sourced from a Gospel story or parable, are taught, modelled and promoted. Students learn how to critique ethical issues from a Catholic perspective.</li> <li>Follow the 3 Year special character development plan for change.</li> <li>Introduce Liturgical dance</li> <li>Continue the development of the sacred space</li> </ul>	<ul style="list-style-type: none"> <li>Under "Christian Witness" - the use of displays and symbols provide witness to the Catholic identity of our school.</li> <li>Continue to follow 3 year Special Character plan</li> <li>Continue the development of the sacred space</li> <li>Social Justice</li> <li>Sustainable Environment</li> </ul>	<ul style="list-style-type: none"> <li>Under "Encounter with Christ" Whanau are actively engaged in the faith Journey of their children and the school has specific information or activities to encourage this.</li> <li>Review and update 3 year Special Character plan</li> </ul>

**ANNUAL PLAN 2021**

Expected Outcomes	Actions / Resourcing	Responsibility	Timeframe	Outcomes.
<ul style="list-style-type: none"> <li>The Gospel values, clearly sourced from a Gospel story or parable, are taught, modelled and promoted. Students learn how to critique ethical issues from a Catholic perspective.</li> </ul>	<p><b>Shared Understanding</b> The Gospel values are aligned with our school values and are taught consistently throughout the school.</p> <p><b>Information Sharing</b> The gospel values which are being focused on each term are shared with our parent community with activities provided to be done as a whanau at home.</p> <p><b>Strengthen Parish/School Relationships.</b> Encourage attendance of families whose children are doing altar serving. Personal invites to mass. Families rostered on ministry - welcoming, hospitality, gifts, prayers of the faithful etc asking parents to take part in the school mass too. More kids involved the more they will attend.</p> <p><b>Communication with the Community</b> Special Character Section in the newsletter Information evening/s Parent/teacher communication - e.g. via Sharing RE learning via See Saw</p> <p>Board Board understanding of the Gospel Values led by</p>	<p>Principal, DP, DRS, staff and BOT</p> <p>PNCEO</p>	<p>End of the year</p>	<ul style="list-style-type: none"> <li>Catholic Character Survey sent out and data unpacked.</li> <li>Clear communication between teachers and parents around what gospel values are being taught at school and how it can be linked to the home.</li> <li>80% attendance to school masses.</li> <li>Each weekly newsletter has a special character information section.</li> <li>Family and School get together each term.</li> <li>Time set aside at each board meeting to reflect on a gospel value.</li> </ul>

	Principal and Proprietors Appointees			
<ul style="list-style-type: none"> <li>A planned approach to meet the recommendations of the review. Follow the 3 Year special character development plan for change.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the special character plan which identifies priorities in Special character</li> <li>Assigned staff meeting time to work through special character and the strands that are being taught.</li> <li>Board to ensure time is set aside each meeting to reflect on how we are safeguarding our Catholic Character.</li> <li>Staff have opportunities to take part in professional development.</li> </ul>	Principal, DP, DRS, staff and BOT, PNCEO	End of Term 2	<ul style="list-style-type: none"> <li>Time set aside at each board meeting to reflect or review an aspect of our school special character.</li> </ul>
<ul style="list-style-type: none"> <li>Introduce Liturgical dance as another way to encounter Christ.</li> </ul>	<ul style="list-style-type: none"> <li>The DRS to work with a group of Children to teach them Liturgical dance.</li> <li>DRS to support all staff using drama to teach the Gospel values. Time set aside in staff meetings for this to happen.</li> </ul>	DRS, Teachers and Principal	End of term 3	<ul style="list-style-type: none"> <li>Staff to have understanding of liturgical dance and to introduce it to their students.</li> <li>Students will understand what liturgical dance is and some students will take part in performing liturgical dance.</li> </ul>
<ul style="list-style-type: none"> <li>A sacred space for a class, small group or individuals to spend time in.</li> </ul>	<p>Follow the plan for the Sacred Space , which will be done in stages as follows:</p> <ul style="list-style-type: none"> <li>Make the pathway</li> <li>Install the water fountain and statues</li> <li>Plant the trees</li> <li>Plant the shrubs and flaxes</li> <li>Carve the Po's and make the kowhaiwhai patterns.</li> <li>Carve and make the whaingā (entrance way to our sacred space)</li> </ul>	Principal, DP, DRS, staff and Children, BOT, Family/Whānau,	End of term 4	<ul style="list-style-type: none"> <li>A sacred space will be created for students, staff and community will be able to use.</li> <li>To have an opening and blessing of the school's sacred space.</li> </ul>

## St Joseph's School Waipukurau *Strategic and Annual Plan 2021-2023*

**VISION**  
*Aspire to excel*

**MISSION STATEMENT**  
*To excel in education embracing the Values and Teachings of the Catholic Faith*

**STRATEGIC PLAN 2021-2023: *Develop a culture of continual improvement to foster innovative, effective, culturally responsive staff.***

2021	2022	2023
<ul style="list-style-type: none"> <li>• Teacher as Inquiry</li> <li>• Unpacking of our local curriculum</li> <li>• Meaningful integration of RE in to all learning areas</li> <li>• Cultural responsiveness revisit</li> <li>• Develop a plan for te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as Inquiry</li> <li>• Implementation of our local curriculum</li> <li>• Meaningful integration of RE in to all learning areas</li> <li>• Cultural responsiveness implementation</li> <li>• Following the plan for te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as Inquiry</li> <li>• Implementation of our local curriculum</li> <li>• Meaningful integration of RE in to all learning areas</li> <li>• Cultural responsiveness implementation</li> <li>• Following the plan for te Tiriti o Waitangi</li> </ul>

### ANNUAL PLAN 2021

<i>Expected Outcomes</i>	<i>Actions / Resourcing</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Outcomes.</i>
<ul style="list-style-type: none"> <li>• Unpack our local curriculum with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted staff meetings about sections of curriculum.</li> <li>• Learn Tagalog in Yr 7/8</li> <li>• Feast days observed for Filipinos and Indian families</li> </ul>	Principal, DP, DRS, Teachers and BOT	End of Term 4	<ul style="list-style-type: none"> <li>• Framework developed and linked to NZC and is culturally responsive.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff confident using teaching as an Inquiry model to strengthen and enhance best practice in their classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff all take part in teacher inquiry as part of our Alim engagement for maths.</li> </ul>	Principal, DP, Staff and BOT	End of Term 4	<ul style="list-style-type: none"> <li>• Teacher planning and student engagement</li> <li>• Differentiate planning to meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers feel confident weaving our gospel values through our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning has references to gospel values.</li> <li>• Staff to do a mini inquiry to unpack the gospel values.</li> <li>• Gospel values displayed on the walls and linked with our school values.</li> </ul>	Principal, DP, DRS and Staff	End of Term 4	<ul style="list-style-type: none"> <li>• Teacher planning, students work, classroom environment</li> <li>• Regular communication between school and whanau</li> </ul>
<ul style="list-style-type: none"> <li>• To have a clear vision and direction for our culturally responsive curriculum which is integrated and connected to our local curriculum.</li> </ul>	Cultural responsiveness is all cultures <ul style="list-style-type: none"> <li>• Powhiri</li> <li>• Marae visit</li> <li>• pepeha/mihi</li> <li>• School haka and school waiata</li> <li>• Target PD on cultural responsiveness.</li> <li>• Specialists invited - Conrad &amp; Te Ao Marama</li> <li>• School to take part in the Mana enhancement programme.</li> </ul>	Principal, DP & Staff BOT	End of term 3	<ul style="list-style-type: none"> <li>• Linked to our local curriculum.</li> <li>• Students know their Mihi.</li> <li>• The school has visited a local Marae.</li> <li>• Students learn about the tikanga when visiting a marae and how a powhiri works</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop a plan to ensure we are</li> </ul>	Principal, Board and Staff		<ul style="list-style-type: none"> <li>• A clear plan going forward on how our</li> </ul>

<ul style="list-style-type: none"> <li>Develop a plan for Te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>meeting the Te Tiriti O Waitangi that embeds in school culture &amp; is sustainable.</li> <li>Set time aside at staff meetings to unpack Kahikatea &amp; Taitiako with Staff</li> </ul>			<p>school will enhance Te Reo Maori at our school.</p>
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**St Joseph's School Waipukurau Strategic and Annual Plan 2021-2023**

<p><b>VISION</b> <i>Aspire to excel</i></p>	<p><b>MISSION STATEMENT</b> <i>To excel in education embracing the Values and Teachings of the Catholic Faith</i></p>
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**STRATEGIC PLAN 2021-2023: To develop a learner with the values, knowledge, skills and actions that will lead them on a path to excellence.**

2021	2022	2023
<ul style="list-style-type: none"> <li>Mathematics focus (across the curriculum)               <ul style="list-style-type: none"> <li>Alim third year.</li> <li>Student agency - pathways of learning.</li> <li>Assessment - using PACT</li> </ul> </li> <li>Writing Focus               <ul style="list-style-type: none"> <li>What does effective literacy practice look like?</li> <li>Focus on engaging boys in writing by providing experiences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Curriculum area targets</li> <li>Consistency of teacher practice</li> <li>Rich learning opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum area targets</li> <li>Consistency of teacher practice</li> <li>Rich learning opportunities for students</li> </ul>

**ANNUAL PLAN 2021**

<i>Expected Outcomes</i>	<i>Actions / Resourcing</i>	<i>Responsibility</i>	<i>Timeframe</i>	<i>Outcomes.</i>
<ul style="list-style-type: none"> <li>Acceleration of target students &amp; Extension of other students.</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in Alim for 2020 (third year)</li> <li>Continue with small target groups</li> <li>Teacher inquiry (TAI) for maths</li> <li>Specific maths vocab across the school</li> <li>Rich tasks</li> <li>Regular monitoring and assessment</li> <li>Implement low floor high ceiling maths tasks</li> <li>MST (Maths specialist teacher) being trained.</li> </ul>	<p>Lead Alim teacher , Principal, MST and Teachers.</p>	<p>End of Term 4 Reviewed end of each term</p>	<ul style="list-style-type: none"> <li>Data collected throughout the year</li> <li>Target students move 2 to 3 sub levels.</li> <li>Reflective teacher practice which is evident in the teachers Growth Practice.</li> <li>Students fully engaged in math sessions</li> <li>Teacher planning reflects student needs</li> </ul>
<ul style="list-style-type: none"> <li>Development of teacher practice.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of student agency.</li> <li>Rich tasks - inform practice</li> <li>Shared assessment and conversations around target students.</li> </ul>	<p>Principal, DP and Teachers.</p>	<p>End of Term 4 Reviewed end of each term</p>	<ul style="list-style-type: none"> <li>A clear appraisal process which has been developed to meet the new professional growth model.</li> <li>Students have ownership of their learning</li> <li>Time set aside in the staff meetings to discuss students learning and progress</li> <li>Regular time set aside at staff meetings for moderation of Writing (e-asTTle) and Maths (PACT)</li> </ul>
<ul style="list-style-type: none"> <li>Students write for purpose and engage boys in writing. .</li> </ul>	<ul style="list-style-type: none"> <li>Daily writing</li> <li>A modified writing programme for</li> </ul>	<p>Principal and Teachers</p>	<p>End of Term 4 Reviewed end of</p>	<ul style="list-style-type: none"> <li>Regular purposeful assessment which is unpacked and discussed.</li> </ul>

	<p>students who are identified as below expected level.</p> <ul style="list-style-type: none"> <li>• Learning intentions</li> <li>• Feedback / Feedforward</li> <li>• EasTTLe used to assess and monitor student progress.</li> </ul>		each term	<ul style="list-style-type: none"> <li>• Through asttle assessment, students have moved 2 sublevels.</li> <li>• Clear feedback in evident in student work books</li> </ul>
<ul style="list-style-type: none"> <li>• Using PACT to help inform teachers to make consistent teacher judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers for annual assessment plan</li> <li>• Teacher planning reflects student needs.</li> <li>• Teachers to carry out PACT twice a year for Maths and Reading</li> </ul>	Principal and Teachers	End of Term 4 Reviewed end of each term	<ul style="list-style-type: none"> <li>• Through data collected and teacher planning</li> </ul>