

Saint Joseph's School (Feilding) - Strategic Plan 2024-2025

OUR VISION STATEMENT	OUR GOSPEL VALUES	OUR CHARISM
Supporting tamariki, learning through a Catholic lens.	At Saint Joseph's School, we C.A.R.E.: Community - Whanaungatanga Acceptance - Ataahua Respect - Manaakitanga Excellence - Kairangatira	We follow the teaching foundations of Saint Mary MacKillop: Inclusion Nurture Growth "Never see a need without doing something about it."
OUR CATHOLIC SPECIAL CHARACTER		
Our Catholic Special Character is reflected by... ensuring we remain true to providing a Catholic education for our learners, as well as the founding principles of the Josephites. At St Joseph's School, we recognise our responsibility to Te Kaitiakitanga Me te Whakapakari i te tuakiri Katorika/Safeguarding and Strengthening our Catholic Character by ensuring we are a place where first and foremost our learners and their whānau encounter Christ.	We recognise our Catholic Special Character when... - the Catholic worldview is woven through all aspects of our kura life; - our behaviour reflects the Gospel values (C.A.R.E.) and charism; - we witness the impact of the encounter with Christ enabling our learners to grow in their faith; - parish and kura work together to accompany our learners on their sacramental journey; - we meet the legal obligations in respect to Te Kaitiakitanga Me te Whakapakari i te tuakiri Katorika / Safeguard and Strengthen our Catholic Character; and, - our proprietors' appointees take responsibility for ensuring that Catholic Special Character is safeguarded and strengthened.	We show Catholic Special Character equity by... - living the beliefs, values, traditions and practices of the Catholic church and how they are expressed by both Katorika Māori and Katorika Taiuiwi; - ensuring no Catholic tamaiti/child is denied the right to a Catholic education due to lack of financial resources; - living our understanding of He Whakaaro Nui mō te Hunga Rawakore/Preferential Options for the Poor and Vulnerable through serving others; and, - supporting all whānau in the education and formation in the faith of their tamariki.
Our WHY - We believe that... - we maintain a strong faith-centred culture where Gospel values are practised and Christ is always at the centre; - all tamariki have the right to achieve their learning potential, while their Te Mana o te Tangata/Human Dignity is respected; - we celebrate diversity and difference in an inclusive and nurturing climate; - we create a community of lifelong learners; - we value and nurture creativity;	The HOW - We will do this by... - ensuring our Catholic character underpins all decision making in our kura; - utilising the Sisters of St Joseph's Charism and Catholic values to underpin our Special Character, to support the parish and whānau, as well as, acknowledging how this positively impacts our daily actions;	The WHAT - We show our WHY has been successful by... - developing in each tamaiti/child a knowledge, understanding and respect for the Catholic faith and a love of Jesus; - measuring ākongā outcomes and achievements against previous year and setting goals; - encouraging ākongā and whānau voice; - scheduled School Board reviews; - ākongā participation rates; - celebrating success (present and past pupils);

• we find joy in learning through the wonder of discovery / authentic learning contexts; • we are a happy kura where fun and laughter is an everyday occurrence; and, • we believe in the importance of positive reinforcement and Catholic restorative practices.	• recognising and acting on the National Education Learning Priorities and the Catholic Bishops document, <i>The Catholic Education of School-Age Children (2014)</i>; • ensuring all areas of the curriculum are taught in line with a Catholic world view. We integrate the importance of Catholic Social Teachings/Ngā Ākoranga Pāpori Katorika throughout all learning; • recognise the need to integrate Tikanga Māori, Te Reo Māori and Matauranga Māori into teaching and learning programmes, including Te Whare Tapa Wha Health Model; • the School Board maintaining an ongoing programme of reporting, self-review and community consultation. Reports from reviews will form the basis for deciding priorities for kura development and improvement; • the School Board adhering to the Ministry of Education and Diocese's external review key recommendations; and, • reporting to parents with information aligned with assessment, regarding curriculum levels.	• the use of kaiako inquiry; • external reviews; • implementing Positive Behaviour for Learning - School-Wide (PB4L-SW) and analysing data; and, • ensuring policies and practices seek to achieve equitable outcomes for ākonga of both sexes, religions, ethnicity, culture, social standing, whānau and class backgrounds; whatever their abilities and disabilities may be.
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2024-2025 GOALS

SUMMARY OF INFORMATION USED TO DEVELOP THIS STRATEGIC PLAN

The aspirations and strategic priorities are the result of consultation with the community of Te Kura o Hato Hohepa/Saint Joseph's School, including ākonga, whānau, iwi, parishioners, kaiako, as well as the Diocese of Palmerston North through He Pūrongo Arotake Mātauranga Ahurea Katorika ā Waho/Catholic Special Character External Evaluation Report and both Kāhui Ako Achievement Challenges. Voice was gathered through a variety of online surveys and evening hui/meetings. Staff were also invited to contribute their aspirations and goals for the kura. The aspirations of Ngati Kauwhata Educational Priorities were also incorporated into the development of strategic priorities.

The School Board have worked in partnership with staff to collate the information, identify key themes and put together the strategic priorities, which were then shared with the community for feedback. After feedback was received, the strategic priorities were confirmed for 2024-2025.

Curriculum	Whakawhanaungatanga	Kaitiakitanga
Strategic Goal 1: All ākonga have the right to participate and experience an effective educational environment in all curriculum areas, enabling them to reach their full potential.	Strategic Goal 2: Through building inclusive respectful relationships, nurturing mana enhancing environments, ākonga will continue to grow and deepen their knowledge and understanding of the world and their place within it. We celebrate our unique differences in solidarity, remembering we are all made in the image and likeness of God.	Strategic Goal 3: Ākonga will develop a greater understanding of environmental and social education with a focus on awe and wonder of creation, our common home and exercise stewardship by caring for the gifts God has given us.
Education and Training Act 2020, Section 127: 1(a) Every student at the school is able to attain their highest possible standard in educational achievement; 1(c) the school is inclusive of, and caters for, students with differing needs; and, 1(d)(iii) the school gives effect to Te Tiriti o Waitangi, including by achieving equitable outcomes for Māori students.	Education and Training Act 2020, Section 127: 1(b)(i) the school is a physically and emotionally safe place for all students and staff; 1(b)(iii) the school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; 1(c) the school is inclusive of, and caters for, students with differing needs; and, 1(d)(i) the school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.	Education and Training Act 2020, Section 127: 1(c) The school is inclusive of, and caters for, students with differing needs; and, 1(d)(i) the school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

Links to Education Requirements: • Catholic Social Teachings: ◦ He Painga mā te Katoa/Common Good • Catholic: The Declaration • NELPS ◦ Learner at the Centre - Priority 2 ◦ Barrier Free Access - Priority 3 ◦ Barrier Free Access - Priority 4 ◦ Quality Teaching and Leadership - Priority 6 ◦ Future of Learning and Work - Priority 7 • Ka Hikitia, Ka Hapaitia • Tātaiako: Wananga, Whanaungatanga, Ako • Te Takanga o te Wā/Māori History • Tō Tātou Whakapono/Our Faith (new Religious Education curriculum) • Wonderfully Made in God's Image • Te Mātaiaho • Refreshed 'English' Learning Area • Refreshed 'Mathematics and Statistics' Learning Area • Literacy and Communication and Maths Strategy	Links to Education Requirements: • Catholic Social Teachings: ◦ Te Mana o te Tangata/Human Dignity ◦ Whakawhanaungatanga/Solidarity ◦ Mana Whakahaere/Subsidiarity • Catholic: The Declaration • NELPS ◦ Learner at the Centre - Priority 1 ◦ Learner at the Centre - Priority 2 ◦ Barrier Free Access - Priority 3 ◦ Quality Teaching and Leadership - Priority 5 ◦ Quality Teaching and Leadership - Priority 6 • Te Tiriti o Waitangi • Maihi Karauna Strategy • Ka Hikitia, Ka Hapaitia • Tau Mai te Reo • Tātaiako: Wananga, Whanaungatanga, Manaakitanga, Tanga Whenuatanga, Ako • Te Takanga o te Wā/Māori History • Te Mātaiaho • Aotearoa New Zealand Histories • Child and Youth Wellbeing Strategy • Aroha and Diversity	Links to Education Requirements: • Catholic Social Teachings: ◦ Kaitakitanga/Stewardship ◦ Nāu te Rourou, Nāku te Rourou/ Participation ◦ Mana Whakahaere/Subsidiarity • Catholic: The Declaration • Laudato Si - Pope Francis, 2015 • NELPS ◦ Learner at the Centre - Priority 2 ◦ Barrier Free Access - Priority 3 ◦ Quality Teaching and Leadership - Priority 6 ◦ Future of Learning and Work - Priority 7 • Te Tiriti o Waitangi • Ka Hikitia, Ka Hapaitia • Tātaiako: Wananga, Manaakitanga, Tangata Whenuatanga, Ako • Te Takanga o te Wā/Māori History • Te Mātaiaho • EnviroSchool Programme • Attendance and Engagement Strategy • Child and Youth Wellbeing Strategy
Expected Outcome: • Strengthen our Catholic special character, including meeting everyone's spiritual and faith needs. • Community lives our Charism and embraces their faith through our Catholic Special Character. • Effectively implement new curriculums; highlighting new requirements in our Local Curriculum; taught by confident and capable kaiako/teachers: ◦ Tō Tātou Whakapono/Our Faith ◦ Ministry of Education curriculum refresh • Improved data for core curriculum areas: Religious Education, Reading, Writing and Mathematics. • Effective programme established to support English as Second Language learners.	Expected Outcome: • Inclusive environment for all learners. • Sustainable culturally responsive practices. • Cultural connectedness. • All cultures are visible, providing a strong sense of belonging and knowing they are valued. • Reciprocal relationship (ako) with Ngāti Kauwhata.	Expected Outcome: • EnviroSchool programme integrated in all curriculum areas through the principles: Empowered Learners, Learning for Sustainability, Te Ao Māori, Respect for Diversity, and Sustainable Communities. • Effective programme established for the Forest School (Almadale Scenic Reserve). • Science curriculum based in authentic learning contexts. • Strengthen community engagement.

Core Strategies: • Build kaiako/teacher capacity through professional development: ◦ Josephite Colloquium ◦ New curriculum: Tō Tātou Whakapono and the Ministry of Education Curriculum Refresh ◦ English as Second Language learners ◦ Neurodiverse learner needs ◦ Writing engagement for males • Develop an explicit programme to support English as Second Language learners when transitioning to the school. • Closely monitor target ākonga/students, including effectiveness of support programmes. • Seek outside agency support for target ākonga/students. • Purchase required resources to enhance core curriculum areas, specifically target areas. • Catholic Certification of kaiako/teachers completed once meeting requirements. • Collaborate with the community to develop a new Health Curriculum.	Core Strategies: • Build kaiako/teacher capacity through professional development: ◦ Kāhui Ako PLD: ■ Tai Huki Consulting ■ Ngati Kauwhata ◦ Katorika Māori and Wairuatanga Māori ◦ Te Whare Tapa Wha • Ensure manawhenua perspective is shared. • Visit local areas of importance. • Implement Māori Development Plan and new local curriculum. • Establish Pasifika Education Development Plan. • All significant cultural events are celebrated. • Appoint Ākonga Council Cultural Leader.	Core Strategies: • Build kaiako/teacher capacity through professional development: ◦ Enviroschool • Make connections to our founder, Father Julian Tenison-Woods • Predator Free Feilding programme • Throughout the kura/school, more sustainable practices are implemented. ◦ Zerowaste, litterless lunch boxes etc ◦ Vegetable gardens, compost, worm farms used more efficiently. ■ Lifeskills: Mustard Seed Cooking Room, Plant to Plate ◦ Make natural products to sell at Farmers Market (fundraise for ongoing Forest School costs). • Tamariki/children participating and understanding the importance in acts of service to others.
Measure Effectiveness of our Actions: • Improved achievement data. • SENCO monitoring records. • Board curriculum review will outline implementation of changes. • 2024 internal review will evaluate impact (what worked and why, identify next Charism development steps). • 2025 internal review will evaluate impact (what worked and why, identify next steps for reading, writing and maths).	Measure Effectiveness of our Actions: • Kāhui Ako Within School Leader Inquiry: Te Whare Tapa Wha • School calendar (events) • Board curriculum review will outline the impact of the new Māori Development Plan.	Measure Effectiveness of our Actions: • 2024 internal review will evaluate impact (what worked and why, identify next steps). • Increased sustainable practices, for example reduced rubbish and power usage. • Reduced number of pests being captured.