

# St. Joseph's School Kaikoura Charter 2017



"Growing Together in Faith"

E tipu ake ana matou i te whakapononga

School:	St. Joseph's School
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Updated:	February 2017

# CONTENTS

Our School Community

Catholic Integrated Schools Vision - 2020 AD Beacon Plan Goals

Our Goals in Relation to the National Education Priorities

New Zealand Cultural Diversity

Our Mission, Vision and Values

- St Joseph's School Vision
- Teaching Beliefs
- St Joseph's School Values and Roles

St Joseph's School Strategic Plan 2013-2018

St Joseph's Strategic Priorities

Annual Targets

Annual Development Plan for 2017

Procedural Information and Consultation 2017



2016 Dux and Proxime Accessit Winners

# The School Community

St. Joseph's School Kaikoura is a Catholic State Integrated full primary. It is a co-educational school of approximately 80-95 Yr 1-8 students. The students attending the school come from the greater Kaikoura region. The school is situated on the edge of Kaikoura township.

St. Joseph's School is a part of the Star of the Sea Parish with strong links to the Kaikoura Catholic community. The new school was built on the current site in 1980, but the Catholic school first opened in 1883 on the Mt Fyffe Road site. There is a very supportive parent body who support the school formally through the Friends of St. Joseph's (FOSJ) fundraising committee and informally through daily interactions with the school.

St Joseph's School aims to provide high quality educational opportunities for its students. Learning occurs in 4 classrooms, with a 5<sup>th</sup> classroom opening in Term 2 2017. This has been made possible with funding from the Ministry of Education Earthquake Response Package, where a full time teacher equivalent has been funded for one year. We will be splitting up our two large junior classes into three classes. The teachers utilise the support of local agencies (e.g. RTLB, RT Lit, Reading Recovery) where necessary. As well as incorporating a wide range of current teaching and learning resources in our programmes, including laptop computers, digital resources, which students and staff have access to; we make use of the local amenities and local environment for student learning. The school purchased 10 iPads during 2012, a further 5 in 2013 and another 10 in 2014 as a result of a Community Trust Grant. In 2015, the school purchased a further 25 chrome books and put Apple televisions in all classrooms. A further 10 ipads were bought in 2016 so there is almost a device per two students.

Our students enjoy taking part in a diverse range of activities such as: ski trips, interschool cross country, athletics and swimming, technology for Yr 7/8 and annual camps for Yr 5-8. The school performs a musical on alternate years and has a choir that is often asked to perform at local events. As a result of the earthquake, our sports trips are now in the North Canterbury Zone and travel is to Christchurch for events. The school has been part of the Ministry of Education PB4L initiative for the last 4 years, where all schools in the Kaikoura District are involved. This is a unique opportunity for our community, where all schools are promoting the same behaviours and ultimately we will have consistency in our expectations across the schools. This will assist transition procedures from primary to secondary. This year all schools will be taking part in the NZCER Wellbeing Survey as part of the Community of Learning data.

The school is set on 2 hectares, alongside the Sacred Heart Church, and the Sacred Heart Parish Centre is across the road from the presbytery. The grounds include sporting fields, an adventure playground for juniors, a senior fitness playground, asphalt play area, netball, basketball and tennis court. The perimeter of the school has been fenced with standard swimming pool fence, and the junior toilet block has been renovated. All classrooms have had heat pumps installed, data projectors mounted in all classrooms and the louvre windows in classrooms have been replaced with fixed units to stop drafts and help insulation. In January 2016, three classrooms have been re-carpeted. The outside of the school has been repainted to match the new administration block. The veranda roof and decking has also been replaced. The hard court area and car park has been resealed and court markings completed. There are four classrooms, a media/music room and a refurbished administration and library area was completed and opened in 2009.



## Catholic Integrated Schools: Vision – 2020 AD Beacon Plan Goals

- Quality, effective **leadership** of schools
- Equity, quality and excellence in **educational outcomes** for each student.
- A Catholic population which is knowledgeable about its Faith and supportive of its schools.
- Well qualified **teachers** in Catholic schools, especially in the areas of religious education and the special character dimension of the school.
- Strong **partnership** between parish(es) and school(s) to support the revitalisation of the Church's mission in the world.
- Practical commitment to achieve positive bi-cultural relationships with Maori and a practical commitment to developing a resilient multi-cultural society.
- Dynamic **graduates** from our schools who are committed to promoting the Good News in its various dimensions with emphasis on: evangelisation, service, community and social justice.

- Effective use of **technologies** to deliver educational outputs in an open learning environment.
- A national system of schools that is **proactive** and which positively interacts with Government, its agencies and with wider national networks.
- A commitment to the long-term progress and development of the **economically and socially disadvantaged**

## Our Goals in Relation to the National Priorities

At St. Joseph's School, Kaikoura, the National Education Priorities will be acknowledged in the following ways.

**Priority One – Success for all** – Resources will be provided to facilitate and promote learning, to encourage and challenge each student to develop fully their individual abilities so they can achieve to the highest level. Opportunities, through inquiry learning, will be given to all students, to enable them to reach their potential. Leadership opportunities are offered to seniors; extra support for learners below the national levels, and professional development to support all staff members. All students are able to access The New Zealand Curriculum as evidenced by progress and achievements in relation to the National Standards.

**Priority Two – A Safe Learning Environment** – Property and maintenance development programmes will be followed in order to ensure a safe, healthy, aesthetically pleasing environment suited to the learning and recreational needs of the students and staff. We will build a culture of inclusiveness and community based on our gospel beliefs so that children have emotional safety. Our key value of respect applies to self, others and property. The school is part of the cluster in Kaikoura involved in the PB4L School Wide Ministry of Education Professional Development, this will have a well-being focus for 2017.

**Priority Three – Improving Literacy and Numeracy** – Regular monitoring of student performance, and setting new goals, in order to improve outcomes in Literacy and Numeracy. Numeracy and Literacy curriculum development and implementation will be an on-going focus with professional development opportunities for staff. Specific teaching of identified "at risk" students with RT Lit, RTLB and Teacher Aide support. Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment.

**Priority Four – Better Use of Student Achievement Information** – Assessing and recording of students learning needs will ensure that the progress and achievements of each student is closely monitored. Better analysis and using of data to inform planning and targeting student needs. Collecting only relevant information on student achievement using standardised national assessment tools (AsTTle, Exemplars, PAT, NumPA, iKan, STAR, OTJ, National Standards Moderation). The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do achieve them. Teachers use the inquiry model of reflective teaching practice and are responsive to students' needs, including cultural needs.

**Priority Five – Improving Outcomes for Students at Risk** – Ensuring that the assessment methods used are dependable, and that all students, including those who are not achieving, at risk of not achieving, or who have special learning needs, are regularly monitored and goals adjusted in order to improve the learning outcomes. Referrals will be made to RT Lit/RTLB/Learning Support Team. Transition programmes are in place for new entrants and secondary school.

**Priority Six - Improving Outcomes for Maori** - In consultation with the schools' Maori community, planning and setting of targets will ensure achievement for better outcomes. We will collect relevant information on student achievement; analyse it and use data to inform planning and targeting student needs. Reporting to the BOT and Maori community while keeping an open channel of communication between the school and Maori community. Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. The school will be involved in the Te Pikitanga Programme in 2017 with the support of the recently appointed Rawiri Manawatu to the role as advisor. The staff will have professional development to understand the 8 values of Maori Culture.

**Priority Seven - Improving Career Guidance** - Opportunities will be provided for Year seven and eight students to develop their understanding of career options, both secular and religious in the form of careers sessions and integrating this into classroom work. We will utilise local career advisory services and attend career expos and Young Leaders Conferences.

**Priority Eight - Reporting** - Students, parents and the school community will be kept informed on the achievement of individuals, groups and students in relation to the National Education Standards in the following ways: Goal setting/Student Led Conference - March/July. Formal written reports, in accordance with the requirements of National Standards will be issued mid and end of the year. Achievement reports to BOT.



# Recognising New Zealand's Cultural Diversity

St Joseph's School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

In recognising the unique position of the Maori culture, St Joseph's School will take all reasonable steps to provide instruction in tikanga Maori (Maori culture) and te reo Maori (Maori language) for students.

## **To achieve this, the school will:**

- Consult with the community when appropriate
- Seek ways to incorporate elements of tikanga and te reo into units of work across all areas of the curriculum
- Provide opportunities for staff professional development in te reo and tikanga and other areas such as the Treaty of Waitangi
- Implement a school programme in te reo Maori with the support of the Education Pou
- Use everyday greetings and commands from a range of languages
- Establish signs around the school in both English and Maori
- Ensure there are adequate resources to support tikanga and te reo Maori programme
- Develop in our students a tolerance and understanding of different cultures.
- Student Leadership programme in place at the school with a senior Kaitaiki and two juniors in succession training

Rawiri Manawatu has been appointed to an advisory position in the local area 'to enhance the teachers and students awareness, knowledge and confidence in the delivery of Te Reo me one tikanga according to the Kawa of Ngati Kuri me Ngai Tahu.

He will support the school in the introduction of the Te Pikitanga programme, which is based on the learning of all the main uaru (values) within Te Ao Maori (The Maori Culture) and taught in the contexts of Ngati Kuritanga



# OUR MISSION, VISION AND VALUES



**St Joseph's School Kaitiaki**

**Vision: Growing together in Faith**

Mission:	Means:	Looks Like:	Vision/Values	Key Competencies	Using Language, Symbols and Text	Principles
<b>Respect</b>	<ul style="list-style-type: none"> <li>* Open mindedness</li> <li>* Taking pride in ourselves and our school</li> </ul>	<ul style="list-style-type: none"> <li>* Active listener</li> <li>* Self disciplined</li> <li>* Respecting self, others and environment</li> <li>* Accepts differences</li> </ul>	<ul style="list-style-type: none"> <li>Connected</li> <li>- Respect</li> <li>- Diversity</li> <li>- Equity</li> </ul>	<b>Relating to others</b> <ul style="list-style-type: none"> <li>* Showing compassion</li> <li>* Encouragement</li> <li>* Displaying Gospel values</li> </ul>	Inclusion Treaty of Waitangi Cultural Diversity	
<b>Confidence</b>	<ul style="list-style-type: none"> <li>* Accepts challenges</li> <li>* Reflective</li> <li>* Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>* Catholic identity</li> <li>* Belief in own ability</li> <li>* Independent</li> <li>* Mature</li> </ul>	<ul style="list-style-type: none"> <li>Confident</li> <li>- Excellence</li> </ul>	<b>Managing Self</b> <ul style="list-style-type: none"> <li>* Making positive choices</li> <li>* Risk taking</li> <li>* Roles in church</li> </ul>	High Expectations Learning to Learn	
<b>Honesty</b>	<ul style="list-style-type: none"> <li>* Loyal</li> <li>* Proud to be Catholic</li> <li>* Faith</li> </ul>	<ul style="list-style-type: none"> <li>* Reliability</li> <li>* Being part of a church community</li> <li>* Love/Aroha</li> <li>* Trustworthy</li> <li>* Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Actively Involved</li> <li>- Integrity</li> <li>- Community &amp; Participation</li> </ul>	<b>Participating and Contributing</b> <ul style="list-style-type: none"> <li>* Prayer</li> <li>* Eucharist</li> <li>* Altar serving</li> <li>* Sacraments</li> </ul>	Community Engagement Future Focus	
<b>Achievement</b>	<ul style="list-style-type: none"> <li>* Striving for excellence</li> </ul>	<ul style="list-style-type: none"> <li>* Goal Setting</li> <li>* Independence</li> <li>* Leadership</li> <li>* Motivated &amp; Focussed</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong Learners</li> <li>- Innovation, Inquiry &amp; Curiosity</li> </ul>	<b>Thinking</b> <ul style="list-style-type: none"> <li>* Mind mapping</li> <li>* Problem Solving</li> <li>* Reflecting scripture teaching</li> </ul>	Coherence	

## St Joseph's School Vision

- Provide programmes to facilitate the curriculum in the Learning areas, Key Competencies, Values and Principles.
- We want our young people to be confident, connected, actively involved and lifelong learners.
- We have high expectations for our learners and will encourage all students to reflect on their own learning processes and learn how to learn.
- The values of our school will be reflected in the individuals and as a whole school in all decision making.
- Our children will be encouraged and supported to be positive, knowledgeable and competencies to enable them to live full and satisfying lives.
- The children will be encouraged and supported to be positive, motivated, reliable and resourceful.
- The school will use resources to promote learners who are critical and creative thinkers, literate and numerate and informed decision makers.



# Teaching Beliefs

## We believe:

- ***The Foundation Skills need to be in place***  
Numeracy and Literacy are fundamental to all learning. We see these as our first priority as they are vital building blocks to ensure students can develop their individual 'learning pathways'.
- ***Students need to be 'Strategic' Learners***  
Students need to be taught a range of strategies in any learning situation. They then need to be explicitly shown how to apply these to a range of learning situations. A successful learner has the 'know how' and can work independently.
- ***Teaching students to become "Life Long Learners"***  
Students need to be explicitly taught and shown how to set challenging and realistic goals. From this they need to be taught how to develop strategies and skills to achieve these. This requires focussed teaching, 'scaffolding' help, and immediate focussed feedback to improve learning.
- ***Powerful and interesting learning experiences***  
Students need powerful, rich, and memorable learning experiences to inspire them to learn. This will help them to discover their talents and to challenge them to 'strive for excellence'.
- ***Expect 'Personal Best' from all***  
A sense of pride is vitally important and we need to help students develop this through their achievement. It is important to help students appreciate the importance of personal effort or 'good work habits', as well as holding the highest expectation for all students to 'do their best work'.
- ***Sound routines, clear boundaries and an exciting classroom environment***
- Effective classroom management allows students to learn independently and for teachers to teach. Unless students feel safe, secure and happy in a positive environment, and have the know how to achieve tasks set, both learning and teaching will be difficult. Sensible routines provide a sense of security and predictability and provide an environment for students to take risks necessary for their growth.



## St Joseph's School Values and Roles

*We want St Joseph's School to be aligned behind our Shared Vision,  
Values and our Teaching Beliefs.*

*We want St Joseph's School to be a school where:*

- Our students are given the skills needed and helped to make the 'right choices' in all aspects of learning and behaviour.
- Students and staff have an excellent rapport and where there is a high level of mutual trust, honesty and respect between all.
- Inquiry learning is highly valued and our students are encouraged and given opportunities to be confident, curious, innovate and creative people.
- There are clear, high expectations and all students are striving for excellence. Each student has challenging and realistic goals to work towards.
- Parents are welcomed and valued as part of the learning journey. We want our school to be seen as a 'family school'.
- Foundation skills of learning are assured and students are given opportunities to experience success in the full range of Learning Areas so as to develop their talents and gifts.
- Students develop a positive sense of identity and an awareness of New Zealand's multi cultural heritage.
- All learning is enhanced by our partnership with the school's community and parish. We believe it is important where possible to be responsive to the needs and wishes of the community and parish.

## St Joseph's School, Kaikoura Strategic Plan 2013-2018

Strategic Goal	Statement	Goals	Who is responsible	When by / monitoring process
<p><b>1. Special Character</b></p>	<p>The board is committed develop, maintain, live <i>and</i> Promote the special character of our school</p>	<p>i. We will continually develop and monitor our special character in line with the Catholic Faith                      ii. Maintain a regular and strong relationship with Te Whetu O Te Moana, Star of the Sea Parish Marlborough                      iii. We will ensure that our values are key components in the life of our school at every level especially including curriculum.                      iv. We will seek ways for our school to invest more in the school and parish community.                      v. We will ensure that there is ongoing development and expression of genuine pastoral care in our school.</p>	<p>i. Board and Principal                      ii. Board, principal, staff and students                      iii. Board and Principal                      iv. Board, principal, staff and students</p>	<p>i. Ongoing with 6 monthly review                      ii. Ongoing with annual review at the end of each year                      iii. Ongoing. Review progressively with each development                      iv. Principals Annual plan, Board action plan should reflect this ongoing</p>
<p><b>2. Student Learning and Curriculum</b></p>	<p>Strengthen our curriculum and student learning base to meet the learning needs of our students.                      Adopt a robust reporting system for our parent community</p>	<p>i. Maintain annual student targets. These will be the COL (Community of Learning) targets for all students across the 5 Kaikoura school, as identified by 2016 data. The COL will be using the PACT tool with a focus on writing                      ii. Continue to develop the NZ curriculum to meet the needs of the students in best possible way .                      iii. Successful implementation of reporting against National Standards to full integration throughout our school,ensuring our parents have full understanding.                      iv. Develop further the partnership with parents in their children's ongoing learning outcomes.                      v. Revise and review our reporting system to ensure we have the best mode of student reporting in plain language.</p>	<p>i. Principal                      ii. Principal and staff                      iii. Principal and staff                      iv. Principal and staff</p>	<p>i. Ongoing                      ii. Ongoing with reporting half yearly on progress                      iii. Self review half yearly throughout 2017 until full integration.                      iv. Immediate and ongoing –reviewed in line with national standards reporting.                      v. Reporting format decided in 2016, ongoing review to change if necessary. Change to interview process underway in March 2017</p>
<p><b>3. Community Profile</b></p>	<p>Strengthen meaningful and relevant relationships at all levels.</p>	<p>i. Strengthening our link with the Maori and other cultural groups in our community.                      ii. Develop further our community profile at all levels in our community including more effective and ongoing communication from the board to community –Newsletter from BOT                      iii. Ensure that new families are welcomed and</p>	<p>i. Board and Principal                      ii. Board committee                      iii. Board, principal and FOSJ                      iv. Board, principal and teachers                      v. Board and principal</p>	<p>i. Reviewed progressively annually                      ii. Board committee to report to Board by end of term 1 2017 re possible strategies. Engage facilitator Tom Scollard</p>

		<p>supported</p> <ul style="list-style-type: none"> <li>iv. Maintaining strong and open regular communication with parents. Engaging our parents and engaging them in student learning to strengthen ongoing partnership</li> <li>v. Strengthen Partnership with Early Childhood Centres</li> <li>vi. Follow up with school leavers regarding their transition to ensure effective preparation is in place in our school programme.</li> <li>vii. Acknowledge past pupil achievements and publically celebrate through our own and public media.</li> <li>viii. Regularly monitor our predicted roll and promote as required.</li> </ul>	<p>vi. Board (P Reps)</p>	<p>for strategic plan</p> <ul style="list-style-type: none"> <li>iii. Action plan to board by end of 2017</li> <li>iv. P. Reps to investigate and report back to board by end of term 1 2017 for review.</li> <li>v. Phamplets and flyers to pre-schools and transition visits.</li> <li>vi. Principal to advertise in newsletter</li> <li>vii. Principal to monitor enrolments and waiting list for non-preference students</li> </ul>
<p><b>Staff</b></p>	<p>Provide for an ongoing investment in our staff and their professional development. How do we ensure our teaching practice is sound?</p>	<ul style="list-style-type: none"> <li>i. Provide ongoing self improvement opportunities for our team through appropriate PD in line with their own and student learning objectives.</li> <li>ii. Provide deliberate professional development of our teaching staff including -visitation of other schools demonstrating good practice</li> <li>iii. Provide an ongoing stable teaching environment at all class levels.</li> <li>iv. Improve student learning by modifying our teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>i. Principal</li> <li>ii. Board and Principal</li> </ul>	<ul style="list-style-type: none"> <li>i. Annually as part of the PA process.</li> <li>ii. Part of the Personnel reporting to board</li> <li>iii. Additional Teacher Aide support</li> <li>iv. Take the PD opportunities offered by the COL/PACT writing</li> </ul>
<p><b>v. Facilities and resources</b></p>	<p>Maintain and upgrade current facilities to meet student learning objectives Our buildings will reflect the Modern Learning Practice and student learning outcomes.</p>	<ul style="list-style-type: none"> <li>i. Refurbishment and development of room 3</li> <li>ii. Replace verifac wall covering in Room3</li> <li>iii. Maintain a strong fundraising support base for St Joseph's KK School - FOSJ /</li> <li>iv. Maintain the IT network and resources to meet the needs of the students learning needs and outcomes</li> <li>v. Evaluate future physical practical and learning environment to ensure they serve well our learning outcomes.</li> <li>vi. To work with the St Joseph's School in terms of funding and the 10 year plan</li> </ul>	<ul style="list-style-type: none"> <li>i. Board</li> <li>ii. Board</li> </ul>	<ul style="list-style-type: none"> <li>i-iv. Set 10yr PP</li> <li>. Discuss with CSBL and provide updated viability report to board by mid 2017.</li> <li>vi. ongoing</li> </ul>

## ANNUAL PLAN 2017

Strategic Aim 1: Special Character: The board is committed to develop, maintain, live and promote the special character of our school.

GOAL	ACTIONS	WHO IS RESPONSIBLE	TIMELINE	REPORT
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Term 2 2017.

Principal/Catholic  
Education Services/RE  
advisory

1. We will continually develop and Our Arch values will be  
monitor our special character in aligned with a Gospel Story  
line with Catholic Faith that clearly demonstrates  
how Jesus modelled the  
value

All staff and students

One per class a term  
Whole school mass

Principal  
Teachers

2. Maintain regular and strong  
relationships with Star of the  
Sea Parish  
Work with Parish Priest, Fr  
Julian Wagg to co-ordinate  
class/school masses.  
Provide Altar servers and  
Readers for Sunday Mass  
on a rostered basis  
Invite Fr Julian to visit  
classrooms

Curriculum planning beginning  
of term 1  
RTC appraisal goals reflected  
term 1.

Principal and Teaching staff

3. We will ensure that our values  
are key components in the life  
of our school at every level  
especially including curriculum  
appraisals  
Integration into Teachers  
planning programme and  
will be reflected in  
appraisals  
An appropriate method of  
assessing and recording  
student learning will be  
implemented to show  
progress

Ongoing

All staff involved with  
suggestions

4. We will seek ways for our  
school to invest more in the  
school and parish community  
Develop wider community  
involvement initiatives such  
as meals on wheels, choir,  
altar servers, hospital visits

5. We will ensure that there is ongoing development and expression of genuine pastoral care in our school.
- Student council feedback and surveys
- Student Council  
Teachers
- Ongoing
- Development of student buddy system
- Term 3/4
- Nominate a mufti cause each term to support a charity

**Strategic Aim 2: Student Learning and Curriculum. Strengthen our curriculum and student learning base to meet the learning needs of our students**

GOAL	ACTIONS	WHO IS RESPONSIBLE	TIMELINE	REPORT
1. Maintain Annual student learning targets	Development, monitoring and review of annual student learning targets. These goals will be COL(Community of Learning) focus for our district	Principal and teaching staff	Term 1	
2. Continue to develop the NZC to meet the needs of the students in the best possible way.	Staff reflection on our classes to determine priorities and set plans for learning outcomes.	All Staff	Ongoing throughout year Final plans for 2017 set in Term 4	
3. Effective school-wide moderation against national standards to provide for consistency of reporting.	Seek feedback from students regarding curriculum. Set school-wide guidelines for moderation and reporting. Provision of staff PD for moderation of learning against the national standards	All staff Principal and DP Principal and DP	End of year reflections Term 2 Term 2	
4. Further develop partnerships with parents in their children's ongoing learning outcomes	Parent information afternoon. Digital Technology information Revised Goal Setting process	Principal and teaching staff Deputy Principal	Term 1 2017	

5. Transition	Deliberate contact with ECEs regarding prospective students, their needs and educational progress.	New entrant teacher	Ongoing
	Follow up with school leavers and their school regarding their transition into their new school.	Principal	Term 1/2
	Strengthen transition programme for students for entry to secondary education. Liase with Kaikoura High School Deans	Principal	Term 3/4

### Strategic Aim 3: Community Profile. Strengthening meaningful and relevant relationships at all levels.

GOAL	ACTIONS	WHO IS RESPONSIBLE	TIMELINE	REPORT
1. Strengthening our link with the Maori and other cultural groups in our community.	Contact families regarding learning needs of students	Principal	Ongoing	
2. Develop further our community profile at all levels in our community	Implementation of regular BOT newsletter Publicise policies that have been reviewed and make available. This will be done through the use of SchoolDocs programme. Include school information in parish newsletter. Place newsletters and photos in Church	BOT Principal	Termly After BOT meetings	
		Principal/office manager	Ongoing	

	Review school information pack	Principal and DP	Term 2
3. Ensure that new families are welcomed and supported	Through one on one meetings with parents before students start at school	Principal	End of year/start
	Six week follow-up with parents of new children regarding progress in school	Principal	
	Open social evening for all parents to help build relationship. Create opportunities for new parents to meet.	FOSJ committee	Term 2/3
4. Partnership with Early Childhood Centres	Revise flyers to ECEs and welcoming booklet for new students from ECEs	Deputy Principal	Term 2
	Invitation to attend and be a part of school events during the year	Principal	Ongoing
5. Acknowledge past pupil achievements		Principal	Ongoing
6. Regularly monitor our predicted roll and promote as required.	Provide accurate data to board on trends.	Principal	Ongoing

### Strategic Aim 4: Staff: Provide an ongoing stable teaching environment at all class levels.

**GOAL**      **ACTIONS**      **WHO IS**      **TIMELINE**      **REPORT**

	<b>RESPONSIBLE</b>	
1. Provide for ongoing self improvement opportunities for our team	All staff	Ongoing
Ensure appropriate PD in line with their own and student learning objectives.		
Provide deliberate professional development. Core Education online PD	All staff	Ongoing

## Strategic Aim 5: Resources will reflect Modern learning practice and student learning outcomes

<b>GOAL</b>	<b>ACTIONS</b>	<b>WHO IS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>REPORT</b>
1. Work with Catholic schools in terms of funding and the 10 year property plan	1. Resource room 2. Storage facility 3. Room 3 re-developed as 5 <sup>th</sup> classroom	BOT chair/Principal		
2. Further develop IT network resource to meet needs of student learning and outcomes.	Continue to upgrade IT equipment and refer to IT strategic plan	Principal/BOT chairperson/DP		
3. Maintain strong fundraising support base	Development of spending plan for fundraising Liaise with FOSJ regarding needs.	Principal	Meet with FOSJ monthly	

## 8. Procedural Information and Consultation 2017

- Targets for this Charter were set at the end of 2016.
- Targeted goals for student achievement were set in consultation with the Community of Learning and an analysis of overall district schools data.
- Strategic Goals are in place for 2013-2018.
- A strategic plan will be followed in 2017
- Data will be collected and analysed in relation to Target progress in July and November 2017. This will be compared with data from November 2016 and March 2017 to monitor student progress in relation to the National Standards.
- A copy of this Charter will be lodged with the MOE by the beginning of June 2017. This will be emailed to: [charterreport.southern@minedu.govt.nz](mailto:charterreport.southern@minedu.govt.nz)
- Information will be shared and made available to parents about programmes in the school.
- The annual report including the analysis of variance and audited financial statements that reflects the progress made in this Charter will be lodged with the Ministry by March 2017
- During 2017 the staff and Board of Trustees will consult with the school community when appropriate.

### Term Dates for 2017

#### For primary and intermediate schools

This table shows term start and end dates schools must use.

Term	Start date	End date
1	Monday 30 January	Thursday 13 April (half-days)
2	Monday 1 May	Friday 7 July (98 half-days)
3	Monday 24 July	Friday 29 September (100 half-days)
4	Monday 16 October	December ( 94 half-days)

\* Or to a day in December which ensures that the school has been open for instruction for **388 half-day** 2017.



