



ST JOSEPH'S SCHOOL

Charter | Strategic Plan | Annual Plan
2017

-That we may have life and have it to the full-

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Our School

Yesterday

St Joseph's had its beginning in 1848 when Miss Elizabeth O'Dowd opened a small co-educational school for a dozen children in the area, both Catholic and other than Catholic. Two years later, Father Garin arrived in Nelson and began a small school for boys only, in the Presbytery. In 1871 four members of the Sisters of Our Lady of the Missions, an international religious order of French origin, arrived in Nelson at the request of Father Garin and took over the education of both boys and girls. This same order, whose primary work was education, staffed the school entirely for many years. The last member of the Order to work in our school retired in 2001. The first lay teachers joined the Sisters in the late 1940's, and the school is now fully staffed by lay people.

Today

Today St Joseph's is a full Catholic primary co-educational school, catering for children from New Entrants to Year Eight. It is staffed by fifteen lay teachers as well as numerous support staff. The school is situated in, and is a part of, the Parish of Holy Family. The school is well supported by a strong community.

With a current roll of 360 St Joseph's comprises a Junior Syndicate of four classrooms with a separate playground, a Lower Middle Syndicate of three classrooms, an Upper Middle Syndicate of three classrooms, and three additional classrooms in our Senior Intermediate Syndicate. The school has extensive and mature physical grounds that are utilised for both learning and playing. Situated on the school grounds is a swimming complex, with a junior and a senior pool for our students. Also within the grounds is a modern school hall and administration block, shared by the Parish and by the school.

Motto

Our school motto is '***Virtue and Knowledge***'.

The term 'virtue' conveys moral excellence, goodness and uprightness, while 'knowledge' portrays truth and our search for it.

Our Vision

That we may have life and have it to the full. (Based on John 10:10)

The Dimensions of our Vision

- Spiritual Dimension
- Aesthetic Dimension
- Emotional and Social Dimension
- Physical Dimension
- Intellectual Dimension

These dimensions are part of being fully human.



Our Values

Our Values Are The Gospel Values as lived in the life of Jesus. Our Values underlie all that we do.

Caring For Ourselves
Kia manaaki ai tātou katoa

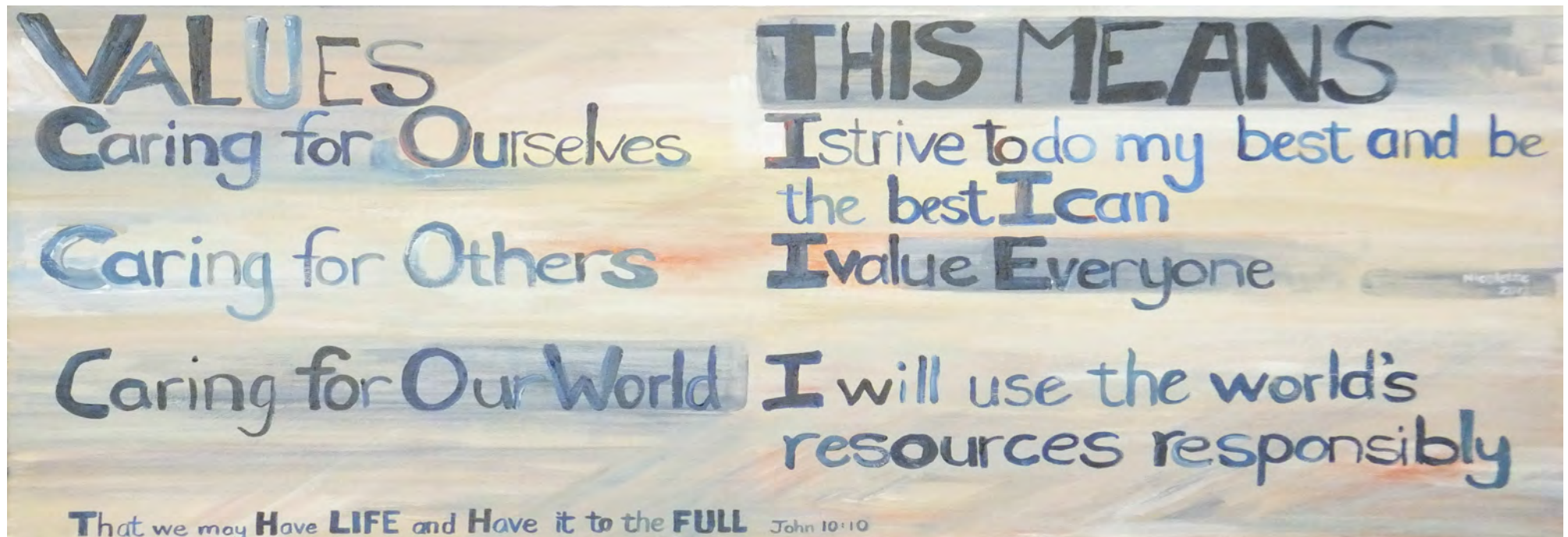
I strive to do my best and be the best I can
Kia tū tāngata

Caring For Others
Kia manaaki ai ia tāngata

I value everyone
Kia ngākau mahaki

Caring for Our World
Kia manaaki te Ao Whānui

I will use the world's resources responsibly
Ko te oranga taiao, he oranga tāngata



Māori Dimensions and Cultural Diversity

Cultural Diversity

St Joseph's School actively develops culturally responsive practices. All cultures within our school are valued, accepted and celebrated through encouragement of an inclusive school culture and values. Staff members ensure that students from all cultures are treated with respect and dignity, and constantly work towards maximising the potential of each student irrespective of cultural backgrounds. Learning uses the cultural knowledge and equity of individual students to encourage acceptance of diversity through learning.

St Joseph's School will continue to review policies, procedures and practices that will reflect New Zealand's cultural diversity and the unique position of Māori.

Provision of Te Reo Māori

The Board will take all reasonable steps to provide instruction in tikanga Māori and Te Reo Māori. This may include:

- Use of Resource Teachers of Māori
- Use of local resources such as The Museum, The Suter, Whakatū Marae
- Lead teacher of Māori actively supporting teachers with tikanga and Te Reo Māori
- Support of teachers carrying out extra-curricula Te Reo learning
- Identifying with local and regional history
- Liaising with our kaumatua
- School powhiri
- Kapahaka group
- Developing leadership opportunities for our Māori students

Unique Position of Māori Culture

The Board recognises the place of Māori in our society and the agreements in the Treaty of Waitangi. Te Reo, waiata and karakia will therefore be part of everyday classroom communication and staff meetings throughout the school.

Our local whānau will be consulted in an annual hui. An opportunity is given for all Māori students and students upwards from year 3 to participate in our Kapa Haka group and all students to be involved in Te Reo and tikanga Māori learning in the classroom.

Strategic Plan

CoL Targets	Strategic Goals	Annual Objectives		
		2017	2018	2019
St Joseph's School is committed to working collaboratively with other schools to meet the challenges identified by the CoL	1.0 Spiritual Goal We will develop each student's spirituality in accordance with Catholic teaching.	1.1 Strengthen the visibility of our Catholic Special Character. 1.2 Foster a connection between the Parish and the school, St Pauls and Garin College and the wider community.	1.1 Develop and consolidate the connection between the Parish and the school, St Pauls , St Peter Chanel, and Garin College and the wider community.	1.1 To implement and consolidate.
	2.0 Teaching and Learning Goal We will use pedagogies of practice that enable student to develop the knowledge, skills and dispositions needed to develop to their full potential.	2.1 Review and develop evaluative capability.	2.1 Continue to develop and implement.	2.1 To implement and consolidate.
	3.0 Achievement Goal We will provide students with learning experiences that enable them to achieve success in relation to the National Standards.	3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.	3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.	3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.
	4.0 Social Goal To provide an environment where everybody is valued and included and diversity is respected and celebrated.	4.1 Review current ethos and culture using the Wellbeing @ School survey 4.2 Develop strategies and experiences so that all cultures within our community are respected and celebrated.	4.1 Implement values and actions from Wellbeing @ School survey.	4.1 Continue to implement and consolidate.
	5.0 Community Goal We will develop a partnership with families and whānau to strengthen learning pathways between home and school.	5.1 Review and develop connections between home and school to build educationally powerful partnerships.	5.1 Continue to develop and implement.	5.1 Continue to implement and consolidate.

1.0 Spiritual Goal***We will develop each student's spirituality in accordance with Catholic teaching.***

Annual Objective Before 2019 the board and staff will....	Actions The board and staff will achieve this by....	Year To be completed by....
1.1 Strengthen the visibility of our Catholic Special Character.	1.1.1 Ensuring the teaching staff remain updated with current Catholic teaching philosophies and techniques via professional development.	2017
1.2 Foster a connection between the Parish and the school, St Paul's and Garin College, and the wider community.	1.2.1 Develop links with the Parish, St Paul's, Garin College, and St Peter's Chanel that will create a closer connection between the two schools and that will support our spiritual goals.	2017
	1.2.2 Consolidate the connection between our school and the Parish, St Paul's, Garin College, and St Peter's Chanel.	2018
	1.2.3 Implement and consolidate the teachings and learning of the staff.	2019
	1.2.4 Implement the connection between our school, the Parish, St Paul's Garin College, and St Peter's Chanel.	2019

2.0 Teaching and Learning Goal***We will use pedagogies of practice that enable every student to develop the knowledge, skills, and dispositions needed to develop to their full potential.***

Annual Objective Before 2019 the board and staff will....	Action The board and staff will achieve this by....	Year To be completed by....
2.1 Review and develop evaluative capability.	2.1.1 Undertaking the Student Achievement Function inquiry process with the Ministry of Education.	2017
	2.1.2 Develop and implement the outcome of the Student Achievement Function process.	2018
	2.1.3 Continue to implement evaluative capability across all areas of the curriculum.	2019

3.0 Achievement Goal

We will provide students with learning experiences that enable them to achieve success in relation to the National Standards.

Before 2019 the board and staff will....	Action The board and staff will achieve this by....	Year To be completed by....
3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.	3.1.1 Implement the outcomes of the Student Achievement Function Process.	2017
	3.1.2 Develop consistent moderation processes to measure the progress of students.	2017
	3.1.3 Develop the systems needed to undertake in-depth data analysis on student progress.	2017
	3.1.4 Consolidate and implement consistent moderation processes.	2018
	3.1.5 Consolidate and implement the systems for in-depth data analysis.	2019

4.0 Social Goal

To provide an environment where everybody is valued and included and diversity is respected and celebrated.

Target Before 2019 the board and staff will....	Actions The board and staff will achieve this by....	Year To be completed by....
4.1 Review current ethos and culture using the Wellbeing @ School survey.	4.1.1 Administer the Wellbeing @ School survey.	2017
	4.1.2 Implement the values and actions identified by the survey.	2017
	4.1.3 Continue to implement and consolidate the values and actions.	2018
4.2 Develop strategies and experiences so that all cultures within our community are respected and celebrated.	4.2.1 Develop the Wellbeing @ School survey to incorporate a cultural dimension.	2017
	4.2.2 Implement the values and actions identified by the survey.	2018
	4.2.3 Continue to implement and consolidate values and actions.	2019

5.0 Community Goal

We will develop a partnership with families and whānau to strengthen learning pathways between home and school.

Target	Actions	Year
Before 2019 the board and staff will....	The board and staff will achieve this by....	To be completed by....
5.1 Review and develop connections between home and school to build educationally powerful partnerships.	5.1.1 Undertake a full review of all communication methods utilised by the school.	2017
	5.1.2 Investigate building the connection between community and school through increased signage.	2017
	5.1.3 Hold an annual hui for whānau consultation.	2017
	5.1.4 Continue to develop and consolidate outcomes of the communication review.	2018
	5.1.5 Continue to develop and consolidate the relevant findings of the Wellbeing @ School survey.	2019

Annual Plan

1.0 Spiritual Goal

We will develop each student's spirituality in accordance with Catholic teaching.

1.1 Strengthen the visibility of our Catholic Special Character.

1.1.1 Ensuring the teaching staff remain updated with current Catholic teaching philosophies and techniques via professional development.

Baseline Information

We have two new teachers in 2017 that will need full induction in Catholic Character teachings. Existing staff need to remain up to date with current Catholic teaching in order to fully support our students.

Key Improvement Strategies

When	What	Who	Indicators of Progress
March	Invite parents/ parish community to join in daily karakia in every class.	Principal Staff	Invitation put in the school and parish newsletter, and Facebook to join us for karakia. Very positive has been received from the parents who attend.
March Ongoing	Display students' RE learning in the foyer of the principal's office and in the entrance of Garin Block.	DRS Team Leaders (CSL) Christian Service Leaders	Term 1 - Steph Kean and the CSL created a display in our school office foyer which demonstrates our RE theme and focus.
March Ongoing	Create an 'Our Catholic School' section in the forefront of our newsletter, that will clearly reflect our Catholic teaching and learning.	Principal	Term 1 – Our Catholic School is page one of our newsletter, and gives an update of current learning at our school.
Term 3	Create a flyer that reflects our Catholic Character for our enrolment pack.	Intermediate Students DP/ Principal/Board	
Begin Term 1	Explore how the school can become more connected to Holy Family Parish, such as Passionist Family Groups.	DRS, Principal Parish Priest	
Ongoing	Provide 12 hours of professional development, for all teachers. DRS to support 2 new teachers.	DRS Principal	24 th May – Alan Grant – RE curriculum 25 th May – Cluster Meeting - Garin 19 th June - Staff Meeting – DRS – Faith Alive website and report back from DRS Conference 20 th June Staff Meeting- plan Term 3 RE unit transferring Faith Alive website into students' learning. 18 th August – Curriculum workshop St Peter Chanel
March	Transfer the RE teacher's resources to the library, and	DRS / Jade	Resources are transferred

	create a shared folder using Google Docs for resources and songs.										
Each term	Welcome new students with a prayer book. Review schedule for syndicate prayer.					DRS Principal	New students welcomed in the first assembly of each term and given a prayer book				
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
		Report BoT							AoV	Report BoT	
Resourcing Prayer books Flyer – printing costs											
Outcome											
Analysis and Evaluation											

1.0 Spiritual Goal <i>We will develop each student’s spirituality in accordance with Catholic teaching.</i>			
1.2 Foster a connection between the Parish and the school, St Paul’s and Garin College, and the wider community.		1.2.1 Develop links with the Parish, St Paul’s, Garin College, and St Peter’s Chanel that will create a closer connection between the schools and that will support our spiritual goals.	
Baseline data There have been three new Principals appointed to Catholic Schools in our region. We are now beginning to develop our connections with these schools while continuing to strengthen and nurture the relationship with our Parish community.			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Termly	Attend termly meetings with Parish Priests and Catholic Principals.	Principal	
Ongoing	Invite the Parish, St Paul’s, St Peter Chanel and Garin College to Liturgies and Masses.	DRS Principal	
Term 3	Explore the possibility Intermediate students go to Garin for Technology.	Principal / DP	
Ongoing	Organise professional development for staff members with St Paul’s, Garin College, and St Peter’s Chanel.	DRS Principal	
Termly	Meet termly with the primary Catholic principals from the Top of The South (Picton, Reefton, Westport, Blenheim, St Pauls) to foster sharing and inclusiveness.	Principal	
Termly	Meet termly with our Parish Priest and DRS.	DRS Principal	
Term 2	Connect with the Head Teacher of Māori at Garin College.	Renee	

Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
			Report BoT						AoV	Report BoT	
Resourcing Funding via operations grants for professional development.											
Outcome											
Analysis and Evaluation											

2.0 Teaching and Learning Goal <i>We will use pedagogies of practice that enable every student to develop the knowledge, skills, and dispositions needed to develop to their full potential.</i>											
2.1 Review and develop evaluative capability.						2.1.1 Undertaking the Student Achievement Function inquiry process with the Ministry of Education.					
Baseline data The Evaluation Capability Rubric as completed by the Student Achievement Function inquiry identifies how effectively we currently capture and use evidence to make sound decisions to ensure achievement of valuable outcomes for all learners.											
Key Improvement Strategies											
When		What				Who		Indicators of Progress			
Terms 1 - 2		Review our current evaluative capability, facilitated by Cat Dempsey MOE (Student Achievement Function).				Inquiry Team Cat Dempsey Staff					
Term 2		Conduct mini inquiries to drill down into the practice behind our data.				Inquiry team					
March		Create a Google Doc for staff to record their professional development and then provide an opportunity for staff to share current pedagogy / effective practice at a staff meeting.				Principal DP					
March		Create a robust appraisal system for all teaching staff members.				DP					
Ongoing		Walk through / observations / timetabled school walkthroughs				Principal Staff					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
						Report BoT			AoV	Report BoT	
Resourcing Ministry of Education provides resources and funding for the inquiry.											
Outcome											

Analysis and Evaluation

3.0 Achievement Goal

We will provide students with learning experiences that enable them to achieve success in relation to the National Standards.

3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.

3.1.1 Implement the outcomes of the Student Achievement Function process.

Baseline data

CoL Maths Target (This informs the St Joseph's targets).

Maths: At the end of 2015, 79% (894/1,136) of girls achieved at or above the National Standard. Our challenge is to raise girls achievement from 79% achieving at or above to 85% in 2017.

Maths: At the end of 2015, 70% (219/311) Māori ākonga/students achieved at or above the National Standard. Our challenge is to raise Māori ākonga/student achievement from 70% achieving at or above to 85% in 2017.

Pāngarau: At the end of 2015, 79% (115/145) Māori ākonga/students achieved at or above Ngā Whanaketanga. Our challenge is to raise Māori ākonga/student achievement from 79% achieving at or above to 85% in 2017.

St Joseph's Maths Targets

In line with our CoL targets in maths, our challenge is to raise girls achievement in maths from 83.5% achieving at or above to 85% in 2017.

At the end of 2016, 85% (34/40) of Māori ākonga/students achieved at or above the National Standard in maths. Our challenge is to raise Māori ākonga/student achievement to 90% achieving at or above in 2017.

At the end of 2016, 68.8% (11/16) of Pasifika students achieved at or above the National Standard in maths. Our challenge is to raise student achievement to 85% achieving at or above in 2017.

CoL Writing Targets

Writing: At the end of 2016, 70% (816/1,142) of boys achieved at or above the National Standard. Our challenge is to raise boys' achievement from 70% achieving at or above to 85% in 2017.

Writing: At the end of 2016, 70% (243/311) of Māori ākonga/students achieved at or above the National Standard. Our challenge is to raise Māori ākonga/student achievement from 70% achieving at or above to 85% in 2017.

Tuhituhi: At the end of 2016, 42% (36/85) of ākonga/students achieved at or above Ngā Whanaketanga. Our challenge is to raise ākonga/student achievement from 42% achieving at or above to 85% in 2017.

St Joseph's Writing Targets

In line with our CoL targets in writing, our challenge is to raise boys' achievement in writing from 83.9% achieving at or above to 85% in 2017.

At the end of 2016, 93.5% (37/40) of Māori ākonga/students achieved at or above the National Standard in writing. Our challenge is to raise Māori ākonga/student achievement to 95% achieving at or above in 2017.

At the end of 2016, 75% (12/16) of Pasifika students achieved at or above the National Standard in writing. Our challenge is to raise student achievement to 85% achieving at or above in 2017.

Key Improvement Strategies

When	What	Who	Indicators of Progress
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July - Term 2	Investigate effective practice / pedagogy for teaching our Maori and Pasifika students (target students).	DP /Principal	
March	Target our female, Maori/Pasifika students in Maths.	Staff	
August Term 2	Create an action plan to address the findings from the SAF inquiry.	DP /Principal	
March	Create a robust inquiry system for teachers to monitor and track target students.	Principal DP	
Term 1 - 2	Implement, monitor and evaluate the third year for ALL (Accelerating Learning in Literacy) (2017 - Year 5 / 6.	Teresa Coates Year 5/6 teachers	

Monitoring

Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
				Report Parents Report BoT					AoV	Report BoT	

Resourcing

To be applied for from the Ministry of Education.
Fixed term unit given to the inquiry team.

Outcome

Analysis and Evaluation

3.0 Achievement Goal

We will provide students with learning experiences that enable them to achieve success in relation to the National Standards.

3.1 Accelerate the progress and achievement of students who are achieving below the National Standards.

3.1.2 Develop consistent moderation processes to measure the progress of students.

Baseline data

The National Standards results achieved in the 2016 data set met the 2017 Ministry target. We are undertaking the Student Achievement Function inquiry in order to understand if our moderation processes are consistent and to ensure we have robust evidence to support our data.

	Well Below	Below	At	Above
Maths 2016 (331)	0.6% (2)	14.2% (47)	68.3% (226)	16.9% (56)
	15% (49)		85% (282)	
Writing 2016 (331)	2.1% (7)	9.1% (30)	78.9% (261)	10% (33)
	10.2% (37) Well Below/Below		88.9% (294) At/Above	

Key Improvement Strategies

When	What	Who	Indicators of Progress
Terms 3 and 4	Schedule staff meetings (as required) for Teresa (within school lead teacher Literacy) and Gareth (within school	Principal Teresa	

	lead teacher Maths).					Gareth					
Terms 3 and 4	Seek guidance and professional development to sharpen moderation practice in writing and maths.					Principal Teresa Gareth					
Ongoing	Share effective pedagogy / practice at staff meetings.					Principal Staff					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
								Report BoT	AoV	Report BoT	
Resourcing											
Maths and Literacy leaders funded by the CoL.											
Outcome											
Analysis and Evaluation											

Analysis and Evaluation

4.0 Social Goal <i>To provide an environment where everybody is valued and included and diversity is respected and celebrated.</i>											
4.1 Review current ethos and culture using the Wellbeing @ School survey.						4.1.1 Administer the Wellbeing @ School survey.					
Baseline data											
Key Improvement Strategies											
When		What				Who		Indicators of Progress			
Term Three		Carry out a Wellbeing @ School survey.				BOT					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
								Report BoT	AoV	Report BoT	
Resourcing											
Potential costs associated with delivery of survey.											
Outcome											
Analysis and Evaluation											

4.0 Social Goal <i>To provide an environment where everybody is valued and included and diversity is respected and celebrated.</i>											
4.1 Review current ethos and culture using the Wellbeing @ School survey.						4.1.2 Implement the values and actions identified by the Wellbeing @ School survey.					
Baseline data As part of self review and a leadership change at the school baseline data is required for our strategic planning cycle.											
Key Improvement Strategies											
When		What				Who		Indicators of Progress			
July - Term 3		Analyse data from Wellbeing @ School survey.				BOT					
July - Term 3		Identify future focuses for 2018.				BOT					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
									AoV	Report BoT	

Resourcing As yet unidentifiable.
Outcome
Analysis and Evaluation

4.0 Social Goal <i>To provide an environment where everybody is valued and included and diversity is respected and celebrated.</i>											
4.2 Develop strategies and experiences so that all cultures within our community are respected and celebrated.						4.2.1 Develop the Wellbeing @ School survey to incorporate a cultural dimension.					
Baseline data As part of self review and a leadership change at the school baseline data is required to understand the cultural dimension in our school.											
Key Improvement Strategies											
When		What				Who		Indicators of Progress			
July – Term 3		Ensure the Wellbeing @ School survey incorporates a cultural dimension.				BOT					
Terms 1-4		Develop inclusive practices that respects and celebrates all cultures.				Principal Staff					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
									AoV	Report BoT	
Resourcing Potential costs associated with the delivery of the survey.											
Outcome											
Analysis and Evaluation											

5.0 Community Goal <i>We will develop a partnership with families and whānau to strengthen learning pathways between home and school.</i>			
5.1 Review and develop connections between home and school to build educationally powerful partnerships.		5.1.1 Undertake a full review of all communication methods utilised by the school.	
Baseline data A change in leadership has provided an opportunity to review our communications systems and methods.			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term Three	Structure a question in the Wellbeing @ School survey, that asks parents for feedback about what we could do to strengthen learning pathways	BOT	

Term Three	Structure a question in the Wellbeing @ School survey, that asks parents for feedback on our communication					BOT					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
								Report BoT	AoV	Report BoT	
Resourcing											
Outcome											
Analysis and Evaluation											

5.0 Community Goal <i>We will develop a partnership with families and whānau to strengthen learning pathways between home and school.</i>											
5.1 Review and develop connections between home and school to build educationally powerful partnerships.						5.1.2 Investigate building the connection between community and school through increased signage.					
Baseline data											
Key Improvement Strategies											
When		What				Who		Indicators of Progress			
April		At a board meeting discuss appropriate signage.				BOT					
July		Purchase of appropriate signage.				BOT					
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
									AoV	Report BoT	
Resourcing Board to vote on the process and expenditure.											
Outcome											
Analysis and Evaluation											

5.0 Community Goal <i>We will develop a partnership with families and whānau to strengthen learning pathways between home and school.</i>	
5.1 Review and develop connections between home and school to build educationally powerful partnerships.	5.1.3 Hold an annual hui for whānau consultation.
Baseline data We have not implemented this strategy historically.	
Key Improvement Strategies	

When	What	Who	Indicators of Progress								
June - Term 2	Create and highly publicise a hui for the parents / caregivers of students who identify as Māori.	Renee Principal / DP									
June - Term 2	Design a set of guiding questions to share at the hui.	Renee Principal / DP									
June - Term 2	Record the minutes of the meeting and share outcomes with the BOT / staff / community.	Renee Principal / DP									
Monitoring											
Term 1			Term 2			Term 3			Term 4		
Feb	March	April	May	June	July	July	August	September	October	November	December
					Report BoT				AoV	Report BoT	
Resourcing											
Funds will be required for shared kai.											
Outcome											
Analysis and Evaluation											

Board Statement

St Joseph's school number is 3221. This strategic plan is supported by the St Joseph's Curriculum documents and meets NAG and NEG requirements.

St Joseph's will lodge a copy of its annually updated charter to the Ministry of Education by 1 March of each year. St Joseph's will lodge a copy of its reports on annual targets to the Ministry of Education by December each year. Consultation with the St Joseph's community has been achieved, including its Māori and Pasifika communities, through regular discussions with the Board, Senior Leadership Team, staff, parents, and Whānau as part of a three year cycle of self review, parent information evenings held each year, and a strategic planning survey held every three years. A copy of this Charter is available on our website.

Signed:

Lead Learner

Date

Chair, Board of Trustees

Date

Charter Review Cycle

The Principal reports to the Board to review progress on student achievement targets and Charter goals.	August - September
The Board consults with staff, parents, whānau and iwi as part of its annual Charter review.	June - November
The Board and Principal draft targets and goals for the following year and complete analysis of variance.	October - November
Student achievement information is reported to parents.	December
Charter is finalised and ratified by the Board, shared with the community, and submitted to the Ministry.	January – February
Student achievement mid year data is reported to parents.	June
Principal presents mid year progress review to the Board.	June - July