



# School Strategic Plan

## St Joseph's School, Fairlie

### 2023



## Mana Ākonga

Each Ākonga has a divine spark, is born of greatness, is connected through whakapapa and stands on the shoulders of their tupuna, is unique, has agency, and has the inherent capacity to learn and be successful.

In our Kura, every Ākonga has the right to an exemplary education – to be nurtured, supported and challenged, to have their successes championed, to have opportunities to extend their horizons, have choices, be enabled to develop their senses of self and identity, to be heard, to have opportunities to thrive, learn, contribute and connect.

## STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES

Whakamaua te pae tata kia tina –

Take hold of your potential so it becomes your reality...

Whaia te pae tawhiti kai tata –

Explore beyond the distant horizon and draw it near

National Education Learning Priorities	Context	Actions	Success Criteria	Review
NELP One LEARNERS AT THE CENTRE	<i>Learners with their whānau are at the centre of education.</i>			
1.1 <i>Safe places of learning, inclusive and free from racism, discrimination and bullying.</i>	<p>St Joseph's School will be a safe and inclusive environment for all ākongā</p> <ul style="list-style-type: none"> <li>Ensuring that our school values are practised and visible at all times</li> <li>All members of our community model positive and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally reference our values into the expectations and conversations both within and beyond the school setting.</li> <li>Ensure that the values are highly visible in places such as new signage, newsletters.</li> <li>Celebrate and promote our point of difference via our values.</li> </ul>	<ul style="list-style-type: none"> <li>Open door policy, parents and visitors are welcome at any stage.</li> <li>Develop community connections with a range of groups. e.g. preschoolers and primary age children.</li> <li>Past pupils and Grandparents involved with our program. e.g. soccer, sports, pet day, trips.</li> <li>Reference our values into all conversations and relate back to St</li> </ul>	<ul style="list-style-type: none"> <li>We are more visible out in the community.</li> <li>Stronger connections with our new parish priest and developing relationships within our parish.</li> <li>Parish priest is very active with the students and the community.</li> <li>PTA meetings to encourage involvement and community feel.</li> <li>Promotional committee meetings to promote our School in our community.</li> </ul>

	relationships and practices		Joseph's student expectations.	<p>Posters displayed around town for promotion, Mackenzie A &amp; P Show Promotional Tent.</p> <ul style="list-style-type: none"> <li>● 'Expression of Interest Packs' have been dropped off at the local Resource Centre, Fairlie Early Learners, Fairlie Kindergarten, Real Estate Agents, and Doctor.</li> <li>● Promotional posters, flyers, stickers, t-shirts have been created to promote our School.</li> <li>● Regular open mornings and evenings inviting our local community to view our School.</li> <li>● Promotion of Year 7 &amp; 8 options from 2024 for St Joseph's.</li> <li>● Explore options for new uniforms / T-shirts for Years 7 and 8 and the possibility of a new sports top for our students representing our school in events.</li> <li>● Fundraisers, Rugby Sevens,</li> </ul>
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				<p>Kieran Read, Trail Ride.</p> <ul style="list-style-type: none"> <li>• We have connected with Fairlie Early Learners and Fairlie Kindergarten with visits each term.</li> <li>• Our community members are positive, with supportive facebook posts and comments.</li> <li>• Weekly soccer sessions during Terms 2 and 4 inviting young families onto our grounds each week giving us opportunities to develop connections with our wider community.</li> </ul>
<p><b>1.2</b> <i>High aspirations for every learner/Ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. Know the Learner.</i></p>	<ul style="list-style-type: none"> <li>• Identify our target students, and develop progress targets for them.</li> <li>• Ensure that the learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the learning targets from 2022, identify any new students who are at risk of not achieving our expected learning targets. Ensure these students are included in 2023 learning targets.</li> <li>• Using appropriate diagnostic tools,</li> </ul>		<ul style="list-style-type: none"> <li>• Individualised phonics program adjusted to fit children's learning pace.</li> <li>• Developed individual programmes for students who require extra support with their learning with the teacher aide. Encourage families to continue this work at home.</li> <li>• We have a mentor working with a small group of</li> </ul>

	<p>of each individual student are identified and met.</p> <ul style="list-style-type: none"> <li>• Value and promote the uniqueness of each student's culture, first languages and identity.</li> </ul>	<p>identify individual learning needs of students and develop ILP's in conjunction with whanau. Monitor progress against objectives and adjust accordingly.</p> <ul style="list-style-type: none"> <li>• Introduce a way of valuing cultural diversity, which includes celebrations on days of significance, bringing culturally diverse members of our community into the school settings to share their culture with us.</li> <li>• Approach the RSA to put in a flag pole where we can visibly acknowledge via flags, days of significance both within and beyond New Zealand.</li> </ul>		<p>students who are going through a challenging time and require extra support, emotionally and socially. This input has been invaluable, having a positive effect on their learning and well-being.</p> <ul style="list-style-type: none"> <li>• Tongan Language Week, South Canterbury Pasifika Group visited school to perform and teach students language and songs.</li> <li>• We approached the RSA, they are happy to help us source a flag pole and come in to teach the students how to show respect to the NZ flag. How to put up and take down the flag. Waiting for the pole to be put up. Looking into options for funding.</li> </ul>
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National Education Learning Priorities	Context	Actions	Success Criteria	Review
NELP 2 BARRIER-FREE ACCESS	<i>Great education opportunities and outcomes are within reach for every learner</i>			
<p><b>2.1</b> <i>Reduce barriers to education to all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</i></p>	<ul style="list-style-type: none"> <li>Identify any barriers within our community.</li> </ul>	<ul style="list-style-type: none"> <li>We will build positive and appropriate connections with our whānau which are respectful but also supportive of their individual needs. (Financially support families with expenses such as camp etc)</li> <li>Make grant applications to support whānau as appropriate.</li> <li>Actively engaging in extracurricular activities to ensure students are able to access a range of activities and</li> </ul>	<ul style="list-style-type: none"> <li>Offer individual families time to meet to discuss any issues as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>Families were supported to access extracurricular activities during the year. This year we offered a ski program using our local environment. This has allowed students to access this opportunity who would not usually have this option. This option has been made available due to support from Grants and PTA support.</li> <li>Wellington Camp - support was given to students to give them the opportunity to attend a week-long camp in Wellington. Grants and money raised through a calf/sheep scheme from money invested in</li> </ul>

		<p>connect with a range of students from other small schools.</p> <ul style="list-style-type: none"> <li>• Use digital tools to support engagement with others.</li> <li>• Actively perusing activities within our Kahui Ako which support engagement with a range of schools/tamariki.</li> <li>• Participate in and attend developmental days whenever available.</li> <li>• Engage external experts to support a range of learning activities: kapa haka, line dancing, enviro schools, piano, ukulele.</li> </ul>		<ul style="list-style-type: none"> <li>• Through our Kahui Ako our students participated in sport, civil defence, fire safety and dancing with the Royal New Zealand Ballet instructor and attended their performance of Hansel and Gretel in Christchurch.</li> <li>• Students were given many extra opportunities by bringing in experts. This included teachers for line dancing, enviroschools and piano.</li> </ul>
<p><b>2.2</b> <i>Every learner/ākonga gains sound foundation skills, including</i></p>	<ul style="list-style-type: none"> <li>• Every learner will achieve success and make progress in English and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• We use a combination of the iDeal approach to literacy, alongside individual instruction for every student at</li> </ul>		<ul style="list-style-type: none"> <li>• We have found that with the wide range of students we had too many individual lessons and small groups and it was</li> </ul>

<p><i>language, literacy and numeracy – inclusive of oral language as a first language and sign language.</i></p>		<p>least four days each week.</p> <ul style="list-style-type: none"> <li>We use Numicon to support all learners in mathematics. Every student will participate in small group and/or individual instruction at least four times each week.</li> </ul>		<p>challenging to fit in 4 lessons per week.</p> <ul style="list-style-type: none"> <li>We visited another school to observe their iDeal programme being taught. Upon reflection we have reviewed students and put them into fewer groups. We also have shortened the length of each session to help them stay focused. There is follow up work that they can do at home.</li> </ul>
<p><b>National Education Learning Priorities</b></p>	<p><b>Context</b></p>	<p><b>Actions</b></p>	<p><b>Success Criteria</b></p>	<p><b>Review</b></p>
<p><b>NELP 3 QUALITY TEACHING AND LEADERSHIP</b></p>	<p><i>Quality teaching and leadership make the difference for learners and their whānau</i></p>			
<p><b>3.1</b> <i>Meaningfully incorporate te reo Māori and tikanga Māori into everyday life in the place of learning.</i></p>	<ul style="list-style-type: none"> <li>We will increase our use of Te Reo and Tikanga 2Māori within our Kura.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a continuum of Te Reo and Tikanga progress with indicators. Place ourselves onto the continuum and monitor over time with our buddy.</li> </ul>		<ul style="list-style-type: none"> <li>Visit from the Multicultural Aoraki group to teach students songs and learn about traditional Maori weapons.</li> <li>Hami from Multicultural Aoraki has started working with our students to learn</li> </ul>



		<ul style="list-style-type: none"> <li>Ensure our new learning is actively used within the learning environments.</li> </ul>		traditional games and Waiata.
<b>National Education Learning Priorities</b>	<b>Context</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Review</b>
<b>NELP 4 FUTURE OF LEARNING AND WORK</b>	Learning that is relevant to the lives of New Zealanders today and throughout their lives			
<p><b>4.1 Community Partnerships:</b> <i>(Personalised to your Kura)</i> <i>Celebrating and promoting the special character of this Kura</i></p>	<p>Encounter with Christ (Annual Special Character Plan) <a href="#">Encounter with Christ Annual Plan 2023</a></p> <p><i>Develop a rich and varied prayer life.</i></p>	<ul style="list-style-type: none"> <li>Develop a resource for teachers to use with their classes that has a range of prayer types.</li> <li>A range of prayer types used by the children, following modelling from the teachers, parents and priest. Traditional and contemporary forms.</li> <li>Include prayer types in the school newsletter, parent communication, or</li> </ul>	<ul style="list-style-type: none"> <li>Tamariki either using it independently or asking the teacher for a range of prayer types.</li> <li>Tamariki can articulate the importance of prayer in their own lives.</li> <li>Whānau are trying a range of prayer types at home.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom displays include a range of traditional prayers and children's personal prayers. Children are supported to learn prayers so that they can participate in a variety of situations, for example class prayers, mass, the rosary, school assemblies.</li> <li>Resources are still being developed as part of Tō Tātou Whakapona Our Faith - the new Religious Education Curriculum for Catholic Schools in Aotearoa New Zealand.</li> </ul>

	<p><i>The school's values, which are clearly sourced from the Gospels are taught, modelled and promoted.</i></p>	<p>on ClassDojo to help support families.</p> <ul style="list-style-type: none"> <li>• Survey the community (including parents, children and parishioners) to get views and feedback on ways to <i>encourage</i> people to attend, contribute</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from the survey collected, analysed and actioned.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of prayers are modelled from teachers, parents and Fr. Tien, which allows them to participate and lead prayers as they become more familiar. Fr. Tien looks for opportunities to teach our tamariki in authentic contexts, eg. stations of the cross, with the opportunity to join in the rosary.</li> <li>• A range of prayer examples have been explored with the children, with copies shared and pasted into their topic books. Children have also written their own prayers during the year reflecting on current worldwide issues, personal thoughts.</li> <li>• A survey was sent to our community this term.</li> </ul>
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	<p><i>Provide space and time for quiet, personal and reflective prayer.</i></p>	<p>and participate in the Sunday Mass.</p> <ul style="list-style-type: none"> <li>● There is a shared understanding of what Catholic spirituality is.</li> <li>● Provide opportunities for children to attend Mass during school time.</li> <li>● Model quiet, personal and reflective prayer practice in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Children attending Mass on a regular basis - DRS to organise at least 2 Masses per term with Fr. Tien.</li> <li>● Children practice quiet, personal and reflective prayer.</li> <li>● Children are introduced to the Blessed Sacrament regularly.</li> </ul>	<ul style="list-style-type: none"> <li>● Children have many opportunities to attend Mass during school time, 2-3 times per term.</li> <li>● Another focus has been Adoration for our children and this happens 1-2 times per term.</li> <li>● Children participate in daily prayer and their personal prayers are shared with each other.</li> <li>● They have time for reflection in class, with quiet, soothing music played.</li> <li>● They are encouraged to find a quiet space to work.</li> <li>● We are introducing them to meditation and ways to be aware of their emotions and support them to choose appropriate times to express these.</li> <li>● Children are introduced to the Blessed Sacrament through regular school</li> </ul>
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		3b. Provide a prayer space in the school. Get Fr. Tien and the children involved in the process.	<ul style="list-style-type: none"> <li>• A prayer space planned and developed by the children. A prayer space in our school.</li> </ul>	<p>masses and through Adoration.</p> <ul style="list-style-type: none"> <li>• Fr. Tien worked with the students to create a prayer space for the children to use. By involving them in the process they feel valued and are more engaged in using this space. They have helped create the wall and table display, with special treasures, symbols, prayers etc.</li> </ul>
<b>National Education Learning Priorities</b>	<b>Context</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Review</b>
<b>NELP 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b>	<i>New Zealand education is trusted and sustainable</i>			
<i>5.1 Personalised direction of your Kura, if required.</i>		<ul style="list-style-type: none"> <li>• Celebrate and promote our point of difference via our values.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop community connections with a range of groups. e.g. preschoolers and primary age children</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional committee meetings to promote our School in our community. Posters displayed around town for promotion,</li> </ul>

				<p>Mackenzie A &amp; P Show Promotional Tent.</p> <ul style="list-style-type: none"><li>● 'Expression of Interest Packs' have been dropped off at the local Resource Centre, Fairlie Early Learners, Fairlie Kindergarten, Real Estate Agents, and Doctor.</li><li>● Promotional posters, flyers, stickers, t-shirts have been created to promote our School.</li><li>● Regular open mornings and evenings inviting our local community to view our School.</li><li>● Promotion of Year 7 &amp; 8 options from 2024 for St Joseph's.</li><li>● Explore options for new uniforms / T-shirts for Years 7 and 8 and the possibility of a new sports top for our students representing our school in events.</li></ul>
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