



# St Joseph's Māori Girls' College

## Charter & Strategic Direction 2013 onwards

### **Vision**

*Continuing to position this College of St Joseph's Māori Girls' as an eminent School offering the best in a holistic education for young Māori women.*

### **Mission**

*"Every girl preparing for quality of life enhanced by a Māori and Catholic Boarding School Environment."*

- ♦ **School Statement**
- ♦ **Special Character – Māoritanga/Katorikatanga**
- ♦ **Self Review Timetable**
- ♦ **National Educational Priorities**
- ♦ **National Standards Years 7 and 8**
- ♦ **Annual Targets 2013**
- ♦ **Strategic Plan 2013 - 2016 and following**

## SCHOOL STATEMENT

St Joseph's Māori Girls' College is the only secondary school in the world which caters for young Māori and Catholic women and which also has an attached boarding facility.

It was founded in 1867 by an order of French Sisters, the Sisters of Our Lady of the Missions and integrated into the state system in 1982. In 1995 the Sisters entrusted the Proprietorship of the land and buildings to the St Joseph's Māori Girls' College Trust Board. The Board of Trustees continues to govern the school with the Trust Board having a similar role in the Hostel. The Principal is Pastoral Care Manager, of both School and Hostel.

Māori and Catholic spiritual and cultural values underpin the emphasis on a holistic education in a 24 hour learning and living environment where Te Reo Māori, English and Religious Education are compulsory at every year level.

The Whānau Whānui (Parents, Teachers, Friends Association) comprises the Sisters, past students' and families, staff of school and hostel (both present and past), and individual members of the community, locally throughout New Zealand and internationally, from whom the College derives its support.

The school is located in Hawkes Bay within the area of Taradale/Greenmeadows, a well-established Napier suburb, but is also within 20 minutes by car from Hastings. Greenmeadows itself is in the heart of a strong Catholic presence; the parish church, the former seminary (now the Mission Estate), and a Catholic primary school.

The grounds and buildings are well maintained. A Technology/Senior Science Block was opened in January 2004 with extensive facilities for all strands of Technology, a third much needed Science Laboratory, Storerooms, Staff Office and Workshop areas. The school is well equipped with functional classrooms, a visual arts block, a gymnasium, pool, library and chapel, and is well maintained with a thorough maintenance programme.

Numbers remain fairly static since 2000 below 220. The College has recently been advised that its maximum roll can be increased to 260. The College continues to run a day/boarding ratio of approximately 1 : 5.

The school has a well-planned timetable for self-review, with its traditional focus above all being on academic rigour. From 2011 a rigorous programme for Scholarship candidates is in place.

At present the school offers 12 Level 3 subjects. Multi-level learning, particularly in Te Reo, but also in other subject areas, is encouraged.

Classes are small with an average of 15 students at Years 7 and 8, 18 students at Year 9, 15 students at Year 10 and 15 students at Year 11. Currently our Year 9 and 10, in all curriculum areas, are taking part in a School Wide initiative called Kanohi ki te Kanohi. Year 7 and 8 will also become part of the Kanohi ki te Kanohi programme. This involves staff meeting regularly with each student in a face to face korero to set student's personal goals in that subject area. These meetings are held regularly to assess the student's progress and to provide them with the opportunity to reflect on their learning.

The school's aim is for all students to leave with a minimum of 80 credits **at least** at Level Two. From 2012 more emphasis is being placed on Levels 1, 2 and 3 students gaining endorsement at Merit or Excellence Level. It is interesting to note that of all school leavers, almost no student moves directly to the workforce. Some continue their education at other secondary schools, but most move on to tertiary education.

## SPECIAL CHARACTER

### MAORITANGA - KATORIKATANGA

Maoritanga is all those things, past and present, spiritual and physical which pertain to the Maori Race.

The 'being' of St Joseph's is its pupils they are our taonga and it is for them that we endeavour to provide an atmosphere whereby Maoritanga in all its aspects can be expressed and perpetuated.

To this end St Joseph's must be considered in its entirety, i.e. School life, Hostel life and its extended whanau whanui, all contributing to the creation of a whole living complex.

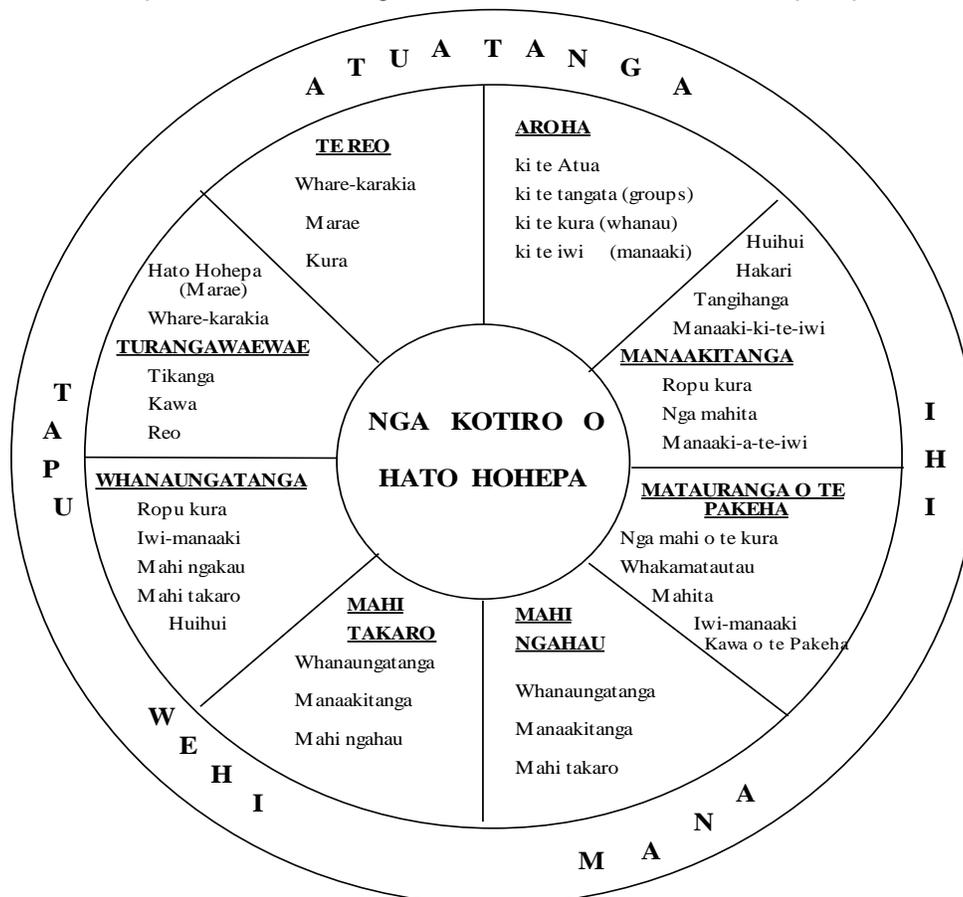
Permeating this way of life is Atuatanga. We believe

*"There is no better way that a Māori can come to know his Maoritanga except through his Atuatanga, and there is no better way that a Maori can come close to God except through his Maoritanga".*

Tikanga Māori is fundamental to all College organisation. Aroha, whanaungatanga and manaakitanga are expressed and through the practice of these values, the establishment of Hato Hohepa as Turangawaewae. Tribal variations occur and it is in keeping with the spirit and policy of St Joseph's that tribal characteristics be accommodated.

The area designated as **marae** connects the 'hostel' and the school. Because of its nature as a community of women and particularly children, the marae is noa. The kawa permits women to speak although on more formal occasions, pakeke of Whanau whanui will accept responsibility.

Te Reo Māori is seen as vital for the survival of Maoritanga, mahi-takaro, mahi-a-ringa, mahi-ngahau for social as well as physical benefits. Education of the Pakeha cannot be excluded from the world of the modern Māori, as it provides the 'oranga mo te tinana' and widens the perspective on life.



The VALUES as outlined in the new curriculum (Marau Mātauranga) and 'Ka Hikitia' are an essential part of the kaupapa and philosophy of St Joseph's Maori Girls' College.

**Manaakitanga:** Equity, Justice, Excellence, Inclusiveness, Whakaaro Rangatira, Nuturing

**Whanaungatanga:** Compassion, Tolerance, Respect for self and others and Aroha. It is essential that all students understand the values and cultural practices that are important in Te Ao Maori.

The values form a foundation for our students to become confident, connected, actively involved, lifelong learners and include:

**Hiranga** – excellence

**Wairua auaha, wairua uiui** – innovation and enquiry

**Rerekētanga** – diversity

**Tika, Pono** – equity

**Porihanga** – community and participation Caring for the environment

**Kaitiakitanga** – ecological sustainability

**Ngākau tapatahi** – integrity

**Manaaki and Awhi** – respect for themselves and others

## SELF REVIEW TIMETABLE – 2012 to 2016

| Year | Term I   |                   | Term II  |                   | Term III   | Term IV  |
|------|--|-------------------|--|-------------------|--|--|
| 2013 | <b>NAG 4a<br/>Finance</b>  |                   | <b>NAG 4b<br/>Property</b>   |                   | <b>NAG 5<br/>Health &amp; Safety</b>   | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
|      | (Year 9 & 10 Formative Assessment Reporting)<br>Review School Charter<br>Review Strategic Plan | Apr<br>May<br>Jun | <u>Curriculum Review</u><br>Technology<br>Arts<br>P.E & Health                                   | Jul<br>Aug<br>Sep | <u>Curriculum Review</u><br>Religious Education<br>Language - English<br>Language - Te Reo Maori | Year 9 & 10<br>Achievement<br>Reporting              |
| 2014 | <b>NAG 6<br/>General Compliance</b>  |                   | <b>NAG 7<br/>Special Character</b>   |                   | <b>NAG 2<br/>Charter &amp; Self Review</b>   | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
|      | (Year 9 & 10 Formative Assessment Reporting)<br>Review School Charter                          | Apr<br>May<br>Jun | <u>Curriculum Review</u><br>Maths / Commerce<br>Social Science<br>Science                        | Jul<br>Aug<br>Sep | <u>Curriculum Review</u><br>Technology<br>Arts<br>P.E & Health                                   | Year 9 & 10<br>Achievement<br>Reporting              |
| 2015 | <b>NAG 3<br/>Discipline &amp;<br/>Enrolment</b>  |                   | <b>NAG 4a<br/>Finance</b>  |                   | <b>NAG 4b<br/>Property</b>   | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
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| 2016 | <b>NAG 5<br/>Health &amp; Safety</b>   |                   | <b>NAG 6<br/>General Compliance</b>  |                   | <b>NAG 7<br/>Special Character</b>   | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
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| 2016 | <b>NAG 2<br/>Charter &amp; Self Review</b>   |                   | <b>NAG 3<br/>Discipline &amp; Enrolment</b>  |                   | <b>NAG 4a<br/>Finance</b>  | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
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| 2016 | <b>NAG 4b<br/>Property</b>   |                   | <b>NAG 5<br/>Health &amp; Safety</b>   |                   | <b>NAG 6<br/>General Compliance</b>  | <b>NAG 1<br/>Review &amp; Set<br/>Annual Targets</b> |
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## NATIONAL EDUCATIONAL PRIORITIES

- All students, especially those in Years 7, 8, 9 and 10 are given opportunities to gain the knowledge, skills, attitudes and values identified in the new New Zealand Curriculum and the National Curriculum Statements.
- The College provides a safe physical and emotional environment for all students. A Health and Safety Committee meets regularly.
- The College places priority on improving numeracy and literacy.
- The College gathers comprehensive assessment evidence to evaluate progress, engagement and achievement of its students to inform the future learning and teaching programmes for both Years 7, 8, 9 & 10 students and N.C.E.A. candidates. This priority is also expressed more specifically in the set annual goals/targets.
- The College intends to improve outcomes for students who are not achieving, or have special learning needs by providing specific programmes for selected students such as Successmaker and ?? programmes. Students are identified by initial testing and also by staff professional judgements.
- Gifted and talented students are identified at the same time as students with special needs. These students will be provided with specific programmes as the need arises, as several have been accelerated in several curriculum areas.
- The College reports to students and their parents at the end of each of the 4 Terms on the achievement of individual students and to the school community through, for example, newsletters, prizegiving, media releases on the achievements of individual or groups of students. The College also reports on the progress of groups identified in these national education priorities.
- The College acknowledges cultural diversity beyond itself even though it is 100% Maori. It recognises that all its students will benefit from the national focus on students who are Maori. All students at the College learn Te Reo as a compulsory subject at each Year Level. Currently the College does not offer tuition of the Curriculum in Te Reo because of staffing constraints, however, a student may study with Te Kura School if parents so wish.
- The College's main priority to address in 2013 will be to meet its four main targets.

**Please note:** Policies, plans and targets are continuously discussed through formal and informal meetings, newsletters, consultation with MOE, P.R. ventures etc in an effort to keep the consultation process as wide as possible.

# St Joseph's Māori Girls' College

## Annual Targets - 2013

| <b>Target 1</b>   | To ensure all curriculum areas in Year 11, 12 and 13 develop strategies and put in place appropriate learning programmes to increase the number of 'Merit' and 'Excellence' results over and above our 2011 and 2012 results. |  |  |
|---|---|--|--|
| Historical Data   | Objectives  | Action   | Outcomes   |
| <ul style="list-style-type: none"> <li>All curriculum areas will analyse their Level 1, 2 &amp; 3 results, including levels of Merit and Excellence compared to National Results. (see attached documentation)</li> </ul> | <ul style="list-style-type: none"> <li>To increase the number of Merit and Excellence results gained at all year levels both for Internal and External Achievement Standards.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Teaching staff devise and implement appropriate strategies to improve on their historical level of Merit and Excellence results from past years.</li> </ul> | <ul style="list-style-type: none"> <li>As a result of our analysis, all curriculum areas are to increase their Merit and Excellence results by at least 5% over and above the 2011 and 2012 levels.</li> </ul> |

| <b>Target 2</b>  | To ensure all curriculum areas develop strategies to raise achievement in Years 9 and 10. This includes providing opportunities for gifted, slow learners and 'average' students to increase their level of achievement. |  |   |
|--|--|--|---|
| Historical Data  | Objectives   | Action   | Outcomes  |
| <ul style="list-style-type: none"> <li>• Students are tested at Year 9 &amp; 10 in March and that tells us that</li> <li>• Maths – Year 9 - Mean Stanine = 3.5 (Nat. Avg = 5)</li> <li>• Maths - Year 10 - Mean Stanine = 3.5 (Nat. Avg = 5)</li> <li>• English – Year 9 - More than 75% of our students at stanine 5 or below</li> <li>• English – Year 10 - More than 75% of our students are at stanine 6 or below</li> <li>• Science – Year 9 - achieving at less than 50% pass rate</li> <li>• Science – Year 10 - approximately 40% of students achieving 50% or below</li> <li>• Reports are compiled based on this evidence and presented to the Board of Trustees.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure that we are catering and supporting all our Learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• All departments must devise programmes and strategies to advance the learning of <b><u>all</u></b> students i.e. those under achieving and those who need to be accelerated.</li> <li>• Head of Departments will have professional conversations with Senior Managers to explain how they have planned for <b>all</b> student ability levels in their curriculum area.</li> </ul> | <ul style="list-style-type: none"> <li>- October re-testing of all Year 9 &amp; 10 students – we claim to have all students improve by at least 1 stanine level the curriculum equivalent or better.</li> </ul> |

| <b>Target 3</b>  | To provide a robust careers services, in a designated careers room, staffed by teachers, providing information across <u>all</u> year levels.  |  |   |
|--|--|--|---|
| Historical Data  | Objectives   | Action   | Outcomes  |
| <ul style="list-style-type: none"> <li>• None currently available, as previously careers information has been focused on Years 12 &amp; 13.</li> </ul> | <ul style="list-style-type: none"> <li>• (1) To ensure students make correct subject choices for future tertiary student.</li> <li>• (2) This will be done by one on one interviews with students at the start of the year, using evidence collected on that students from Kanohi ki te Kanohi.</li> </ul> | <ul style="list-style-type: none"> <li>• Students across all levels (7-13) will access the designated careers area and be guided by staff about important senior students (i.e. Years 11, 12 &amp; 13) will be interviewed individually by the careers advisor.</li> </ul> | <ul style="list-style-type: none"> <li>• The effectiveness will be measured by a survey of senior students and staff professional judgments in Term 3 of the year.</li> </ul> |

|                         |   |
|-------------------------|---|
| <b>Strategic Goal 1</b> | All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards. |
|-------------------------|---|

|   |   |  |                           |
|---|---|--|---------------------------|
| <b>Annual Aim 1.1</b>   | To increase the number of students achieving at or above the National Standard for Mathematics. |  |                           |
| <b>Target(s) / Outcome(s)</b>   |   | <b>Historical Position (Baseline Data)</b>   |                           |
| In 2013 85% of all students will be achieving at or above the National Standard for Mathematics.<br><b>Outcomes</b> |   | We do not know how our incoming Year 7's and 8's have achieved in terms of National Standards so our targets are based on what we have seen in previous year 9 students. |                           |
| <b>Year(s)</b>  | <b>Curriculum Area(s)</b>   | <b>Student Group</b>   |                           |
| 7 and 8   | Mathematics (Numeracy)  | All  |                           |
| <b>Actions to achieve targets</b>   |   | <b>Timeframe</b>   | <b>Actions Taken 2013</b> |
| 1. Review assessment data with staff and determine the particular learning needs of target students.                |   | Week 1-6 Term 1  |                           |
| 2. Provide Professional Development for all teachers.   |   | Terms 1-4  |                           |
| 3. Run Staff Meetings on moderation with National Standards   |   | Terms 1-4  |                           |
| 4. Publish Maths Long Term Plan and explain to teachers   |   | January  |                           |
| 5. Test all students in Term 4 to ascertain gains.  |   | Term 4   |                           |

| <b>Annual Aim 1.2</b>  | To maintain the number of students achieving at or above the National Standard for Reading. |   |                           |
|--|---|---|---------------------------|
| <b>Target(s) / Outcome(s)</b>  |   | <b>Historical Position (Baseline Data)</b>  |                           |
| <p>In 2013 85% of all students will be at or above the National Standard in Reading.</p> <p><b>Outcomes</b></p>                                    |   | <p>We do not know how our incoming Year 7's and 8's have achieved in terms of National Standards so our targets are based on what we have seen in previous year 9 students.</p> |                           |
| <b>Year(s)</b>   | <b>Curriculum Area(s)</b>   | <b>Student Group</b>  |                           |
| 7 and 8  | English (Reading)   | All   |                           |
| <b>Actions to achieve targets</b>  |   | <b>Timeframe</b>  | <b>Actions Taken 2013</b> |
| 1. Review assessment data with staff and determine the particular learning needs of target students  |   | Week 1-6 Term 1   |                           |
| 2. English team to put out "English Pack" with school wide expectations of how Reading is taught and assessed at St Joseph's Maori Girls' College. |   | February  |                           |
| 3. Senior Management to view Reading classes as part of appraisal system   |   | Terms 1-4   |                           |
| 4. Monitor and evaluate the effectiveness of teaching practice and access to Professional Learning Development                                     |   | End of Year   |                           |
| 5. Analyse year end data to inform progress and planning for the following year.   |   | End of Year   |                           |

|  |                           |  |                           |
|--|---------------------------|--|---------------------------|
| <b>Annual Aim 1.3 -</b>  |                           | To maintain the number of students achieving at or above the National Standard for Writing.  |                           |
| <b>Target(s) / Outcome(s)</b>  |                           | <b>Historical Position (Baseline Data)</b>   |                           |
| In 2013 85% of all students will be at or above the National Standard in Writing.<br><br><b>Outcomes</b> |                           | We do not know how our incoming Year 7's and 8's have achieved in terms of National Standards so our targets are based on what we have seen in previous year 9 students. |                           |
| <b>Year(s)</b>   | <b>Curriculum Area(s)</b> | <b>Student Group</b>   |                           |
| 7 and 8  | English (Writing)         | All  |                           |
| <b>Actions to achieve targets</b>  |                           | <b>Timeframe</b>   | <b>Actions Taken 2013</b> |
| 1. Review assessment data with staff and determine the particular learning needs of target students      |                           | Week 1-6 Term 1  |                           |
| 2. Provide in school Professional Development on Writing   |                           | Begins Term 2  |                           |
| 3. Continue to develop moderation process using school based exemplars                                   |                           | Terms 1-4  |                           |
| 4. Run Staff Meetings on moderation with National Standards  |                           | Term 2 and Term 4  |                           |
| 5. Analyse year end data to inform progress and planning for the next year                               |                           | End of Year  |                           |

## Years 7 & 8 Curriculum Statement

| National Standards   | Cost | Responsibility                       | Time Frame          | Success Indicator                                       |
|--|------|--------------------------------------|---------------------|---|
| <ul style="list-style-type: none"> <li>To increase the number of students achieving at or above the National Standard for Mathematics. (See Student Achievement Targets 2013)</li> </ul> |      | Year 7 & 8 staff                     | February - December | Reporting to parents on National Standards in December. |
| <ul style="list-style-type: none"> <li>To increase the number of students achieving at or above the National Standard for Reading. (See Student Achievement Targets 2013)</li> </ul>     |      | Year 7 & 8 staff                     | February - December | Reporting to parents on National Standards in December. |
| <ul style="list-style-type: none"> <li>To increase the number of students achieving at or above the National Standard for Writing. (See Student Achievement Targets 2013)</li> </ul>     |      | Year 7 & 8 staff                     | February - December | Reporting to parents on National Standards in December. |
| <ul style="list-style-type: none"> <li>Written reports June &amp; December linked to National Standards</li> </ul>   |      | Year 7 & 8 staff                     | June & December     |   |
| <ul style="list-style-type: none"> <li>Moderate Reading, Writing, and Maths Standards</li> </ul>   |      | Year 7 & 8 staff                     | February - December | Staff and Team minutes reflect discussion               |
| <ul style="list-style-type: none"> <li>Whole school data collection based on writing, reading, maths.</li> </ul>   |      | All Staff                            | February – December | Data analysis presented to staff & BOT                  |
| <ul style="list-style-type: none"> <li>Analyse National Standards data to select target for 2014.</li> </ul>   |      | Curriculum coordinator and Principal | December            |   |

# ANNUAL PLAN OVERVIEW 2013

## TEACHING and LEARNING PROGRAMME DEVELOPMENT

- New NZ Curriculum document implemented.
- Staff evaluating how effectively they are using NZ curriculum to improve student engagement, progress and achievement.

## PROPERTY

- Ongoing repairs and maintenance of facilities during the whole year.

## SELF REVIEW / REPORTING

Reporting to Parents each term on student progress – emphasis on key competencies.

## FINANCE

H.O.D's will prepare fiscally prudent budgets in September for the Board of Trustees considerations and ratification in November. This will be based on current curriculum requirements.

## HEALTH and SAFETY

A Health and Safety Officer has been appointed from the Teaching Staff. She will monitor and advise the School Managers as to what is required and to keep assessing requirements for the whole school year.

## PRIORITY AREAS FOR IMPROVING STUDENT ACHIEVEMENT

**Target 1** – To ensure all curriculum areas in Year 11, 12 and 13 develop strategies and put in place appropriate learning programmes to increase the number of 'Merit' and 'Excellence' results over and above our 2011 results by at least 5%.

**Target 2** – To ensure all curriculum areas develop to raise achievement in years 9 and 10 by at least 1 stanine or its equivalent. This includes providing opportunities for gifted, slow learners and 'average' students to increase their level of achievement.

**Target 3** – To provide a robust careers service, in a designated careers room, staffed by teachers, providing information across all year levels.

**Strategic Goal 1** – All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.

## HUMAN RESOURCES

### Staffing, professional development, performance management

- To provide and encourage Professional Learning for Staff from the Catholic Pastoral Centre in Palmerston North – by way of visits from the RE Advisor, staff travelling to courses in Palmerston North and participating in a Staff Retreat.
- To promote understanding and an awareness of the nature of Special Character by attending class Masses and other significant Religious occasions.
- These are to be covered from Term 1 to Term 4.
- All teaching and support staff are able to participate in appropriate professional learning to enhance student learning.
- Ensure College is fully staffed with qualified, registered Secondary Teachers – who are aware of their responsibilities with regard to Special Character.
- To ensure that all staff participate in a robust Appraisal process. This is revised by HOD in consultations with all teachers. See NAG 7.

## COMMUNICATION

Regular monthly newsletters from Principal and Hostel, regular Whanau and Whanau Whanui meetings

## PARTNERSHIP WITH THE WHANAU WHANUI COLLABORATION

Decisions made regarding activities, support for the College

## CONSULTATION

Regular / Weekly meetings between School and regular whanau-whanui hui.

## 3 – 5 YEAR PLAN

### FOR ST JOSEPH'S MĀORI GIRLS' COLLEGE 2013 - 2016

#### 2013

#### 1. Planning and preparation for entry of Years 7 and 8

Heads of Department will focus on;

- Curriculum Development and planning. E.g. schemes of work, unit plans, testing regime.
- Practical work and equipment required.
- Fulfilling Ministry of Education requirements for Intermediate students.
- Budgets, time allocation, timetabling.
- Resourcing – setting up grants.
- Physical Facilities and availability of;
  - Information Technology
  - Science Laboratories
  - Art Room
  - Library
  - Tech Room
  - Gym / Courts / Pool / Fields
  - General Classrooms

#### 2. Te Puni Kōkiri Māori Potential Fund Investment Agreement

Developing Māori Leadership and Achievement Initiative – Kanohi ki te kanohi Strategy.

- Planning, Development and Implementation of Project.

End of 2012

- Education Model developed to assist with Regional Māori Education Strategy.

#### 3. Trades Academy – Hawkes Bay Eastern Institute of Technology

Year 12, Level 2 students' transition programme from School to Careers

#### 4. Transport Service

Investigate providing a better and more cost-effective service for day students.

## 2013

### 1. Introduction of Years 7 and 8 to St Joseph's

- Self review of each department to ensure readiness for each new cohort.

#### Term 1

- Testing of students (similar to Years 9 and 10) to establish actual curriculum requirements and the programme needed to promote student achievement.

#### Staffing

- Selection of Form Teacher/s and or Dean/s.
- Subject specialists.

#### End of 2013

- Reporting by all departments on improvements made by these students.
- Issues of Budget allocation to further build up resources.
- Department self-review.
  - Successes
  - Areas for further improvement
  - Meeting the needs of accelerate learners

### 2. Te Puni Kokiri – Kanohi ki te kanohi Māori Achievement Strategy

- Sharing and assisting with the Māori Education Strategy within Hawkes Bay.

### 3. Transport for Day-Students

- More affordable transport system for whanau provided for students from Hastings.

### 4. Trades Academy - Hawkes Bay Eastern Institute of Technology

- Increase in students attending.

### 5. Lobby Catholic Schools Board for a Music Facility that is long overdue

**2014**

- 1. Continual growth of Year 7 and 8.**
  - Review continues
- 2. Lobbying for Music Facility continues**

**2015**

- 1. Lobby Catholic Schools' Board for new Administration Block.**

**2016**

**As above**