



St Joseph's Māori Girls' College

Charter & Strategic Direction 2020 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."*

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- ♦ Special Character – Māoritanga/Katorikatanga
- ♦ Annual Plan Overview 2020
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- ♦ Annual Targets
- ♦ School Wide Goals

SCHOOL STATEMENT

St Joseph's Māori Girls' College is the only secondary school in the world which caters for young Māori women to learn as Māori in a Catholic environment with an attached boarding facility.

St Joseph's Māori Girls' College 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, i.e. the whole College

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 Taradale/Greenmeadows area, 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 have generally increased since the introduction of Years 7 and 8 in 2013. Roll at March 1st 2020 of 220. The College has a maximum roll of 260. The College continues to run a day/boarding ratio of approximately one third day two thirds boarding.

The school has a well-planned timetable for self-review, with its traditional focus above all being on academic rigour and providing the opportunity for our students to learn as Maōri, using Māori contexts and content where possible. In 2018, the 'Mahi panui' project was launched. This initiative focusses on improving student literacy and preparing our students to take their place as successful, contributing Maōri women on the global stage.

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, 15 students at Year 9, 17 students at Year 10 and 22 students at Year 11. Currently our Year 7, 8, 9 and 10, in all curriculum areas, are taking part in a School Wide initiative called Kanohi ki te Kanohi. This follows cross curricula Year 7, 8, 9 and 10 diagnostic assessments and involves staff meeting regularly with each student in a face to face korero to jointly set student's personal goals in that subject area. These conversations are held regularly to jointly assess the student's progress and to provide them with the opportunity to reflect on their learning. Staff meetings begin with 'student focus' where the core aim is for staff to 'know your student'.

The school's aim is for all students to leave with a minimum of 80 credits **at least** at Level Two. From 2018 more emphasis has been 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 all 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, kaumātua, 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 Māori, as it provides the 'oranga mo te tinana' and widens the perspective on life.

In 2018 a working group was established, comprising representatives from across the school community, to develop a 'Code of Ethics' that will enable all members of the SJMGC community to meet and perform their roles with the *care, integrity* and *competence* expected of them in this dual special character community. This draft document was reviewed by our kaumatua and is now in place across the school community.

The VALUES as practised within Te Ao Māori, and the values and practices of the Catholic Faith as well as the values outlined in the Curriculum (Marau Mātauranga) and 'Ka Hikitia' are an essential part of the kaupapa and philosophy of St Joseph's Maori Girls' College, **Manaakitanga and Whanaungatanga**.

These foundation values will enable our students to become confident, connected, actively involved, lifelong learners who are prepared to take their place as successful, contributing Māori women on the global stage.

NGA MAHI I TE KURA

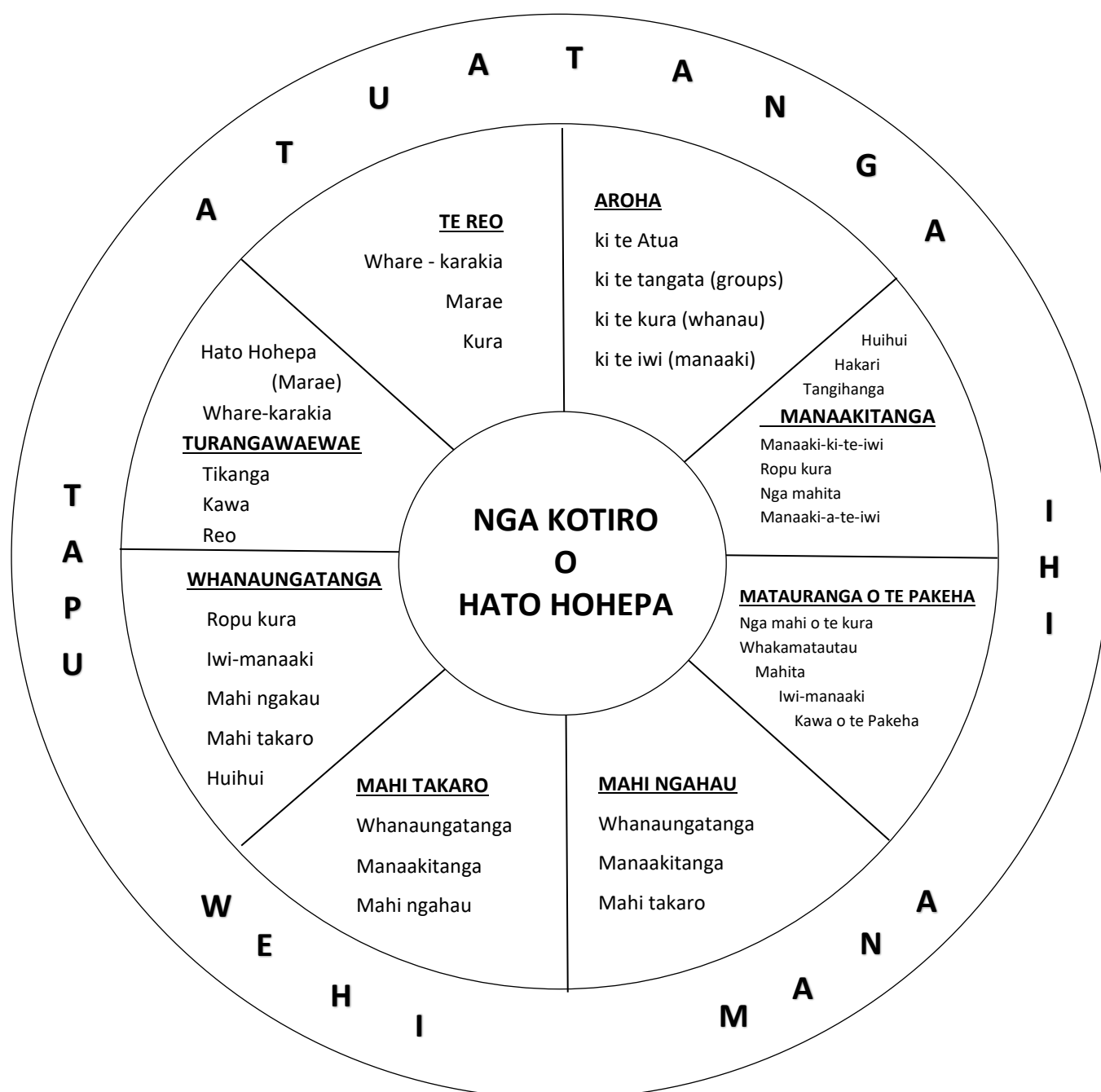
Maoritanga pervades the school curriculum. Te Reo me ona Tikanga including Waiata is compulsory fulfilling both the language requirements of the National Curriculum. We interpret it as part of our Special Character and to be vital for the survival of all things Maōri. Classes Year Level are named according to the three baskets of knowledge:

(i) Matua – peace/relationships including the development of emotion and social processes.

(ii) Rangi – Taha wairua/spirituality including values.

(iii) Tau – Agriculture: the physical needs for growth and education.

Te Anga Matauranga Curriculum syllabus documents at Senior levels are based on the NZQA prescription.



The College:

- Gives opportunities to gain the knowledge, skills, attitudes and values identified in the new New Zealand Curriculum and the National Curriculum Statements.
- Provides a safe physical and emotional environment for all students. A Health and Safety Committee meets regularly.
- Places priority on improving numeracy and literacy. In 2018, the 'Mahi panui' project was launched. This initiative focusses on improving student literacy and preparing our students to take their place as successful, contributing students on the global stage. The aims and value of this initiative are to be reviewed annually.
- 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.
- Intends to improve outcomes for students who are not achieving, or have special learning needs by providing specific support programmes for selected students. Students are identified by initial testing and also by staff observations and professional judgements.
- Identifies gifted and talented students as well as priority learners with special needs. These students will be provided with specific programmes as the need arises, with the opportunity to be accelerated in relevant curriculum areas.
- 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.
- 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. As a bi-lingual school all students at the College learn Te Reo as a compulsory subject at each Year Level.
- Aims to embed Tikanga Matatika (the 'Code of Ethics'), improve student literacy, to incorporate more Māori perspectives, content and contexts across the curriculum and to meet its targets/goals.

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

ANNUAL PLAN OVERVIEW 2020

PRIORITY AREAS FOR IMPROVING STUDENT ACHIEVEMENT

Target 1 – Our target for all Year 7 and 8 students is to meet or exceed reference Standards, in English and Mathematics, (Literacy and Numeracy) in their age groups.

Target 2 – To educate and prepare Year 10 students for NCEA and give them the opportunity to be assessed using NCEA assessment expectations and gain meaningful credits in selected curriculum areas.

Target 3 – Our target for all Year 9 and 10 students is to meet or exceed reference Standards, for Literacy and Numeracy, in their age groups, across all curriculum areas.

Target 4 - To improve the Endorsement profile for Levels 1,2 and 3 NCEA students to match or exceed the subject specific National Endorsement profiles.

GOAL - St Joseph's Maōri Girls' College principles of **Māoritanga** pervade the school curriculum, Te Reo me ona Tikanga, fulfilling the requirements of the New Zealand Curriculum.

- To **maximise** learning opportunities that **embed** Te Reo Maori me ona tikanga across the curriculum; to **raise** the ability and capacity of every student by improving literacy and numeracy.

HAUORA

1. Contribute to the holistic development of each student.
2. Encourage every student to accept responsibility for their learning and place in the world.
3. To enable students to become confident, connected actively involved life-long learners.

LITERACY & NUMERACY

1. Maximise learning opportunities using a wide range of teaching and learning strategies (including digital technologies).
2. Provide professional learning opportunities.
3. Promote effective pedagogy into teaching and learning.

SPECIAL CHARACTER

1. Actively engage in teaching and learning strategies that promote student achievement and well-being.
2. Embed Tikanga Matatika (Code of Ethics) into all dimensions of College life.

FINANCE

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

HEALTH & SAFETY

In accordance with the latest Health and Safety Act, a committee has been established to review, how best to ensure that the College is a Healthy and Safe work environment for all students and staff. The committee consisting of our Caretaker, one member of the administration team, and one member of the teaching staff meet regularly.

SELF REVIEW / REPORTING

Reporting to Parents each term on student progress – emphasis on key competencies. Departmental reporting as per attached schedule.

TEACHING and LEARNING PROGRAMME DEVELOPMENT

NZ Curriculum document is implemented. Staff regularly evaluate how effectively they are using NZ curriculum to improve Māori student engagement, progress and achievement. H.O.D's provide an annual report which includes NCEA analysis

HUMAN RESOURCES

Staffing, professional development, performance management

To provide and receive Professional Development in Māoritanga from Kahui Kaumatua and College Whakaruruhaui and to provide Professional Learning from the Catholic Pastoral Centre in Palmerston North.

To promote understanding and an awareness of the nature of our dual Special Characters through attendance and participation at Māori Hui local and national, interaction with Whānau at Powhiri, Gala, Cultural Festival, Wananga and Prize Giving, and attendance at College Masses.

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 our dual Special Characters (as per the Code of Ethics).

To ensure that all staff participate in a robust Appraisal process. This is revised by HOD's in consultations with all teachers.

PROPERTY

Ongoing repairs and maintenance of facilities as part of our annual cycle

COMMUNICATION

Regular monthly newsletters from Principal between School 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 and regular whanau-whanui hui.

3 – 5 YEAR PLAN
FOR ST JOSEPH'S MĀORI GIRLS' COLLEGE 2018 - 2020

2018 - 2020

1. Continue lobbying the Catholic School's Board for a new Music and new Administration blocks.
2. Lobby the Catholic School's Board for replacement of the temporary classrooms (prefabs) with appropriate and safe teaching and learning spaces.
3. Continue to lobby the Catholic School's Board for upgrading and earthquake remediation of classrooms (F block) to make them appropriate and safe spaces for the teaching and learning required in the modern technological world.

St Joseph's Māori Girls' College

Annual Targets - 2020

Target #1

Our target for all Year 7 and 8 students is to meet or exceed reference Standards, in English and Mathematics, (Literacy and Numeracy) in their age groups.

Historical Data Feb 2020	Objectives	Action	Outcomes
<p>Mathematics.</p> <p>Year 7</p> <ul style="list-style-type: none"> Only 1 student out of 12 is working according to PAT at Level 3 (below national average), of the NZ curriculum. The rest of the cohort are at average or above. <p>Year 8</p> <ul style="list-style-type: none"> We have 1 student working at Level 2 of the NZ curriculum, and of 18 students they should be at Level 3 or 4. Lomas testing which provides a snapshot of skills showed 4/18 requiring support. <p>(Supporting data has been included in the Mathematics Diagnostic testing and Kanohi ki te Kanohi report to the BoT 2020)</p>	<ul style="list-style-type: none"> Identification of priority learners and their learning needs Improving the level of achievement for all students as a result of improved numeracy skills. Classroom teachers use teaching and learning strategies to meet specific student needs. Head of Departments are to ensure appropriate programmes are implemented to advance students understanding and achievements. 	<ul style="list-style-type: none"> PAT and LOMAS testing in February to gauge students abilities. (plus SENCO STAR results) Appropriate programmes put in place to improve students curriculum understanding in all areas. Use of learning support, Kanohi ki te Kanohi, Diagnostic testing to identify and support all (especially priority) learners and their learning needs SENCO etc providing PLD for staff to enable progress for identified priority learners. Staff implement identified strategies to support and/or lift student achievement and numeracy skill levels. Extend the use of the Mahi Panui initiative into all classroom learning 	

Target #1

Our target for all Year 7 and 8 students is to meet or exceed reference Standards, in English and Mathematics, (Literacy and Numeracy) in their age groups.

Historical Data Feb 2020	Objectives	Action	Outcomes
<p>English</p> <p>Year 7</p> <ul style="list-style-type: none"> 1 student from 12 identified as a priority learner from STAR etc testing. Sr Frances and Sarah McGill working with individuals and groups with identified needs. <p>Year 8</p> <ul style="list-style-type: none"> Three students from 18 were identified as priority learners and so are receiving literacy support. <p>(Supporting Data has been included in the SENCO report to the BoT 2020)</p>	<ul style="list-style-type: none"> Identification of priority learners and their learning needs Improving the level of achievement for all students as a result of improved literacy skills. Classroom teachers use teaching and learning strategies to meet specific student needs. Heads of Departments are to ensure appropriate programmes are implemented to advance students understanding and achievements. 	<ul style="list-style-type: none"> STAR Reading Compehension and Vocab testing in February plus Toe by Toe used to gauge students abilities. Use of learning support, Kanohi ki te Kanohi, Diagnostic testing to identify and support all (especially priority) learners and their learning needs SENCO etc providing PLD for staff to enable progress for identified priority learners. Staff implement identified strategies to support and/or lift student achievement and literacy skill levels. Extend the use of the Mahi Panui initiative into all classroom learning Appropriate programmes, which are outcome based, put in place to improve students curriculum understanding in all areas. 	

Target #2

To educate and prepare Year 10 students for NCEA and give them the opportunity to be assessed using NCEA assessment expectations and gain meaningful credits in selected curriculum areas.

Historical Data	Objectives	Action	Outcomes
<ul style="list-style-type: none"> This school wide target, in 2019, involved students in Mathematics, Religious Education and Science. Data from 2019 is shown below. 	<ul style="list-style-type: none"> To develop student's awareness of the importance of consistently achieving results that represent their personal best and using specific strategies to enable this success. To educate and prepare students for NCEA by exposing them to NCEA style assessment, literacy expectations and achievement criteria across all learning areas. To incorporate NCEA achievement standards and assessment into selected curriculum areas. 	<ul style="list-style-type: none"> Heads of Departments to discuss with their departments which Achievement Standards will be appropriate for their students and relevant to curriculum needs. (this is not a credit gathering exercise). To teach students strategies and skills relevant to NCEA style assessment across all learning areas. 	

Target #3

Our target for all Year 9 and 10 students is to meet or exceed reference Standards, for Literacy and Numeracy, in their age groups, across all curriculum areas.

Historical 'Data'	Objectives	Action	Outcomes
<ul style="list-style-type: none"> This school-wide target underpins the school-wide goals. The need to improve the Literacy and Numeracy skills of our Year 9 and 10 students has always been recognised and in 2020, strategies already employed within the College will be extended. 	<ul style="list-style-type: none"> To improve student Literacy and Numeracy skills across all Departments and curriculum areas To develop a range of teaching and learning strategies, that are relevant to each curriculum area, that will enable students to improve their Literacy and Numeracy skill levels and enjoy academic success that represents their own personal best in each curriculum area. To standardize expectations around common / generic Literacy and Numeracy skills e.g. spelling, punctuation, word meaning / definitions, measurement, graphing etc. To engage the services of outside providers to deliver professional learning and development to staff (and students) to improve literacy levels across the school community. <p>'All teachers are teachers of literacy and numeracy' and are expected to teach using standard, accepted conventions.</p>	<ul style="list-style-type: none"> Actions listed below will be in addition to SJMGC requirements for existing Diagnostic testing, Kanohi ki te Kanohi, Department reporting to the BoT and the school-wide Mahi Panui initiative. Staff will actively engage in provided professional learning and development and trial, review, refine and utilise new teaching and learning strategies in their classrooms. <i>(Natasha Jacobs accredited PLD facilitator for accelerating learning in literacy Waikato University – employed by the BoT)</i> A weekly 'Literacy half hour' has been introduced (Wednesdays 8.20am – 8.50am) for each year 9 and 10 form class. Staff will seek to modify their teaching and learning strategies that target the Literacy and Numeracy skills of their students Staff will regularly reflect on and share their findings related to the success and or failure of the teaching and learning strategies used. Staff will evaluate and share their findings relating individual student Literacy and numeracy skill levels and specific, successful teaching and learning strategies used. Staff will track student progress for generic and subject specific Literacy and Numeracy skill development. 	

Target #4 To improve the Endorsement profile for Levels 1,2 and 3 NCEA students to match or exceed the subject specific National Endorsement profiles.			
Historical Data	Objectives	Action	Outcomes
<ul style="list-style-type: none"> Whilst the statistics for the number of students achieving NCEA levels 1-3 is very favourable (all students at Levels 1,2 and 3 gained their NCEA), our statistics for endorsement do not compare so favourably across all curriculum areas to the national statistics 	<ul style="list-style-type: none"> To increase the percentage of students gaining subject endorsements at Levels 1,2 and 3 in NCEA. To identify individual Achievement Standards within courses where achievement profiles are reflected negatively against class and national statistics. Classroom teachers to identify teaching and learning strategies that enable student success across all standards in all courses. 	<ul style="list-style-type: none"> Teachers of NCEA classes will emphasise achievement criteria (for Merit and Excellence) Allocation of students into 'accelerate' 11M class Teaching and learning expectations for 'accelerate' students / classes Use of assessment schedules and clarifications in teaching programmes Focusing on the relevance rather than the number of credits (meaningful and quality over quantity) *** (Balance the credit load for student programmes) Pretesting and peer assessment Resubmission and further assessment opportunities Manaakitanga through extra learning opportunities and wananga Homework set is targeted, meaningful and appropriate Emphasis on preparation leading into assessment for Internally assessed Achievement Standards Resource workbooks 	

St Joseph's Māori Girls' College - School Wide Goals - 2020

St Joseph's Māori Girls' College principles of **Māoritanga** pervade the school curriculum, Te Reo me ona Tikanga, fulfilling the requirements of the New Zealand Curriculum.

To **maximise** learning opportunities that **embed** Te Reo Māori me ona tikanga across the curriculum; to **raise** the ability and capacity of every student by improving literacy and numeracy.

HAUORA	LITERACY & NUMERACY	SPECIAL CHARACTER
<ol style="list-style-type: none"> 1. Contribute to the holistic development of each student. 2. Encourage every student to accept responsibility for their learning and place in the world. 3. To enable students to become confident, connected actively involved life-long learners. 	<ol style="list-style-type: none"> 1. Maximise learning opportunities using a wide range of teaching and learning strategies (including digital technologies). 2. Provide professional learning opportunities. Promote effective pedagogy into teaching and learning. 	<ol style="list-style-type: none"> 1. Actively engage in teaching and learning strategies that promote student achievement and well-being. 2. Embed Tikanga Matatika (Code of Ethics) into all dimensions of College life.
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Conduct Kanohi ki te Kanohi discussions across all curriculum areas. 2. Consider the holistic well-being of students, staff and whanau in all interactions. 	<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Extend the use of literacy focused strategies to support teaching and learning across the College. 2. Engage outside providers to facilitate learning in literacy Professional Learning Development (PLD). 3. Enhance student achievement using sourced Literacy expertise, implementing new literacy initiatives and the appropriate use of digital resources. 	<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Use PLD and discussion times to raise the understanding, adoption, application and acceptance of Tikanga Matatika principles. 2. Review and modify current school and hostel practice to align with Tikanga Matatika.
<p>ACTIONS</p> <ol style="list-style-type: none"> 1. Use the 'know your student' approach to inform and build relationships. 2. Use data to inform teaching and learning programs to meet student's needs. 3. Identify strengths and weaknesses to improve student learning outcomes. 4. Use Kanohi ki te Kanohi approach where possible for interactions between members of the school community. 	<p>ACTIONS</p> <ol style="list-style-type: none"> 1. Implement new and modify existing teaching and learning strategies in line with the Literacy PLD focus. 2. Implement Literacy initiatives 3. Extend the use of KAMAR to track student progress, identify student need and maximise student success. 4. Use digital technology that lifts student achievement and outcomes. 	<p>ACTIONS</p> <ol style="list-style-type: none"> 1. Timetable and plan opportunities to educate and implement Tikanga Matatika principles. 2. Produce a 'term by term' foci on specific Tikanga Matatika principles to reinforce the aims the Tikanga Matatika. 3. Familiarise and apply Tikanga Matatika principles as directed by Management within and across all curriculum areas and the wider school community.