



St Joseph's Māori Girls' College

Charter & Strategic Direction 2023 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
- ♦ Annual Targets 2023
- ♦ Strategic Plan

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 2023 of 155. The College has a maximum roll of 260. The College continues to run a day/boarding ratio of approximately one third day and 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 Māori, 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 Māori 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, 18 students at Year 9, 15 students at Year 10 and 10 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 'Tikanga Matatika Māori o Hato Hohepa' (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

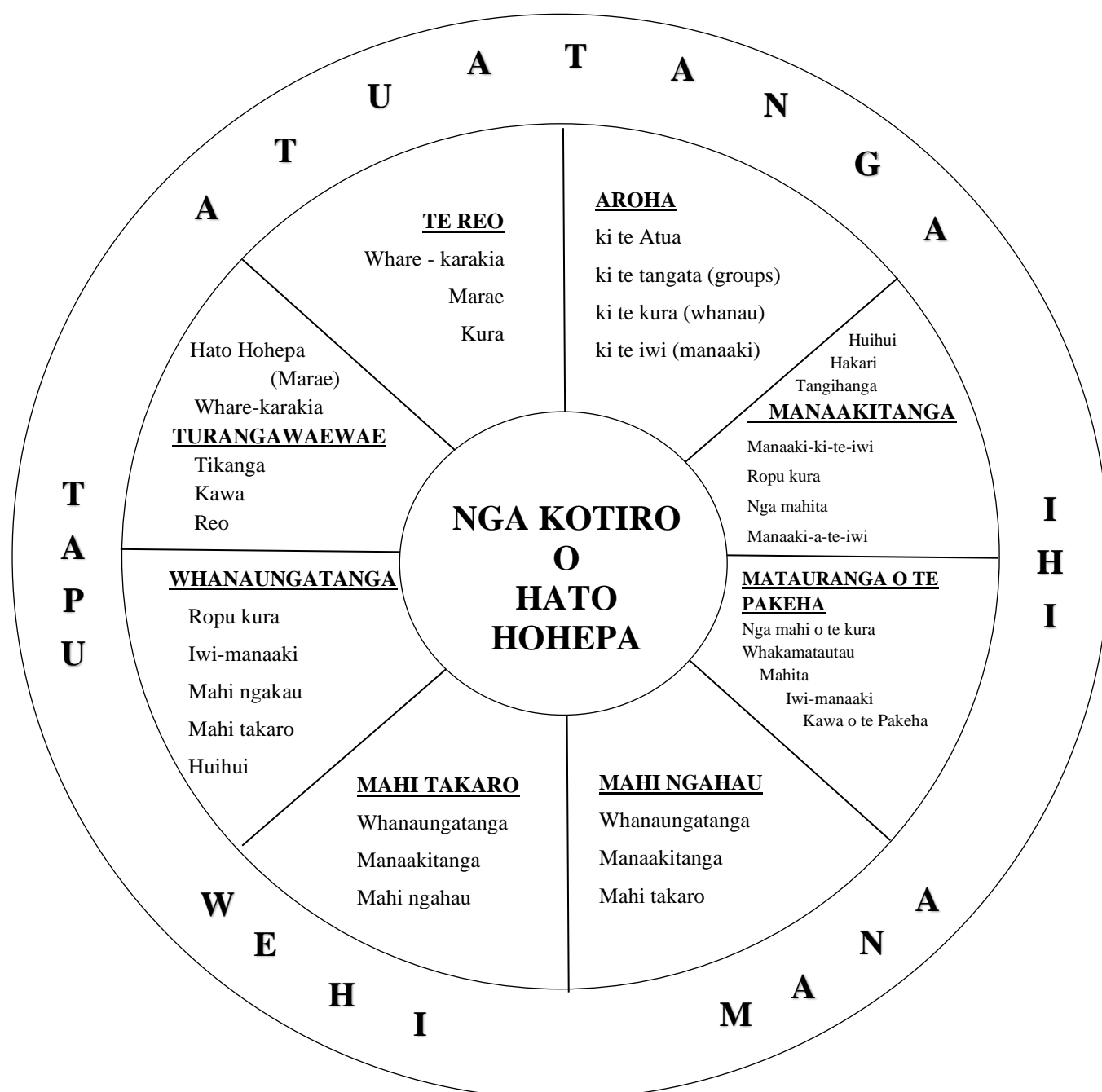
Maoritanga pervades the school curriculum. Te Reo me ōna Tikanga including Waiata is compulsory fulfilling both the language requirements of the National Curriculum. We interpret it as part of our Special Character and to be vital for the survival of all things Māori. Year Level Classes are named according 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 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' initiative was launched. This focusses on improving student literacy and preparing our students to take their place as successful young Māori women, 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 MOE, P.R. ventures etc in an effort to keep the consultation process as wide as possible.

SELF REVIEW TIMETABLE - 2022 – 2026

Term 1	Term II		Term III		Term IV
2022					
NAG 2 Charter & Self Review	NAG 3b Discipline & Enrolment		NAG 6 General Compliance		Review & Set Annual Targets
NAG 3a - Employee Responsibilities & Appointments	NAG 4a & 4b Finance & Property		NAG 1 Curriculum & Student Achievement		
1. Diagnostic Yrs 7 to 10 Reporting +Kanohi ki te Kanohi 2. NCEA Results Reporting 3. Nat. Stnd. Curriculum Reporting 4. Review School Charter 5. Review Strategic Plan	Apr	Curriculum Review Religious Ed	Jul	Curriculum Review Maths	1.Diagnostic Year 7 to 10 Reporting (+ Kanohi ki te Kanohi)
	May	English	Aug	Social Sciences	
	Jun	Te Reo Māori	Sep	Sciences	
2023					
NAG 2 Charter & Self Review	NAG 5 Health & Safety		NAG 7 Special Character		Review & Set Annual Targets
NAG 3b Discipline & Enrolment	NAG 6 General Compliance		NAG 1 Curriculum & Student Achievement		
1. Diagnostic Yrs 7 to 10 Reporting +Kanohi ki te Kanohi 2. NCEA Results Reporting 3. Nat. Stnd. Curriculum Reporting 4. Review School Charter 5. Review Strategic Plan	Apr	Curriculum Review Digital Technology	Jul	Curriculum Review Religious E	1.Diagnostic Year 7 to 10 Reporting (+ Kanohi ki te Kanohi)
	May	Arts	Aug	English	
	Jun	P.E. & Health	Sep	Te Reo Māori	
2024					
NAG 2 Charter & Self Review	NAG 3a - Employee Responsibilities & Appointments		NAG 4a & 4b Finance & Property		Review & Set Annual Targets
NAG 5 Health & Safety	NAG 7 Special Character		NAG 3b Discipline & Enrolment		
1. Diagnostic Yrs 7 to 10 Reporting +Kanohi ki te Kanohi 2. NCEA Results Reporting 3. Nat. Stnd. Curriculum Reporting 4. Review School Charter 5. Review Strategic Plan	Apr	Curriculum Review Maths	Jul	Curriculum Review Digital Technology	1.Diagnostic Year 7 to 10 Reporting (+ Kanohi ki te Kanohi)
	May	Social Sciences	Aug	Arts	
	Jun	Sciences	Sep	P.E. & Health	
2025					
NAG 2 Charter & Self Review	NAG 6 General Compliance		NAG 3a - Employee Responsibilities & Appointments		Review & Set Annual Targets
NAG 4a & 4b Finance & Property	NAG 5 Health & Safety		NAG 1 Curriculum & Student Achievement		
1. Diagnostic Yrs 7 to 10 Reporting +Kanohi ki te Kanohi 2. NCEA Results Reporting 3. Nat. Stnd. Curriculum Reporting 4. Review School Charter 5. Review Strategic Plan	Apr	Curriculum Review Religious Education	Jul	Curriculum Review Maths	1.Diagnostic Year 7 to 10 Reporting (+ Kanohi ki te Kanohi)
	May	English	Aug	Social Science	
	Jun	Te Reo Māori	Sep	Sciences	
2026					
NAG 2 Charter & Self Review	NAG 7 Special Character		NAG 3b Discipline & Enrolment		Review & Set Annual Targets
NAG 6 General Compliance	NAG 3a - Employee Responsibilities & Appointments		NAG 1 Curriculum & Student Achievement		
1. Diagnostic Yrs 7 to 10 Reporting +Kanohi ki te Kanohi 2. NCEA Results Reporting 3. Nat. Stnd. Curriculum Reporting 4. Review School Charter 5. Review Strategic Plan	Apr	Curriculum Review Digital Technology	Jul	Curriculum Review Religious Education	1.Diagnostic Year 7 to 10 Reporting (+ Kanohi ki te Kanohi)
	May	Arts	Aug	English	
	Jun	P.E. & Health	Sep	Te Reo Māori	

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		
			<p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.</p>	<p>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.</p> <p>The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</p>	
PRIORITIES					

St Joseph’s Māori Girls’ College – Annual Targets - 2023

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.		
Data Feb 2023	Objectives	Action	Outcomes
<p>Mathematics.</p> <p>Year 7 PAT (Stanine)</p> <ul style="list-style-type: none"> • 10 of 10 students are working at or below the expected (Average) level. • 2 students are working at stanine 1 • 2 students are working at stanine 2 and 3 (below national average) • The rest of the cohort are at stanine 4 - 6 which is within the Average <p>Year 7 LOMAS</p> <ul style="list-style-type: none"> • 5 students working below NZC level (2B) • 5 students working at expected NZC level (2B) <p>Year 8 PAT (Stanine)</p> <ul style="list-style-type: none"> • 4/19 students working at stanine 2-3 (below average) • 15/19 students working at stanine 4-6 (at national average). <p>Year 8 LOMAS</p> <ul style="list-style-type: none"> • 3 students working well below expected NZCL (3B) • 11 students working at expected NZCL • 5 students working well above expected NZC L3B 	<ul style="list-style-type: none"> • Identification of priority learners and their learning needs • Improve 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. • Heads of Departments are to ensure all teaching programmes incorporate a literacy (and numeracy) focus and content that enables students to advance their understanding and achievement. • Raise literacy skill levels by applying all Literacy PLD and teaching and learning strategies to Mathematics. 	<ul style="list-style-type: none"> • PAT and LOMAS testing in February to gauge students abilities. (plus STAR results) • Use Lomas testing to provide a further snapshot of to help identify students requiring support. • Put appropriate programmes in place to improve students curriculum standing 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 • Staff implement identified strategies to support and/or lift student achievement and numeracy skill levels. 	

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.			
Data Feb 2023	Objectives	Action	Outcomes
<p>English</p> <p>Year 7 PAT (stanine) & STAR Testing</p> <ul style="list-style-type: none"> • 3/10 students identified as priority learners at stanine 1. Will need literacy support. • 2/10 students working at stanine 3 • 4/10 students working at stanine 4-6 which is within the average range. • 1 student working at stanine 9, identified as a priority learner for extension. • Data shows reading comprehension and vocab scores are very low. <p>Year 8 PAT (stanine) & STAR Testing</p> <ul style="list-style-type: none"> • 2 /17 (2 not tested) at stanine 1-2 have been identified as priority learners and will need literacy support. • 3/17 working at stanine 3 • 11/17 at stanine 4-6 (Average) • 1 student working at stanine 7 (above average) • 70% of students working at or above average. <p><i>(Supporting data available and included in the English Diagnostic testing report to the BoT 2023)</i></p>	<ul style="list-style-type: none"> • Identification of priority learners and their learning needs • Improve 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. • Heads of Departments are to ensure all teaching programmes incorporate a literacy (and numeracy) focus and content that enables students to advance their understanding and achievement. • Raise literacy skill levels by applying all Literacy PLD and teaching and learning strategies in class. 	<ul style="list-style-type: none"> • STAR Reading Comprehension 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 • Staff implement identified strategies to support and/or lift student achievement and literacy skill levels. • Appropriate programmes, which are outcome based, put in place to improve students curriculum understanding in all areas. 	

Data 2023	Objectives	Action	Outcomes
<p>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.</p> <ul style="list-style-type: none"> • This school wide target for 2023 will involve Y10 students sitting a range of NCEA L1 assessments in Math, Science, RE, Social Sciences and Art. • The new Numeracy and Literacy standards Common Assessment Activities (CAAs) will also be undertaken by year 10 students during Terms 2 and 4. 	<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). • Teach students strategies and skills relevant to NCEA style assessment across all learning areas. • Provide PLD for Y10 teachers that addresses NCEA expectations and understanding assessment criteria. • Y10 students will sit the new Literacy CAA in Term 2, 2023 and the new Numeracy CAA in Term 4. 	

<p>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.</p>			
Data Feb 2023	Objectives	Action	Outcomes
<ul style="list-style-type: none"> • 10 out of 37 Year 9 students and 5 out of 28 Year 10 students have been identified as priority learners for reading comprehension and vocabulary. Data attached. • 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 2023, strategies already employed within the College will be extended. <p><i>(Supporting data available and included in the English Diagnostic testing report to the BoT 2023)</i></p>	<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><i>‘All teachers are teachers of literacy and numeracy’ and are expected to teach using standard, accepted conventions.</i></p>	<p>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.</p> <ul style="list-style-type: none"> • Staff will actively engage in provided professional learning and development and trial, review, refine and utilise new teaching and learning strategies in their classrooms. • The Librarian’s role and the use of the library will be reviewed to support literacy Initiatives. • Term 1 will start with a Reading Comprehension focus across all classes at Year 9 and Year 10 – directed and led by the HoD English. • Reading Comprehension ‘PAT’ testing will be carried out at least once a Term and Data recorded on KAMAR to track progress and effectiveness of strategies used. • 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
<p>Whilst the statistics for the number of students:</p> <ol style="list-style-type: none"> Achieving NCEA at levels 1-3 (100% of full year students at Levels 1, 2 and 3). Gaining University Entrance (16/16 Y13 students gained UE) Gaining a Level Endorsement (similar to National statistics see attached data) <p>are favourable, our statistics for subject endorsements in many curriculum areas do not compare so favorably to the national statistics. Te Reo Māori and Religious Education contribute the majority of Excellence credits across Levels 1, 2 and 3</p> <p><i>2022 Endorsement data available</i></p>	<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 emphasize 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 Resubmissions in 2021 will be restricted to students on the Not Achieved / Achieved boundary. Further assessment opportunities where possible 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 	

ANNUAL PLAN OVERVIEW 2023

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 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

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

LITERACY & NUMERACY

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

SPECIAL CHARACTER

- Actively engage in teaching and learning strategies that promote student achievement and well-being.
- 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

SELF REVIEW / REPORTING

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

HUMAN RESOURCES

Staffing, professional development, performance management

To provide and receive Professional Development in Māoritanga from Kahui Kaumatua and College Whakaruruhau 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.

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.

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

PROPERTY

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

COMMUNICATION

Regular monthly newsletters from Principal School and Hostel, regular Whanau and Whanau-whānui meetings

PARTNERSHIP WITH THE WHANAU WHANUI COLLABORATION

Decisions made regarding activities, support for the College

CONSULTATION

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

3 – 5 YEAR PLAN
FOR ST JOSEPH'S MĀORI GIRLS' COLLEGE 2018 - 2023

2018 - 2023

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.
4. Continue to plan for the Purchase of more Technology so that each teacher in each teaching space has access to a data projector and a computer for the delivery of the current curriculum.
5. To implement the NCEA Change Package / programme (By 2025) which 'is designed to deliver a range of system shifts aligned to the five principles guiding the Review of NCEA. The five principles are: Wellbeing, **Equity and Inclusion**, coherence, Pathways, Credibility.