

# St Joseph's Catholic School New Plymouth (Hato Hohepa, Ngamotu)



## 2018-2020 CHARTER



## ST JOSEPH'S CATHOLIC SCHOOL (New Plymouth) CHARTER 2018 - 2020

### PROCEDURAL INFORMATION

#### COMMUNITY CONSULTATION UTILISED IN THE PREPARATION OF THIS CHARTER DOCUMENT

- School- BOT newsletters
- Informal BOT / Community interaction and discussions
- Community consultation

1. St Joseph's Catholic School (NP) will lodge a copy of its annually updated Charter to the Ministry of Education by the 1<sup>st</sup> of March each year. This Charter will include the school's annually updated targets for improving achievement including in relation to National Standards.
2. St Joseph's Catholic School (NP) will consult with its community, including its Maori and Pasifika Community, on a regular basis as part of its 3-year cycle of Self Review.
3. St Joseph's Catholic School (NP) will ensure that:
  - The School's policies and practices reflect New Zealand's cultural diversity and the unique position of the Maori culture.
  - The School will take all reasonable steps to provide instruction in tikanga Maori.
4. Targets for children's achievement will be identified by:
  - current and historical data (analysed)
  - information from assessment and staff discussions
  - national priorities (including Maori and Pasifika Targets)

#### **Submission to MOE**

- Submitted
- 1 Mar 2018

#### **Submission to PNCEO**

- Submitted
- 1 Mar 2018

# Saint Joseph's Catholic School, New Plymouth - Charter Overview

Special Character of Saint Joseph's Catholic School, New Plymouth

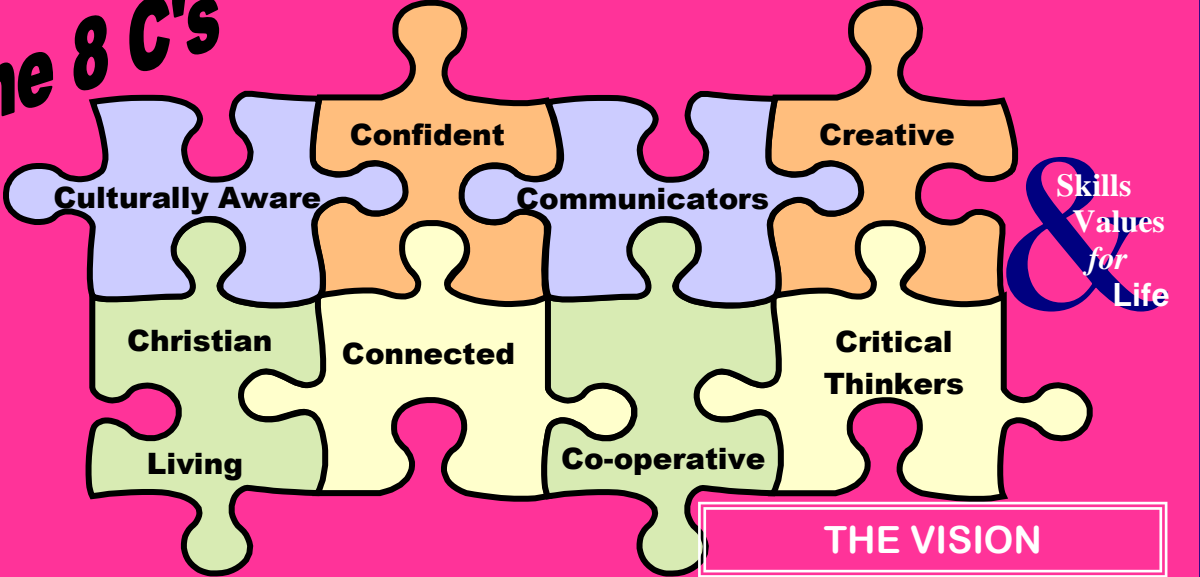
## The Key Competencies

NZ CURRICULUM  
VISION

**CONNECTED**

SAINT JOSEPH'S STUDENTS WILL BE:

**The 8 C's**



**LIFE LONG LEARNERS**

**ACTIVELY INVOLVED**

Using language, symbols and texts

Aroha - Love

Pono - Respect

Thinking Participating and contributing

**CONFIDENT**

Relating to others Managing self

Tika - Justice

## SCHOOL PROFILE

St. Joseph's Catholic School was founded by the Congregation of Our Lady of the Missions (formerly in central New Plymouth adjacent to the Parish on the current Salvation Army site). In 1926 it was transferred to its present site in west New Plymouth and was initially called Heidelberg School after the housing estate it was built in. As a state integrated school (New Entrants – Year 6) it draws students predominantly from the central and western parts of the city. St Joseph's has a maximum roll of 310 students (2015). Currently 5% of the maximum roll is made up of Non- Preference enrolments. Ethnic composition consists of approximately 60% European / Pakeha, 20% Maori, 5% Pasifika and 13% Asian students.

The school comprises five teaching blocks (13 classrooms), library, administration offices and a separate hall (loaned to the School by the Scouts), all sited on an elevated position. The grounds are both substantive and attractive, providing open spaces for a range of recreational activities. An OSCAR After School Care and Holiday Program are offered for families to use. Facilities include a swimming pool, three engaging and challenging adventure playgrounds, two hard court play areas, a synthetic turf, an all-weather cricket wicket and nets, a large sandpit and a 'Sacred Space.'

School policies, procedures and programmed activities strive to capture and live the Special Catholic Character dimension of the school. Teaching instruction covers nine curriculum areas: the eight core NZ Curriculum Learning Areas, Religious Education and a focus on our 8 Competencies (8 C's) and Gospel Values of Tika, Pono and Aroha.

Pupils wear a uniform to engender pride and to strengthen the identity of the school within the wider community.

The school thrives on an active integration with the local Catholic community and encourages active parental involvement and support across all aspects of 'school life.'



# SPECIAL CATHOLIC CHARACTER STATEMENT

*Our Mission School, provides a genuine and ongoing encounter with Christ; strives for excellence in education and hauora for all.*

*Nau te rorou, naku te rourou, ka ora ait e manuhiri (with your basket and my basket the guests will have enough).*

The policies and procedures of St Joseph's School are based on the principles of the Catholic Social Teachings:



St Joseph's School Board of Trustees, with the Principal and staff will ensure that the Special Catholic Character of the school will permeate every aspect of school life including staffing, administration, curriculum, pastoral care and behaviour management, cultural development and sport and recreation.

The mission of Catholic education is to educate students within an atmosphere of Christ's love. The school encourages growth in faith and prepares young people for their life as Catholics in the community.

- The school's Strategic Plan will identify the Special Catholic Character elements, which underpin the academic, social, cultural and spiritual life of the school.
- The Annual Plan will include specific Special Catholic Character Goals which show how Special Character will be safeguarded and strengthened in alignment with:
  - Job Descriptions will include Special Character requirements.
  - Appraisal documentation will include Special Character reflection/evaluation and goal setting opportunities.
  - Board policies will contain Special Character Statements.

As a Catholic School St Joseph's develops the whole person through an encounter with Jesus Christ and encourages each student to grow a deepening relationship with Him.

### **PURPOSE:**

- To instil our core Gospel Values of Tika, Pono & Aroha and Catholic Social Teachings.
- To provide a faith environment for children to experience Catholic Life and to be taught the teachings of the Catholic tradition through a spirit of prayer and an understanding
- To encourage the school community / parents to support their children through active attendance at school Liturgies, Masses and Parish Sacramental Programmes.
- To nurture a caring attitude of empathy and compassion that acknowledges the obligations and responsibility we have to others and our world (Laudato Si', 24/05/15)
- Ensure that the St Joseph's New Plymouth Integration Agreement is honoured.
- To celebrate and keep alive the charism of the Mission Sisters (RNDM) through contemplation, communion and mission.

### **RELIGIOUS EDUCATION**

The Religious Education programme enables the school community to carry out its role in the holistic development of the child. It specifies the knowledge, skills, attitudes and values which children in Catholic schools need to acquire. The Religious Education programme enables children to understand, appreciate and grow in the Catholic faith. The Religious Education programme is supported by the family/whanau and parish.

The Religious Education programme will:

- Provide cyclical teaching of Religious Education suitable to the children's age, faith development and experience.
- Help children grow in their knowledge and understanding of the teachings and beliefs of the Catholic Church.
- Encourage children to integrate the beliefs, attitudes and values of the Catholic Church into their own lives and culture.
- The Catholic Social Teachings and "the use of a Catholic lens" are integrated across the wider curriculum.
- The RE Curriculum document 1996 is the official National Programme and will be supported by a transition to a new curriculum document through a bridging document in 2018.
- All children will take part in the Religious Education programme at the appropriate levels as per the Bishop's requirements.
- Learning in Religious Education and the development of children's faith will be fostered through regular Religious Education lessons and experiences of prayer, liturgy and faith sharing.
- The teaching approaches used for Religious Education will be varied and based on the needs of the children and the content of the programme.
- There will be regular communication with the parish priest and the family/whanau about the programme.
- Religious Education resources will be reviewed, updated and extended where necessary, each year. The Director of Religious Studies will have an annual budget allocated to buy these resources.
- There will be opportunities for children to express their Catholic beliefs through

community service.

- Religious Education and the Catholic perspective will be integrated throughout the other Essential Learning Areas and the general school programme as much as is practicable.
- The school will support children in their preparation for the celebration of the sacraments of initiation.
- All staff will engage in regular professional development to develop their competence in teaching the Religious Education programme. The Bishops require all staff to attend twelve hours of PD per year. Staff will strive to move through the areas of certification.
- Staff will meet regularly to discuss, plan, implement and evaluate the Religious Education programme.

## **PASTORAL CARE (Christian Witness)**

### **OBJECTIVES OF PASTORAL CARE AT ST JOSEPH'S**

- To ensure that the physical, emotional and spiritual needs of all our St Joseph's School community are met.
- To support and welcome new families to the school and to farewell students leaving the school.
- The school community has a meal/baking roster of families who are willing and able to help those of our community in need. Any family that has a need will be cared for through this roster. The Director or Religious Studies is the co-ordinator of the Meal Roster. Recipients of this service have a variety of needs. This service covers the following:
  - Bereavement
  - Illness
  - Birth
  - Financial hardship
  - Welcome to the community
  - Or any other situation as it arises
- Families who require financial assistance are supported by the school community. No child is excluded from any school activity due to financial difficulties.
- St Vincent de Paul and the Catholic Women's League liaise with the DRS or Principal to support families with financial or practical needs.
- Staff are appreciated and acknowledged.
- The end of the week is celebrated by a staff roster sharing the duty of providing morning tea.
- At the Principal's discretion staff are able to attend any family related events.
- When special events are offered to the students through charitable organisations the DRS, leadership team and office administrator meet to discuss the distribution of tickets, etc.
- When extreme events occur in a family's life the DRS, leadership team and staff meet to action and plan to support and assist the family to meet needs.

- A Young Vinnies group operates in the school who undertake fundraising and service roles on behalf of the students.
- The school supports Caritas and The Mission Sisters with their fundraising events annually.
- The school will support local, national and international aid fundraising especially where there is a connection to our St Joseph's school community.



## OUR CHARISM

In Christian theology, a "Charism" (from the Greek), denotes any good gift that flows from God's love to humans. A charism is a gift of the Holy Spirit to the Church, communicated through a particular person who gathers disciples around him or her and with whom he or she translates a bold vision into action. Charism is a living passion for whatever dimension of the life of Christ is needed... It is the burning desire in the heart of the founder/foundress that was alive at one period of history, living on in us, in another day and age. It is ever evolving.... it is where the reign of God is needed most.

St Joseph's School was founded by the order of the Sisters of our Lady of the Missions (Religieuses de Notre Dame des Missions: RNDM)

The Sisters of Our Lady of the Missions gifted to our school the charism of:

- Contemplation - We pray every day
- Communion - We care for others
- Mission - We care for the less fortunate

The Mission Sisters believe in the three dimensions being carried out with 'zeal'.

The Sisters of Our Lady of the Missions remain a strong influence on all St Joseph's School stands for and does and we adopt their charism as our own.

Our Mission Charism is reflected in our school's core values, spirituality, events and activities. It presents us with a vision of education focused on the Mission spirit and based on contemplation (prayer); communion (respect and understanding of others); and Mission (service, outreach).

Our Mission spirit is witnessed, not just articulated, through prayer, community and service.

We live our Mission experience through our gospel values Tika –act justly, Pono – respect and Aroha – Love.



# HONOURING TE TIRITI O WAITANGI.

Through the Catholic Special Character, the St Joseph's Curriculum, the pedagogy of the school and through community relationships; St Joseph's is committed to fostering the following in all aspects of school life:

## **Manaakitanga (Pastoral Care)**

Manaaki embodies the concepts of mana (authority, control, influence, prestige or power) and aki (to encourage and acknowledge). Manaakitanga describes the immediate obligation and authority our school has to care for all those in our community in terms of their emotional, spiritual/faith, physical and mental wellbeing. Within this type of interaction there is a responsibility to provide reciprocal support.

At St Joseph's this relates to the need to care for children and their families as culturally located human beings by providing a safe, nurturing environment. This will include developing and sustaining the language, culture and identity of every student to ensure that they have the best opportunity to learn and experience educational success. Through the reciprocal nature of manaakitanga, St Joseph's will encourage students and their whanau to actively contribute to this success.

## **Whanaungatanga**

Whakawhanaungatanga describes the process of establishing links, making connections, and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, and other relationships. Whanaungatanga affirms the centrality of extended family-like relationships; including beyond actual whakapapa relationships to include people who, through shared experiences, feel and act as kin. Whanaungatanga relationships are reciprocal: the group supports the individual with the expectation that the individual will support the group.

At St Joseph's, whanaungatanga begins with quality teaching-learning relationships and interactions whereby a whanau classroom environment that supports engagement and learning is created.

## **Ako**

Ako describes a reciprocal teaching and learning relationship "where the child is both teacher and learner" (Pere, R. (1982). *Ako: Concepts and learning in the Māori tradition*). and the teacher also learns from the child.

The concept of Ako at St Joseph's is recognised through student's whanau being a part of learning and teaching.

## **Mahi tahi**

Mahi tahi (or mahi ngātahi) describes the unity of a group of people working towards a specific goal or on a specific task, often in a hands-on fashion. Mahi tahi builds relationships that can continue well after the goal has been fulfilled or the project completed. At St Joseph's, mahi tahi describes our community working together collaboratively for the enrichment of our learners and the development of our school.

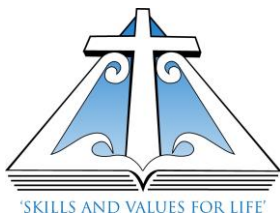
Source: *School Evaluation Indicators: Effective Practice for Improvement and Learner Success*  
Published 2016 (Education Review Office).

## MISSION – WHAT ARE WE HERE FOR?

**‘Our Mission School, provides a genuine and ongoing encounter with Christ; strives for excellence in education and hauora for all.’**

Our Mission Statement is supported by our school charism, vision, motto, shared values and core beliefs. We see our Vision as the way forward. It gives direction and purpose to all that we do. Our actions, our thinking and our methods will be driven by this collaborative vision.

### LOGO



The school logo was introduced in the late 1980's. The logo incorporates a cross, the mountain, the sea, a koru and a book representing learning and the Bible

### MOTTO

**‘Skills and Values for Life’**

### HATO HOHEPA PEPEHA

Ko Taranaki te Maunga  
Ko Tokomaru te Waka  
Te Atiawa te Iwi  
Ngati Te Whiti te hapu  
Ko Mangaotuku te Awa  
Ko Hato Hohepa te Kura

Taranaki is our mountain  
Tokomaru is our canoe  
Te Atiawa is our Iwi  
Ngati te Whiti is our hapu  
Mangaotuku Stream is our river  
Saint Joseph's is our school.

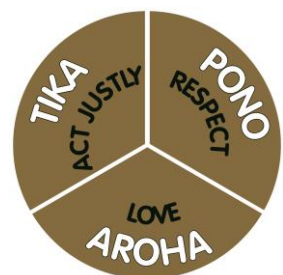
*Created in consultation with Ngati Te Whiti 2007*

## GOSPEL VALUES

A guide for judging the *rightness* of our actions in pursuing our vision.

***Pono, Aroha, Tika***  
***(Respect, Love, Justice)***

“This is what Yahweh asks of you:  
only this,  
to act justly,  
to love tenderly  
and to walk humbly with your God” *(Micah 6:8)*



## VISION – WHERE ARE WE HEADING?

We will provide quality learning opportunities that actively promote the development of our 'Eight Competencies' – The 8 C's.

We want our students to be:

<b>Christian Living</b>	Actively living the Gospel Values
<b>Confident</b>	In their own abilities and willing to face challenges
<b>Communicators</b>	Competent in using language, symbols and text to make sense of their world
<b>Critical Thinkers</b>	Able to use effective thinking, reflection and problem solving skills
<b>Creative</b>	And innovative in their thinking
<b>Co-operative</b>	Active participants who relate well to others
<b>Connected</b>	Able to make connections both in their learning and in their world
<b>Culturally Aware</b>	valuing traditions, beliefs and heritage

## THE EIGHT COMPETENCIES (8 C's)



Micah 6:8 To act justly, to love tenderly and to walk humbly with your God.

# THE EIGHT COMPETENCIES OF OUR VISION

**“We will provide quality learning opportunities that actively promote the development of the 8 C’s.”**

**Our teaching programmes will give all children the opportunities to be:**

## **1. CHRISTIAN LIVING – actively living the Gospel Values (*We live life like Jesus*)**

- demonstrate consideration for others through the values of Tika (act justly), Pono (respect) and Aroha (love)
- develop a relationship with God according to each child’s faith response
- develop an understanding of the ways the Catholic church celebrates, lives and prays
- develop a sense of responsibility for the well being of others and for the environment
- participate effectively as a responsible citizen

### ***Witnessed through:***

- living life like Jesus
- positive interpersonal relationships (staff, students and parents)
- reflection and reconciliation in our Positive Behaviour Plan
- participation in the Religious Education programme
- pastoral care initiatives
- assemblies, liturgies, prayers and masses
- staff reflections and Professional Development
- modeling characteristics of Christian Living
- witnessing of our Catholic Faith through our ‘community of faith’; School and Parish.

## **2. CONFIDENT – in their own abilities and willing to face challenges (*We give it a go*)**

- develop self esteem and personal integrity
- set, reflect and evaluate realistic personal goals
- take risks in their learning
- face challenges and deal with change, stress, conflict, success and failure
- manage time effectively, developing sound work habits
- take responsibility for their own actions and decisions
- develop locomotor and manipulative skills
- take an increasing responsibility for their own health and safety

### ***Witnessed through:***

- class and individual goal setting
- leadership roles
- reflective practice
- self and peer assessments
- initiatives promoting health and safety
- appropriate use of playground resources
- variety of sporting and recreational opportunities offered
- modeling characteristics of confidence
- resilience
- sharing success

### **3. COMMUNICATORS – competent in using language, symbols and texts (We share information)**

- develop competency in listening, speaking, reading and writing
- clearly convey and receive information, ideas, feelings and opinions
- critically analyse written, oral and visual material
- gain competency in the use of information and communication technology
- recognise and use numerical patterns and relationships
- analyse and respond to information presented in mathematical ways
- develop strategies to problem solve and calculate accurately (measure, calculate, estimate)

#### ***Witnessed through:***

- use of Information and Communication Technology in classroom programmes
- a well resourced library
- professional development in literacy and numeracy
- promoting opportunities in verse speaking, speeches, liturgies, assemblies
- teaching strategies which incorporate up to date literacy and numeracy concepts
- well maintained and up to date teaching and learning resources
- modeling characteristics of communication

### **4. CRITICAL THINKERS – able to use effective thinking, reflection and problem solving skills (We think in different ways)**

- analyse problems and situations from a variety of different perspectives
- inquire, research and explore
- generate and develop ideas
- evaluate processes and solutions
- adapt and apply new learning

#### ***Witnessed through:***

- use of a range of thinking skills in classroom programmes
- a range of thinking tools (Multiple Intelligences, Bloom's Taxonomy, Cooperative Learning, Art Costa's Habits of the Mind, de Bono's Hats)
- use of student reflective practice (, feedback / feed forward)
- modeling characteristics of critical thinking
- able to make connections between experiences, prior learning and new learning.



## **5. CREATIVE – and innovative in their thinking (*We use our imagination*)**

- exercise imagination, initiative and flexibility
- explore self expression through the Arts
- develop self awareness
- acknowledge and appreciate the work of others
- opportunities for experimentation of and exposure to a variety of techniques and media

### ***Witnessed through:***

- displays of children's quality work in a variety of media
- performances- school choirs, concerts, productions, visiting groups
- utilising local resources and personnel
- range of creative opportunities offered (Arts Festival, Art Auction, School Production, Dace Extravaganza, Cultural visits and performances)
- modeling characteristics of creativity

## **6. CO-OPERATIVE – active participants who relate well to others (*We work well with others*)**

- develop positive relationships with others
- work in cooperative ways to achieve common goals
- take responsibility as a member of a group for shared actions and decisions
- acknowledge and accept individual differences
- demonstrate respect for the rights of all people

### ***Witnessed through:***

- co-operative learning and teaching strategies
- team planning and reflective practice
- integrated units and across school activities
- buddy reading, shared and team teaching
- inclusive policy, special needs- mainstreaming
- modeling characteristics of co-operation

## **7. CONNECTED – able to make connections both in their learning and in their world (*We think about our learning*)**

- integrate new learning with prior knowledge
- make connections across learning areas
- link learning to home practices and the wider world
- reflect on the relevance of new learning to their lives

### ***Witnessed through:***

- staff anticipating students' learning needs
- opportunities offered which make connections in learning
- provision of a variety of opportunities across curricula to learn
- effective dialogue between home and school
- authentic contexts for learning
- effective use of ICT in accessing information and interacting with the wider world
- modeling characteristics of making connections



## 8. CULTURALLY AWARE - valuing traditions, beliefs and heritage (*We respect ourselves and others*)

- awareness and understanding of own culture
- understanding and acceptance of other cultures and faiths
- develop a knowledge of New Zealand's heritage and traditions an tikanga
- develop an understanding of the principles of the Treaty of Waitangi
- actively supporting the multi-cultural development of New Zealand society

### ***Witnessed through:***

- consultation and relationship building with our multi-cultural community
- acceptance and integration of all pupils
- opportunities to explore and appreciate the values and cultural beliefs of others
- providing opportunities for cultural representatives to be involved in the school
- modeling characteristics of cultural awareness
- kappa haka





## CORE BELIEFS

Our ultimate goal is to instil in the students the attitudes and skills to become life-long learners.

We provide a quality education which is inclusive and based on the acquisition of the Eight 'C's' and our three Gospel Values.

We want our students to be: (Christian Living, Confident, Communicators, Critical Thinkers, Creative, Co-operative, Connected and Culturally Aware) and display Tika, Pono and Aroha.

<p>The <b>ENVIRONMENT</b> reflects and appreciates the efforts of all students. It is:</p> <ul style="list-style-type: none"> <li>❑ Supportive</li> <li>❑ Secure</li> <li>❑ Stimulating</li> <li>❑ Structured</li> </ul>	<p>The <b>PROGRAMME</b> is child centred and inclusive</p> <ul style="list-style-type: none"> <li>❑ Acknowledges and caters for individual student needs and learning styles</li> <li>❑ Promotes Co-operative learning</li> <li>❑ Has meaning, context, sequence and purpose</li> <li>❑ Reflects the needs and interests of the students and the community</li> </ul>
<p>The <b>STUDENT</b> will take responsibility for their own learning through:</p> <ul style="list-style-type: none"> <li>❑ Goal setting and reflection</li> <li>❑ Being encouraged to take risks</li> <li>❑ Taking pride in their work and school</li> <li>❑ Developing co-operative and self management skills</li> </ul>	<p>The <b>TEACHER</b> will empower learners by:</p> <ul style="list-style-type: none"> <li>❑ Modelling a love of life long learning</li> <li>❑ Providing purposeful, stimulating and varied programmes</li> <li>❑ Valuing the efforts of all students</li> <li>❑ Setting high levels of expectation in all areas</li> <li>❑ Providing opportunities for students to make choices</li> <li>❑ Encouraging active involvement in decision-making</li> </ul>

The **COMMUNITY** reinforces our school vision and shared values by:

- ❑ Being actively involved in the life of the school
- ❑ Supporting and promoting the school and its activities
- ❑ Honouring their commitment to our school's Catholic Character

