



St James' Catholic School

Whakaruruhau

A Sheltering Place

— Te Kura Katorika o Hato Heemi —

St James' Catholic School, Palmerston North Charter 2022

Mission/Vision - To grow Catholic, Christian, young people, who are confident, connected lifelong learners, inspired by the teachings of Jesus, and who make a positive difference in their community.

SAINTS Values:

SAINTS

"Live The Truth"

SAINTS are kind and respectful to themselves, each other and the environment.

Strive Wehi	Acceptance Mauri	Integrity Pono	Nurture Mana	Talents Ihi	Service Aroha
<p>'Whaia te iti kahurangi ki te tuohu koe me he maunga teitei.'</p> <p>Never let obstacles stand in your way, keep striving to be better.</p> <p>Strive to be the best you can be if you do falter let it be to a lofty mountain.</p>	<p>'Aroha tētahi ki tētahi'</p> <p>That everyone has a place.</p> <p>Love is shared between all.</p>	<p>'Kaua e mate wheke, me mate ururoa.'</p> <p>Be true to oneself.</p> <p>Do not give in</p> <p>Know your own truth.</p> <p>Don't bend down and take anything like the octopus but keep going like the hammerhead shark.</p>	<p>Tāngata i akona ki te kāinga, tūngia ki te marae, tau ana.</p> <p>A person trained/nurtured at home will stand on the marae with dignity.</p> <p>In this case, the marae being the Kura Katorika o Hāto Heemi, St James</p>	<p>Ahakoā he iti, he pounamu</p> <p>-Even though small, like that of the greenstone it is precious and to be cherished.</p>	<p>'Mā tōu rourou, mā tōku rourou ka ora ai te iwi'</p> <p>-With your contribution and my contribution we will make progress.</p>

St James' Catholic School was established in 1958 by the Sisters of Mercy.

Our school is a family/whānau school that recognises and respects the dignity of each person as made in the image and likeness of God.

St James was chosen by Jesus to be one of the twelve apostles, given the mission to proclaim the Good News, and authority to heal and cast out demons. To be named one of the twelve, James had faith and commitment. He was a close and respected friend of Jesus.

The community at St James' Catholic School shows it "Lives the Truth" through service to others as St James' the apostle of Christ did, and the Sisters of Mercy do today. St James's Feast Day is July 25th. We also celebrate the Feast Day of St Joachim and St Anne on this day.

The St James' Catholic School community has strong links with the Cathedral of the Holy Spirit Parish. Staff and many families are actively involved in parish life.

Our school logo is a shield on which are the words: Veritatem Vivere - Live the Truth.



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Christ is the “Truth”, and He calls us to be His example of LOVE/AROHA. Jesus calls us to “show our faith by our actions.” James 18: 2

History of Te Whakaruruhau

Matua Barry Slade approached James Kenrick for a translation for St James and at the time instead of giving a literal translation of the name St James, Te Whakaruru came about.

“The translation at the time for me (James Kenrick) was a haven, a place of refuge, a place where skin colour, economical status etc meant nothing. We had nothing at the time and neither did a number of minorities within the school at the time. So just as the Kauri tree or the Tōtara tree is a haven against the wind for other species of trees, so is/was St James.”

He whakaruruhau – The breaker/shelter against the driving wind and rain.

Link with Kāhui Āko - St James' is a member of the Palmerston North Catholic Schools Kāhui Āko

“As a community of Catholic schools, we work collaboratively to build on our strengths, improve our community's engagement and achievement in learning, through sharing our expertise and knowledge for the improvement of all within our community”

Kāhui Āko Achievement Objective 1: Whanaungatanga -

- 1a. Build positive learning relationships within and beyond the school
- 1b. Engage in collaborative work sharing expertise and knowledge

Kāhui Āko Achievement Objective 2: Hauora for Living and Learning

- 2a. Show commitment to our Catholic Character
- 2b. Focus on Hauora of all
- 2c. Believe we can make a difference (Leader and Teacher Agency)
- 2d. Strengthen learner pathways

Catholic Social Teaching/Social/ Character - Catholic Faith underpinning and woven through all aspects of our communities.

Strategic Section - For this 2021-2023 Charter The St James' School Board have chosen to align with the National Educational and Learning Pathways (NELPS)

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

[National Educational & Learning Priorities](#)

STRATEGIC PLAN By the End of 2023

Objective One: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education. Our Catholic Special Character permeates and informs all areas of this plan. Kāhui Ako AO1 National Education and Learning Priorities (NELP)			
NELP Priority		2022	Commentary
Priority 1. Well-being Ensure places of learning are safe, inclusive and free from racism, discrimination, and bullying.	1.1 Prioritise and recognise the importance of student and staff well being. We recognise and respect the uniqueness of every individual within the school community as made in the image and likeness of God.	Kahui Ako with WST	
	1.2 Use the principles of PB4L (Positive Behaviour for Learning) and Restorative Practice to create an environment that builds positive respectful relationships that improve academic achievement and encourage confident, connected lifelong learners.		
	1.3 Palmerston North Catholic Schools Kāhui Ako Cultural Responsiveness PLD:		
	1.4 Catholic Values: St James SAINTS values underpin learning and playing.		
Priority 2			
Priority 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.	2.1 Unpack Ka Hikitia 2023.		
	2.2 : Cultural Responsiveness		
	2.3 Review the St James' Culturally Responsive Pedagogy with a view to improve use of te reo Māori and tikanga in everyday life at Hato Heemi.		
	2.4 Review relationships with iwi. What have we achieved? What do we need to do next? Explore our Iwi relationship with Rangitane Iwi.		
	2.5: School wide visit to Te Rangimarie Marae		
Priority 3 Kāhui Ako Objective Two: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner KAAO2			

Priority 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, learners with disabilities /ākonga and those with learning support needs.	3.1 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them. Can we provide safe ways for people to speak their truth, needs and aspirations?		
	3.2 Ensure learners with disabilities/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective		
	3.3 Develop our Specialist ORS teaching and learning programmes.		
	3.4 Continue to update the school's life size core board		
	3.5 Reduce barriers for Maori learners by including them as a writing target for 2022		
Priority			commentary
Priority 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.	4.1 Mathematics: Overall focus is to create a sustainable and effective St James' model for the teaching and learning of Mathematics. Continue with Maths Professional Development - focus areas - upskill teaching of mathematics, lesson design and weekly/Term planning.		2021 had PLD, now reporting using the PaCT tool. 2022 Continue with PLD at 3 staff meetings.
	4.2 Writing: Use the Learning progression framework to plan and teach writing.		
	4.3 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists		
	4.4 Create a SJS support register using google sheets	Begun in 2021	
Objective Three: Quality Teaching and Leadership			
Priority			
Priority 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	5.2 Seek advice from Maori on how best to include tikanga Maori in values, practices and organisational culture.		
	5.3 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Maori and tikanga Maori.		
	5.4 Talk with learners/ākonga and staff about why correct pronunciation of te reo Maori is important, and provide them with opportunities to learn and practice without judgement.		
Priority			
Priority 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	6.1 Involvement in Curriculum Progress Tools PLD - Mathematics Framework		
	6.2 Move towards common language and common assessment tools across the Kāhui Āko.		
	6.3 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.		

	6.4 2021 Develop the LPFs (Learning progression Framework) for Mathematics. 7 days allocated from Kāhui Āko.	6.5 2022 Develop the LPFs (Learning progression Framework) for Writing. Kahui Ako support Continue with Numeracy LPF teaching and judgements using the PaCT tool. 6 hours allocated for PLD	6.6 2023 Develop the LPFs (Learning progression Framework) for Reading Kahui Ako support		
	6.7 Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching				
	6.8 Begin Year 1 of a three to five year programme - Digital Technologies.	6.9 Year 2 of a three to five year programme - Digital Technologies.	6.10 Year 3 of a three to five year programme - Digital Technologies.	Not started in 2021 Unlikely to start in 2022	
	6.11 Improve opportunities for all learners to take part in regular Physical Education- two lessons per week along with regular fitness sessions 6.12 Review current processes and continue to encourage and facilitate sports participation for learners.				
Objective Five: Catholic Special Character					
Priority - Special Character 8	2021 2022 2023				
Priority 8.1a Dimension 1	The school provides ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ within their cultural context.				
Priority 8.1b	Teachers will learn and begin to teach the Sexuality Curriculum "Wonderfully made in God's image" at the beginning of 2022.			2021 Had three Professional Development Sessions at staff meetings led by DRS, and allowed for the next step, the use of and unpacking of the Sexuality Curriculum "Wonderfully made in God's image."	
8.2 Dimension 2	The Catholic worldview is integrated into the daily practices of the school and into all curriculum areas.				
8.3 Dimension 3	Faith based leadership shapes the school's vision and direction to ensure genuine and ongoing encounter with Christ				
8.4 Dimension 4	Safeguarding and strengthening Catholic Special Character				

ANNUAL PLAN 2022

Priority 1. Ensure places of learning are safe, inclusive and free from racism, discrimination, and bullying.						
Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
1.1	Complete survey to understand what is currently happening. Ask learners/ākonga, about what keeps them feeling safe and happy at school. Identify Maori and Pacific learners on the survey	Access an appropriate survey template from NZCER.	Kahui Ako with WST Nara Clavelle -Kahui Ako AST supporting Amy CL (WST) Christine (Acting Principal) has joined NZCER as an administrator. Amy (WST) is helping source an appropriate survey from Kahui Ako Wellbeing advisor, Kath Delahunty.	Survey will be completed early in Term 2. Date to be confirmed	No cost	
1.1.2	Discuss the outcomes of the survey and plan to address areas of concern, celebrate areas of success.	Leadership meeting Staff meeting	Leadership team teachers	Teachers will reflect on their own class learners and identify concerns and issues to support. Staff meeting to be confirmed after survey completed.		
1.13	Late in the year complete survey again.	Use same survey used in Term 2	teachers	Late term 3		
1.14	Assess survey Address concerns and formulate plan to address linking to Special Character and PB4L (positive behaviour four learning) programme	Leadership meeting Staff meeting PB4L lessons in classes.	Leadership team teachers	Late term 3-term 4		

1.2	<p>Continue training for PB4L Tier 2 and implement according to guidelines at staff and team meetings. Make sure all staff and support staff are included. This requires fidelity .</p> <p>PB4L team for 2022 formed. The PB4L team is: Claire Dillon (lead teacher), Christine Cosgrove, Hilary Autagavaia, Dale Weston (learning assistant)</p> <p>MOE representative, Leah Vennell, speak to teachers on call back day, 27.01.22</p> <p>Team attend Tier 2 training and hui Trauma Informed Practice and Restorative Practice 23.02.22 3.30-5pm by Zoom</p>	<p>Meet alternate lunchtimes Report to staff meeting</p>	<p>MOE PB4L team, Wendy/Leah</p> <p>PB4L Team: Staff meetings-teachers</p>	<p>Dates listed when informed</p>	<p>Relieving costs for Hilary and Claire for day courses.</p>	
1.3	<p>Cultural Responsiveness PLD/Well being</p>	<p>In-School Delivery for AST & WST</p>	<p>Amy (WST) will be supported through the Kahui Ako PLD initiative (Culturally Responsive PLD) Nara (Well-Being)</p> <p>Amy will share ideas at staff meeting after the WST meeting.</p>	<p>Term 1:The Seeds of our Potential Tuesday,1-3pm Week 3:Feb15 Week 6:March 8 Week 9: March 29</p> <p>Term 2:Planting our Potential Week 3:17 May Week 6: 7 June Week 9: 28 June</p> <p>Term 3: Growing our Potential Week 3: 9 August Week 6: 30 August Week 9: 20 September</p> <p>Term 4: Nurturing our Potential Week 2: October 25 Week 5: November 8</p>		

Priority 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.

Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
2.1	Unpack Ka Hikitia update and consider implications	Board meetings/subcommittees, Whānau/Fanau meetings, Community meeting	Principal, Leadership team, Board, Whānau/Fanau Group, Community	2023		
2.2	Marae visit Term 2.	Two days of 75 learners to Te Rangimarie Marae	All teachers and support staff with learners Nuwyne Te Awe Awe-Mohi			
2.3	Leadership/Te Reo Māori Session 2022-2023:	Term One. 2 x 3 Hour or 1 x 6 hour Week 8: Tuesday 22 March 9-3pm Term Two 2 x 3 Hour or 1 x 6 hour Week 8: Tuesday June 21 9-3pm Term Three 2 x 3 Hour or 1 x 6 hour Week 8: Tuesday September 13 9-3pm Term Four 1 x 3 Hour or 1 x 6 hour Week 4: Thursday 10 November	Whaea Debbie and Matua Peter Te Rangi each term for Principals, Assistant Principals and future potential leaders:	Term 1-4		

Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, learners with disabilities /ākonga and those with learning support needs.

Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
3.1	Ensure learners with disabilities/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Consult with whanau, MOE and other supporting agencies	Principal, Board, Families, Staff, Specialist ORS teacher	ongoing		
3.2	Support our neurodiverse learners by forming a team to support them.	Invite whanau to share their knowledge of their child and embed this as part of our relationship with them.	Whanau Classroom teacher SENCO Teacher aide/s Specialist teacher	Formal 2X YEARLY As needed or smaller group called by the SENCO		

		Regular communication between team members through the SENCO.	MOE case worker, SLT, OT			
3.3	Ensure teacher/teacher aide/SENCO have support for their own well being and for upskilling.	SENCO release teacher/teacher aide opportunities for PLD	SENCO	ongoing		
3.4	Update the school's Core board	SENCO				
3.5	Include the group of Maori learners in the writing target.	Annual target using beginning of year data.	Principal and teachers	End of 2022		

Priority 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
4.1	Continue with Maths Professional Development - focus areas - upskill teaching of mathematics.	Refreshing the concept of whole class teaching. <ul style="list-style-type: none"> Using the LPFs moderation 	Kirsty Silvester from cognition education	All Year Term 1: 28.02.22 staff meeting Term 2: 27 June staff meeting Term 4:17 Oct staff meeting	Facilitator costs met by Kahui Āko	
	Writing professional Development-focus area- upskilling teaching writing	Bridget (Curriculum Progress Tools) will support staff by organising (Curriculum Progress Tools PLD initiative	Ruth Price	Writing staff meetings for term 28.01.22: 1 hour 14.02.22: 3 hours 22.03.22: 3 hours 24.03.22: 3 hours 4.04.22: 3 hours Term 2 to be advised	Kahui Ako	
4.12	Maths Linking the LPFs to PaCT reporting.	Long term plans, 2 weeks for each Numeracy aspect.	Numeracy leader, Naomi Scott, remind teachers and support them to make judgments every 2 weeks.	Term 1, 2, 3, 4		
4.13	Using the long term plan to link topics to cultural contexts relating to St James'.	Looking at future events and context, e.g. cross country, matariki,	Numeracy leader	All year at regular staff meetings		
4.14	ALiM principles. Align the practice of front loading to weekly programme. Use dispositions as a focus for these learners not ability.	Team and staff meetings, time with facilitator	Principal, Leadership team	Terms 1, 2,3, 4		
4.15	Continue to use PaCT Mathematics for parent and Board reporting mid year and end of year.	Teachers apply to reporting	Leadership team under the guidance of the Numeracy leader report progress and achievement of mathematics using the PaCT tool,to the Board.	Mid year reports End of year reports 2x yearly Board reports		

Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
4.2	LPFs writing					
4.3	4.3 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	<p>Introduce Google sheets for numeracy to track learners who are not making progress.</p> <p>Introduce Google sheets for writing to track learners who are not making progress.</p> <p>Use the tracking sheets as a way to identify those who are not being extended to reach their full potential</p>	<p>Numeracy leader with leadership team/ PLD provider All teachers</p> <p>Literacy leader with leadership team/ PLD provider</p> <p>All teachers</p>	<p>During term 2</p> <p>2023</p> <p>2023</p>		
4.4	Update SJS at risk learners tracking system	Compile support register using google sheets.	SENCO, Specialist ORS teacher, Team leaders, principal, RTLB liaison	Continue with what was set up in 2021		
4.6	Develop SJS capabilities to manage ORS specialist teaching.	SENCO and Principal meet with Specialist teachers to ensure the team for each Ors learner has open communication and moves together in the best interest of the learner.	Principal SENCO Specialist teacher	Meet each term		

Priority 5 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.						
Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
5.1	Support staff and school community to learn about the Rangitane culture	Through the Kahui Ako To all staff To WST/AST teachers To principals	Tai Huki Consult ITD	2022: 240 Hours 2023: 160 Hours	Kahui Ako	
5.2	<u>Rangitāne o Manawatū Symposium (2022 ToD & 2023 ToD - TBC)</u> Teacher Only Day (6 Facilitators x 7 Hours)	Zoom meeting 21.02.22 8.30-3pm	All staff	Term 1	Through the Kahui Ako	

5.3	Outcomes from the symposium that will become actions for 2022	-Teachers choose one area termly to promote Te Ao Maori -Include our Rangitane stories into our class learning. -Maori learning target (writing) how do we use the data to inform our next steps teaching? -How do we connect with our Maori whanau? -All staff to know who our Maori learners are, their iwi and where they are from.	All staff	Staff meeting schedule. Begin term 2		
5.4	Display Māori language alongside English as appropriate		All staff	Ongoing		
5.5	Establish a Cultural Learning Portal on the updated school website to enable videos, lyrics etc to be uploaded and accessible for learners		Principal Te Reo leaders Admin staff			
Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce						
Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
6.1	Involvement in Curriculum Progress Tools PLD Mathematics Framework	Support from Kirsty Silvester (Cognition) Check ins at staff meeting Long term plans to cover the 8 aspects regularly created, shared, updated.	Kirsty Silvester Numeracy leader-Naomi Scott Acting principal	Staff meetings- 2x termly check ins		
6.2	Develop the LPFs (Learning progression Framework) for Writing)	Support from Kahui Ako and teachers	Kahui Ako: Ruth Price Literacy leader: Andrea Cawood Acting principal: Christine Cosgrove	RP: Term 1 Jan 28: 1hour 14 Feb: 1.30pm-2.50pm leadership team 3.15pm-4.30pm, staff meeting 22 March: 1.30pm-2.50pm leadership team 3.15pm-4.30pm, staff	Kahui Ako	

				meeting 4 April: 1.30pm-2.50pm leadership team 3.15pm-4.30pm, staff meeting 24 March: RP-5 hours, 30 mins per teacher conference.		
6.3	Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching					
Strategic Goal 8: Special Character						
Outcome	<i>What</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Costs</i>	<i>Progress</i>
8.1a	The school provides ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ within their cultural context.	Tikanga Maori incorporated into all learning spaces prayer and RE.	All teachers, led and supported by the acting Principal, DRS and Te Reo lead teacher.	Continued.		<ul style="list-style-type: none"> * All learning spaces use beginning and end of day prayers and blessings in Te Reo. * All learning spaces have a Te Reo grace to use at eating times. * All teachers have the Our Father and Hail Mary in Te Reo that they will take the time to teach their learners throughout the year. * Catholic waiata like Ka Waiata, Mo Maria, He Honore and Te Aroha will be taught in the learning spaces throughout the school and sung at Gatherings, once we are able to sing in classes again. * When teaching RE, teachers are using Te Reo for key learning words, and supporting learners to become comfortable with this. * Prayer cloths and items for the prayer tables are

		<p>Varied and rich prayer experiences.</p>	<p>All teachers, led, created and supported by DRS.</p>	<p>A document to support this will be placed on the shared team drive by the beginning of 2022 - and continued conversations around these throughout 2022.</p> <p>Throughout the year there will continue to be opportunities for learners and community to experience prayer in different ways.</p>		<p>representative of Te Ao Maori and Pasifika culture.</p> <p>* A document that gives many examples of varied prayer styles has been created and introduced by the DRS - this is available at all times in the shared drive.</p> <p>* A selection of prayer style books are on offer to staff if required.</p> <p>* Gatherings continue to be created by DRS and shared each week with teachers for their classes.</p> <p>* Lenten prayer experiences were offered outside in our Sacred Space and also in individual class spaces.</p>
		<p>Gatherings to unpack the week's scripture will continue to be recognised in different and innovative ways according to our Covid levels and guidelines.</p>	<p>All teachers, led, created and supported by DRS.</p>	<p>Continued throughout 2022 until we can come back together as a whole school once out of red.</p>		<p>* These are made by the DRS incorporating scripture, prayer, music, art and reflection - and teachers use these to begin their prayer week.</p>
		<p>Liturgical celebrations and times will continue to be recognised in different and innovative ways according to our Covid levels and guidelines.</p>	<p>DRS and tagged teachers, supported by all teachers.</p>	<p>Began with our Shrove Tuesday, Ash Wednesday gatherings, and will continue with Holy week, and into the rest of the Liturgical Year in 2022.</p>		<p>* Shrove Tuesday was held outside in our Sacred Space where each class was led in a prayerful reflection and contributed to the creation of the ashes by burning our palms.</p> <p>* Ash Wednesday was celebrated in individual classes where a reflective space had been set up. The DRS and the acting Principal brought the ashes to each class and</p>

		Our school SAINTS values.	All staff.	Ongoing.		distributed these. Classes then reflected with prayer and music. * Holy Week is currently being brainstormed.
		Special Character displays and symbols.	All staff.	Ongoing.		* We continue to focus our kura on our school SAINTS values through our language, our actions, our recognitions and our behavioural support. * DRS has supported staff via a doc with classroom prayer space and RE display expectations. * We are currently exploring and redisplaying some traditional iconic Catholic artwork in our office.
		Celebrating, remembering, exploring and living our school Charism.	All staff.	Beginning of the year, and ongoing throughout 2022.		* We began the year by exploring and unpacking our school's Charism and what it means to be a Mercy school, and how this helps us live our daily lives as Jesus would want.
8.1b	In 2022, teaching staff will identify which Sexuality lessons from the curriculum "Wonderfully made in God's image" will be taught in each term of the year, directed by the Religious Education learning we are teaching that fits with our termly school wide theme. DRS will take teachers through the different requirements for knowledge taught by certain ages and levels of the curriculum. She will also discuss how to integrate this with current Religious	Through PD staff meetings and planning.	DRS, teaching staff.	Term 1, and then continued throughout 2022. These became a part of the term plan and will be assessed after each lesson, and this assessment shared at the end of the term.		DRS led staff in the creation of a teaching plan for term 1 for Religious Education and Sexuality, under the banner of Belonging - the school wide term focus. DRS and teachers identified which Sexuality teaching points would tie in well

	Education, prayer, SAINTS values, health and PB4L teaching - with a plan for what lessons may look like.					with the Belonging theme and the Religious Education teaching. Lessons were chosen to teach at each year level that fit under our term theme of Belonging. There will be a teaching staff discussion about how these have gone and how best to continue to assess these at the end of term 1.
8.2	The Catholic worldview is integrated into the daily practices of the school and into all curriculum areas.	Teaching local Katorika/Pakeha history. Evangelisation - how we model, share and teach - being Christ. Support parish sacramental programme. Sunday Masses/regular programme of liturgies.	All staff. All staff, led by DRS, acting Principal and Pastoral worker. DRS, acting Principal, tagged teachers and Pastoral worker. DRS supported by staff.	Ongoing. Ongoing. Ongoing. Ongoing.		We are a part of our Kahui Ako focus on local Rangitane history and stories, and we are including our Katorika history with this. * Our new pastoral worker and our acting Principal have made pastoral home visits to whanau in need, at times of need, and have offered support, and found agency support when required. * Staff are living evangelisation through their support, love and acceptance of whanau and learners during the pandemic. * This will take a very different form in 2022 but DRS, acting Principal and tagged teachers are ready to support our Pastoral worker and parish with this when it happens. * Covid and its levels and restrictions have impacted largely on this and we have not been able to take part in Masses at church in

		<p>Transition to school and orientation programmes.</p> <p>Analyses data on pref certificates to help learners begin their sacramental journey.</p> <p>Whanau actively engaged in the child's faith journey.</p>	<p>LS10 teacher, DRS, acting Principal and Pastoral worker.</p> <p>DRS, acting Principal, Office Manager and Pastoral worker.</p> <p>DRS, acting Principal, teachers and Pastoral worker.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>2021 and so far in 2022. However, we have arranged for termly class visits to our Church with different focus and purpose - these visits have been led in term 1 by our Pastoral worker. * We continue to create interesting ways to have liturgical celebrations at school, such as using ICT, outside spaces and smaller class liturgies.</p> <p>The acting Principal and LS10 teacher continue to lead the transition to school programme. In 2022 we hope to include our Pastoral worker in this process to speak about the sacramental and parish side of things.</p> <p>Our Office Manager, acting Principal, DRS and Pastoral worker are currently working together to process this.</p> <p>* We use our Facebook page to engage our community with faith facts, liturgical happenings and school based special character celebrations. * Classes use the Seesaw app to share their prayer and RE learning, as well as liturgical happenings. * Whanau are encouraged to be a part of their child's current RE and prayer learning, their child's growing prayer life, and their child's sacramental journey</p>
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		Staff professional development.	DRS.	Ongoing.		<p>* DRS to provide specific development prior to each important liturgical or special character times/happenings during the year.</p> <p>-Charism, Lenten, Holy Week and Easter specific PD has been given to teaching staff to support their personal understanding and teaching.</p> <p>* DRS to gather staff voice around possible inputs and possible outcomes to put into our Special Character Review documents.</p> <p>* At a staff meeting the DRS will gather this staff voice, and use this to complete the documents for our review.</p> <p>* Three of our staff who had not done the "Living Life to the Full" course to complete this. This was cancelled in 2021 due to Covid.</p>
8.3	Faith based leadership shapes the school's vision and direction to ensure genuine and ongoing encounter with Christ.	<p>Acting Principal and DRS articulate their own faith and are committed to their own faith formation.</p> <p>DRS is actively involved in the strategic and annual development of Catholic special character strategic and annual planning.</p>	<p>Acting Principal and DRS.</p> <p>DRS.</p>	<p>Ongoing.</p> <p>Term 4 and Term 1.</p>		<p>* Continue to be a part of offered OD from NZCEO and Dio Office when practicable.</p> <p>* DRS has been a part of the creation of the strategic planning and charter.</p>
8.4	Safeguarding and strengthening Catholic Special Character	The Board ensures that the vision and strategic direction for the school clearly and explicitly reflect the Catholic special character of the	BOT, acting Principal and DRS.	Ongoing.		*

		<p>school.</p> <p>The Board incorporates an understanding of Te Tiriti o Waitangi, te ao, tikanga and mātauranga Māori into their policies and school procedures.</p> <p>The Board strives for educational excellence for all ākongā.</p> <p>The Board receives regular reports from management on Catholic special character and Religious Education.</p> <p>All school promotional material reflects the Catholic identity of the school.</p>	<p>BOT.</p> <p>BOT, acting Principal.</p> <p>BOT, acting Principal and DRS.</p> <p>BOT, acting Principal, DRS and Office Manager.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Termly Special Character report and Principals report, once a year (term 1) DRS report on special character and RE.</p> <p>Ongoing.</p>		<p>* BOT is looking for a local Rangitane advisor, and a new whanau representative for the BOT.</p> <p>* BOT will receive the twice yearly academic report from acting Principal, Literacy and Numeracy leaders, where they will ask questions about goals, progress and what is needed for continued academic excellence.</p> <p>* The DRS and acting Principal have contributed to the term 1 special character board report. * The acting Principal and DRS have contributed to the Principal's report for term 1. * The DRS is currently creating the Special Character and Religious Education report to the BOT to be presented in term 1.</p> <p>* Banners, posters, leaflets etc that are produced continue to be updated but will always have words and pictures on them that make it clear that we are a Catholic school.</p>
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Annual Plan and Targets

School Name	St James' School, Palmerston North #2449
Strategic Aim	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Improve Writing learning at St James' School by
Annual Aims	<ol style="list-style-type: none"> To improve the writing of the Year 3 and 6 learners who are Below and Well Below the expectation for their age by participating in school PLD on Writing using the Curriculum Progress Tools - Learning Progressions Framework (LPFs) and Progress and Consistency Tool (PaCT). Funded via Catholic Schools Kāhui Āko To improve the progress of all Maori learners.
Baseline data	<ul style="list-style-type: none"> End of year data 2021 indicated that 50% of year 2 (Year 3 2022) boys and 44% of girls were Below and Well Below for writing End of year data 2021 indicated that 79% of Year 5 (Year 6 2022) were Below and Well Below for writing End of year data 2021 indicated that 56% of Maori learners were Below and Well Below for writing, 36% were At for writing, 8% were Above
Target	<ul style="list-style-type: none"> The group of 17, year 3 2022, learners, (10 boys and 7 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.) The group of 11, Year 5 boys, year 3 2022, who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.) The group of 23 Maori learners, (16 boys and 7 girls) will have made accelerated progress (one year or more progress.) The 2 Maori learners (1 boy, 1 girl) will continue their accelerated progress To increase the teachers' knowledge and skills for teaching writing To support teachers to learn and use the Learning Progressions and the PaCT tool

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Jan 28: Introduced to Ruth Price, writing PLD With staff for 1 hour on call back day	Reviewed the writing learning progression framework		
Feb 14: Ruth met with the leadership team and formulated PLD plan for the rest of the term.	Compiled resources to use. Staff meeting: 3.15-4.30pm. Teachers became an expert in one of the aspects and looked at the progressions of it.		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?

