



**CHARTER
OF
ST. JOHN'S COLLEGE**

and

STRATEGIC PLAN 2020-2022

ANNUAL PLAN 2021

ANALYSIS OF VARIANCE 2020



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ST. JOHN'S COLLEGE



SECTION 1

Introduction / History Charter Overview

1.1 Introduction

St John's College was founded by the Marist Fathers in 1941, on Frederick St, Hastings. As Hawkes Bay's only Catholic Boys' school, in 1956, with an allotment of donated land, St John's College moved to its present site on Jervois St, Mayfair. As a true Hawke's Bay school, approximately 40% of all students come from the Napier area. In 1975, St John's College was "integrated" into the state system under the *Private Schools Conditional Integration Act 1975* ^[3] "on a basis which will preserve and safeguard the special character of the education provided by them".

1.2 Background

The present Senior Management Team and Board of Trustees reviewed the existing Strategic Plan for the period 2019-2021 in 2020. It found the plan still to be current, and with a small number of incremental changes continues to form the basis of annual goals for the next three years. An updated plan was put in place to meet the requirements of the school at that time and those of the Ministry of Education. The plan for the period 2020-2022 incorporates the background ideas from the previous plan, while following the present requirements of the Ministry.

1.3 Present Situation

The current pressures, issues and opportunities facing the College, the following environmental characteristics emerged.

1.3.1 Church

- ◆ The Church provides living witness to the development of our human call and potential.
- ◆ Our students face an increasingly individualistic society at odds with Gospel values. There is less respect and concern for others.
- ◆ The secular pull is so strong that many young people do not continue with their faith practice, but this is not so for all cultural groups.
- ◆ Parishes will have fewer priests and laity will provide greater leadership. Bishop Charles Drennan, 2012: "It is in our schools that the large majority of the baptised, and the yet to be baptised, encounter for the first time, in any systematic way, the person of Jesus Christ, prayer, liturgy and the sacramental life of the Church. Teachers rather than parents have become in many instances the first formators in faith of our young."

1.3.2 Social Issues

- ◆ Ethical issues now surround most aspects of life, business, the sciences and medicine.

- ◆ There is a destructive culture of alcohol, drugs and pornography which is of concern to many parents.



- ◆ Research shows that parents' prime requirement in choosing a school is the safety of their child. Issues of discipline, law and order will continue to be a concern.
- ◆ A number of parents seem to have little time to spend with their children because either both parents are working or there is only one parent in the home with limited time. Therefore, there is the expectation that the school will do more of the socialising, motivating and total teaching.

1.3.3 The School

- ◆ There is increasing pressure on the St. John's College roll.
- ◆ With a falling teenage population and an over-abundance of secondary schools in the Hawke's Bay, competition for places is fierce.
- ◆ Marketing is a critical tool to enable parents to know what is offered and what a student attending St. John's College gains.
- ◆ Having said that, in 2021 we are pleased to have 385 students, with 378 in 2019 and 377 in 2018 .

1.3.4 Economic

- ◆ As a Catholic and Marist school, we need to ensure that cost does not prohibit any of our eligible Catholic families from sending their sons to the College.
- ◆ The profile of our families means that limited funding can be raised from our current parents. Funding must come from individuals and organisations outside our parent group.
- ◆ Foreign fee-paying students provide diversity and could give the College additional revenue. In 2017, St. John's College attained the International Code of Practice.

1.3.5 Education

- ◆ Teachers should be valued for the significant contribution they make to society.
- ◆ There is a challenge to attract and retain inspiring teachers.
- ◆ There are fewer men in teaching and teaching as a career is not seen as a highly desirable choice.
- ◆ Staff should reflect the ethnic diversity of the College.
- ◆ In view of the size of the College, we are not able to provide the range of options that a larger College can. We must be clear as to what we need to provide and provide outstandingly well to achieve our vision.

1.3.6 Working Life

- ◆ Business is changing its shape dramatically; there are more smaller companies and more people working for themselves. Therefore, students need to learn how to learn in order to equip them for the continuing changes they will face.
- ◆ Lifelong learning is imperative because knowledge and skills need constant updating.
- ◆ Organisational structures will call for more team-based activity.
- ◆ The need for leadership and accountability will continue to increase.
- ◆ Through our BYOD programme, all students should have the same access to computers at school and at home.

1.3.7 Political

- ◆ Current government spending, although it has increased each year, is inadequate to provide the level of education we believe is warranted. We are yet to see what changes our new government will make.



1.3.8 Demographic

- ◆ Hawke's Bay secondary school rolls are still falling, with a noticeable increase in parents looking for Catholic or values based education for their children.
- ◆ There are clear demographic trends in Hawke's Bay, including an increase in Pasifika school age children.
- ◆ We need to be aware of the changing cultural mix of students in order to respond to their needs.
- ◆ Links with feeder and non-feeder schools have been initiated to ensure their students have access to the College and are well prepared for entry. From the Year 8 co-hort in 2020, this included 19 feeder schools in our 2021 enrolments.

1.3.9 Relationships

- ◆ An on-going relationship with the Catholic Church and the Marist Fathers is of great importance.
- ◆ The diversity of our society requires each person to be able to relate to others across boundaries of age, ethnicity, ability, disability and language.
- ◆ Solid relationships with our Old Boys' community, parents and families, who are not Old Boys and current families through the PFA, are critical in maintaining the St. John's College Community.
- ◆ Maintaining clear lines of communication and accountability between the various bodies that comprise the St. John's College Community is important.

1.4 Future Trends

It is stated that this year, pupils studying in particular fields, will not have employment in four years time. Already information technology is forming part of almost every job. We know that there are knowledge breakthroughs (for example the development of a range of new sciences); that there are faster technological changes bringing changes in communication, business, leisure and values. We can already see that ethical issues in areas such as bio-ethics and business are becoming increasingly complex. New knowledge is exploding every day, for example, how the brain works, how people learn, the advance of e-commerce and other initiatives. The need to be able to learn and relearn is essential in order to survive. A person in the future is likely to be redundant at least three times in a working life.

With these discernible future trends firmly in mind, we move forward with a clearly focussed vision of what we will achieve as a Catholic and Marist College.

SECTION 2



ST. JOHN'S COLLEGE VISION

2.1 Mission Statement

St John's College provides a high quality education for young men, grounded in Gospel values within the Catholic and Marist traditions.

2.2 St. John's College's Guiding Values

- ✦ A sense of community. The links between students/family/school/Parish and Old Boys are vital.
- ✦ Our Marist traditions. Mary, the mother of Jesus is an inspiration for our College community.
- ✦ A personal commitment to Jesus Christ and to living the Christian values.
- ✦ Every student is unique, is made in the image of God and is treated with reverence.
- ✦ We have a mission to the disadvantaged.
- ✦ Everyone will strive to develop the talents God has given them.
- ✦ Cultural difference is celebrated. We recognise the bi-cultural heritage of New Zealand.
- ✦ Time is precious. Learning is important.

2.3 Vision

- ✦ To provide students with an experience of living in a Christian community.
- ✦ To provide stimulating academic programmes that give every student a love of learning.
- ✦ To produce students who are focused, balanced, spiritually strong, achieving to their potential, who have pride in their College and are willing to serve others.
- ✦ To see daily evidence of the St John's Man – Christian values in action.
- ✦ To be the preferred school for 95 per cent of Catholic boys in Hawke's Bay.

2.4 Profile

What characteristics and abilities will a young man leaving St. John's College need, to enter and successfully forge a productive future in the "outside" world?

We see a St. John's Man, embedded in the knowledge and love of Jesus Christ and committed to living the faith of the Church is:



- ◆ independent
- ◆ principle centred
- ◆ family orientated
- ◆ confident in dealing with change and complexity
- ◆ able to relate to others regardless of gender, creed, ethnicity, ability or disability
- ◆ reliable, faithful and loyal
- ◆ spiritually alive and a person of prayer
- ◆ personally responsible
- ◆ knowledgeable
- ◆ able to apply critical judgement to the values and ethics implicit in current thinking and to act in the light of social justice
- ◆ possessing an inherent sense of self-worth while being “other” focused - providing love and service
- ◆ having an ability to work alone, to be a leader and to be a member of a team.
- ◆ living the values and habits of Our Lord Jesus Christ.

These attributes will need to characterise the future successful values-driven graduates of this College. With these outcomes in mind, it is incumbent on us to endeavour to discern significant future trends and their implications for the College.

2.5 Critical Issues

Changing societal values

2.5.1 Christian values and the school culture

- ◆ The gap between the lives people are living and the values which St. John's College promotes, is becoming more of a challenge in the school setting.
- ◆ Underpinning the school culture are the Catholic and Marist values, which need to be reflected in every aspect of College life. These values need to be experienced in multiple ways including through expanded opportunities for Christian Service. The environment needs to be one in which there is mutual respect between students themselves and between students and staff and all groups within the school community. This means that both students and staff value the diversity that exists within the College and do not demean others.
- ◆ We need to nurture the spiritual dimension of each student within the context of the Catholic tradition. Each student needs to know and understand the values of Jesus Christ as modelled by Mary, St John and others; in order to bring critical thinking skills and discerning judgement to social political and ethical issues.

2.5.2 Effective Relationships

- ◆ A young man in today's world needs to be able to relate to people of all ages, gender, ethnicity, abilities and disabilities. We need to provide the skills and opportunities for relationship building.



- ◆ It is a fact that most modern organisations are based around teamwork in either intact teams or project teams. It is equally true that these same organisations look for leadership and for individual accountability as well as collective accountability. We need to be able to provide opportunities for learning team-based skills. We need to provide leadership opportunities for all students. Accountability is already embedded in the College but the challenge remains for students to be accountable for their own learning and their own behaviour.
- ◆ As a Catholic and Marist College, we are committed to bi-culturalism and multi-culturalism. We need to raise awareness of what this means, ask what understanding we need to develop and what action we need to take.
- ◆ The multi-cultural nature of the College reflects that of the wider community. Students come from New Zealand and from overseas. We need to continue to maintain the multicultural nature of the College and to understand some of the issues that surround it.

2.5.3 Future Environmental and Attitude Change

- ◆ We know that Hawke's Bay will see continuing demographic change in population and in the ethnic make-up of that population. We need to plan for these changes in terms of curricula and resources.
- ◆ Consistent branding is required in all communication from the College in whatever form. That branding clearly states the Special Character of this Catholic and Marist College.
- ◆ Communication with the various interest groups within the College community is vital. The relationships with the various bodies are being defined but further work remains to be done.

2.5.4 Staffing

- ◆ There is a need to put boys' learning to the forefront, utilising research and best practice to ensure they can maximise their potential.
- ◆ As the management of schools becomes even more complex, we need to provide our teachers with management education and development. A systematic career development system needs to be developed and supported through professional development including management skills.
- ◆ The attraction and retention of teachers who can effectively teach Religious Education and who will support the Catholic and Marist Character of the College is important.

2.5.5 Physical Resources

The 10 Year Property Plan needs to be frequently reviewed and updated as soon as finance allows for future planned developments.



2.5.6 Conclusion

We have looked at the critical issues and the outcomes we want for each student. We have identified the areas in which we need to set the strategic objectives, which will be responsible for achieving our aims and ultimately our vision. Those strategic goals and objectives are set out on the following pages.

SECTION 3

GOALS FOR THE COLLEGE



3.1 Overall Goals for the College

- 3.1.1 To continue to uphold and develop a culture that is a living expression of our Catholic faith and Marist tradition.
- 3.1.2 To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
- 3.1.3 To contribute to the National Education Priorities of:
- Achievement for all in terms of the knowledge, skills and attitudes outlined in the National Curriculum Framework and the National Curriculum Statements
 - Provision of a safe learning environment
 - Raising levels of literacy and numeracy
 - Better utilisation of student achievement data to inform teaching
 - Improved outcomes for those at risk of not achieving
 - Improved outcomes for Maori students
 - Improved outcomes for Pasifika students
 - Career Guidance for Year 9 upwards
 - Focus on reporting of achievement to students and parents

Currently St. John's College does this in the following ways:

Achievement for all, through

- ◆ A balanced curriculum covering all eight essential learning areas (seven national plus religious education).
- ◆ Having a range of courses from Year 11 upwards directed towards national qualifications on NZQA framework.
- ◆ Having mixed ability and accelerate classes at Years 9 to 11 to ensure teaching programmes at the appropriate level for each student.
- ◆ Keeping class numbers at Years 9 to 10 to thirty or fewer where possible.
- ◆ The appointment and on-going professional development of well qualified, trained and registered teaching staff.
- ◆ Encouragement of the learning ethic through homework, participation in academic competitions and exhibitions in various curriculum and cultural areas and public recognition of achievements.
- ◆ A Learning Support department that oversees appropriate programmes designed after testing at entry (Year 9) and consultation with contributing schools and parents.
- ◆ STAR funded and other transition courses at years 11-13.
- ◆ Academic mentoring at Year 11, 12 + 13.
- ◆ Provision for gifted and talented students.

A safe learning environment, through

- ◆ A pastoral care and guidance network of houseclass teachers, deans, guidance counsellor and Director of Pastoral Care.
- ◆ High expectations of student behaviour, positive role modelling by staff and senior students.
- ◆ Regular contact with parents and caregivers when required.
- ◆ Use of detentions, stand-downs, and suspensions as appropriate.
- ◆ Teaching units of self-esteem, sexuality education, and drug and alcohol use in Religious Education and Health programmes.
- ◆ Opportunities for retreats at all levels.



Improved literacy and numeracy, through

- ◆ Establishing levels of literacy and numeracy on entry in Year 9.
- ◆ Reading support programmes and tutors to assist those with low literacy levels.
- ◆ Extra support within English and Maths Department for individuals and groups of students.

Dependable student achievement information used to inform reviews of teaching and learning programmes, through

- ◆ Progressive Achievement Tests at Years 9 and 10.
- ◆ Testing on entry to Year 9.
- ◆ Comparative analysis of performance (overall and ethnic groups) against decile 8 boys' schools in National Qualifications.
- ◆ Departmental analysis of performance in each standard in NCEA.
- ◆ Standards based assessment for reporting achievement at Year 9 + 10.

Improved outcomes for students at risk, through

- ◆ Analysis of their preferred learning styles and adjusting teaching practice accordingly.
- ◆ Guided transition to work programmes, including National Certificate of Employment Skills.
- ◆ Referral to outside agencies for assessment, counselling etc.

Improved Maori student outcomes, through

- ◆ Analysis of their preferred learning styles and adjusting teaching practice accordingly.
- ◆ Consultation and on-going dialogue with Te Whanau o Hato Hoani – Maori parents' Support Group.
- ◆ Availability of standards for performance in aspects of tikanga Maori.
- ◆ Each department identifying progress of Maori students as a group, as well as all students as documented in Department plans.
- ◆ Support for access to Maori Education funding/scholarships.
- ◆ Involvement in powhiri for welcomes and special occasions.
- ◆ Te Reo is an option from Year 9 to 13.
- ◆ All students at the College can perform a haka and know two waiata.

Improved Pasifika student outcomes, through

- ◆ Analysis of their preferred learning styles and adjusting teaching practice accordingly.
- ◆ Consultation and on-going dialogue with Pasifika Parent Support Groups.
- ◆ Each Department identifying progress of Pasifika students as a group as well as all students as documented in Department plans.
- ◆ Involvement through appropriate cultural rituals for welcomes and special occasions.
- ◆ Use of language and rituals from the Pacific to accentuate the cultural diversity of the College.
- ◆ Letters of praise and encouragement to the families of successful students.
- ◆ Dialogue with parents in relation to sporting, family and part-time employment commitments.
- ◆ Research and consultation on the best ways to conduct parents and teacher report meetings.

Career guidance, through

- ◆ Excellent access and support for career information and counselling.
- ◆ Participation in career seminars, fono and hui both on and off-site.
- ◆ Teaching about careers at the required year levels.

Focus on student achievement information in reporting, through

- ◆ Reporting to parents in standards based format for all year levels from Year 9.
- ◆ Departmental reports being based on analysis of student achievement.
- ◆ Comparative reporting against National results and historic school results.
- ◆ Standardised reporting of results from each Department.





SECTION 4

ST. JOHN'S COLLEGE

Strategic Plan 2020 - 2022



Mission Statement

“St. John’s College provides a high quality education for young men, grounded in Gospel values within the Catholic and Marist traditions”



Why?

**Catholic - “To become the best possible version of who God meant us to be.”
Marist - “By using our gifts and talents to serve others”**



What does this look like?

By becoming a St. John’s Man



How is this achieved?

Emphasising daily, the Values and Habits of a St. John’s Man



And

Providing an holistic education, for total growth

Spiritually

Initiating and developing a relationship with God

Mentally

Attaining academic excellence and hauora

Socially

Initiating a love of self and others

Physically

Improving skills to develop each individual to their full potential

Culturally

Supporting New Zealand’s unique bi-cultural and multi-cultural heritage

The Values and Habits of St John's Men

S Show respect towards self and others

J Jesus is our role model

C Commitment to growing "in word and deed"

VALUES

Sacrifice
Thankfulness
Justice
Openness
Humility
Neighbourly
Service
Manaaki
Acceptance
Nurturing



HABITS

Study
Team
Join in
Obey
Help others
Notes are valued
Strive for excellence
Manage yourself
Ask for help
Never give up



With this as our Mission, the following are the key areas of the Strategic Plan for 2020 – 2022, with the key objectives and actions listed in table form below:

SPECIAL CHARACTER

- To encounter Christ.
- To grow in knowledge of Christ.
- To witness to Christ's love in action.

TEACHING LEARNING AND THE CURRICULUM

- To have effective learning within the St John's College community - to enable every student and teacher to use their God given talents.
- To effectively use data to enhance learning and make sure every student has the chance to improve their learning.
- 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.
- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
- Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy
-

PASTORAL CARE

- Whole school approach" to improve consistency in school standards, delivery of pastoral care and structures.
- Pastoral Care is viewed positively (building relationships).
- Develop a St. John's Man.
- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

SPORTS

- To increase participation and success in sport, to holistically further pupil engagement and their connectiveness with St. John's College.

ARTS AND CULTURE

- To enrich the holistic development of our students, by providing activities and competition to enhance their co-curricular passions.



SPECIAL CHARACTER: STRATEGIC PLAN 2020 – 2022

Major Goal: To enable the St John’s Community to experience Jesus Christ through encounter, knowledge and witness

| Strategic Objective | Actions | Person(s) Responsible | Budget | Timeline | Success Indicators |
|---------------------|---|--|----------------------------|-------------|--|
| To encounter Christ | Continue Rite of Passage by focussing on: Baptism, Eucharist and Reconciliation. Year 11 Confirmation Sacramental programmes are advertised and promoted at assembly and individual RE classes. Recognise and promote the Sacraments of Initiation with certificates at Assembly Promote student lead involvement in planning masses and liturgical events within the College. | Faaki CBo / Faaki CBo / Faaki CBo / Faaki | \$200 Gifts & Certificates | 2020 – 2022 | At least 10 SJC students receive the Sacrament of Confirmation, at least 5 students receive the Sacrament of Baptism and at least 5 students receive the Eucharist. Where possible this is done at one of our two major masses in term 2 and term 3. Sacramental programmes happen at least once a year for confirmation and twice a year for the other sacraments (Baptism, Reconciliation and Eucharist). Students’ leadership and involvement visible in all masses and liturgical events |
| To encounter Christ | Continue with Year level retreats and evaluate each programme. | CBo | \$4500 Annual | 2020 - 2022 | Each Year level goes on Retreat. Student feedback received and analysed |

| Strategic Objective | Actions | Person(s) Responsible | Budget | Timeline | Success Indicators |
|---------------------------------|--|--|--------------------------------|-------------|--|
| To encounter Christ | <p>Encourage regular attendance at weekly, lunchtime Masses and Combined Masses. Done through Weekly mass roster for weekly masses. Information regarding combined masses is included in newsletters, in the events calendar, and is advertised at Assemblies and Ranks.</p> <p>Where possible, obtain data regarding mass attendance, parish service and involvement in wider youth activities for all our students</p> | RFe / CBo / Faaki | \$500 to cover transport costs | 2020 - 2022 | <p>Weekly masses well supported by students and staff. At least 30 students at each mass.</p> <p>Combined college masses have at least 40 students in attendance.</p> <p>All prefects make at least 75% of the leaders' masses</p> <p>Questionnaire devised, and data obtained and analysed.</p> |
| To encounter Christ | <p>Provide house teachers with good special character practices. Done through PD and modelling.</p> <p>Prayer cards / sheets are available in all house classes and a resource for house liturgies is provided.</p> <p>Students and staff learn to say the sign of the cross, the "Our Father", the "Hail Mary" and the "Glory Be" in Te Reo</p> | CBo / Deans / House teachers / RE teachers | . \$200 | 2020 - 2022 | <p>Prayer is said at House time every day in each house class.</p> <p>Obtain feedback on relevance and availability of classroom prayer resources.</p> <p>Teachers participate in staff retreats and positive feedback is obtained.</p> <p>All prayer is ended with begun or ended with the sign of the cross in Te Reo.</p> <p>Students can say the three traditional Catholic prayers in Te Reo.</p> |
| To grow in knowledge of Christ. | The inclusion of Special Character elements is evident in every departmental Scheme of work | RFe / TRu / CBo | Nil | 2022 - 2022 | The DRS reviews all departmental Schemes of work to confirm they include have Special Character elements which relate to Catholic Social Justice Principles or Christian Spirituality. |
| To grow in knowledge of Christ. | RE staff complete papers with TCI and/or complete the sexuality course offered by the PN Diocese. | CBo / RFe | \$500 | 2020 - 2022 | Staff complete papers and receive accreditation. |

| Strategic Objective | Actions | Person(s) Responsible | Budget | Timeline | Success Indicators |
|--|---|-----------------------|-----------|-------------|---|
| To grow in knowledge of Christ | Create an accreditation support system to administer, record and ensure continued professional development in RE and Catholic Character | RFe / CBo | | 2020 -2022 | An administration system is setup for tracking all staff and board progress for professional development in Catholic Character. |
| To grow in knowledge of Christ | Principal, DRS and RE Teachers attend Diocesan run 'In-service and PD opportunities. | RFe / CBo | PD Budget | 2020 – 2022 | Principal attends Diocesan in-service meetings for Principals. DRS attends DRS Conference. All RE staff attend Regional Cluster meetings. New Teachers attend Diocesan in-service workshop for Teachers new to Catholic Schools. RE teachers complete TCI papers to supplement their knowledge. |
| To grow in knowledge of Christ | Ensure all new staff are inducted into the Catholic Character of the School | CBo / PCo | \$700 | 2020 - 2022 | New staff induction held annually and evaluated through a questionnaire. Where possible, use new staff on Year 9 Historical Trips. |
| To grow in knowledge of Christ | Introduce a revised sexuality program to be run for year 9 and Year 10 students and introduce a program for Y11 students. Y12 and Y13 programs to be rolled out in 2022 and 2023. | CBo / RE teachers | \$100 | 2020 - 2022 | A revised sexuality program is developed and delivered in Term 4. Student voice is collected and analysed. |
| To witness to Christ's love in action. | Improve external visibility of Catholic Character | RFe / CBo | \$300 | 2020 - 2022 | Theme established each year to enable staff and students to focus on actions that support the theme. Make Gospel Virtues more visible through posters/signage around the school. Holy Thursday Walk of the Cross. Students attend Anzac Day services. |

| Strategic Objective | Actions | Person(s) Responsible | Budget | Timeline | Success Indicators |
|---------------------------------------|---|--|-------------------------------|-------------|--|
| To witness to Christ's love in action | Maintain the student lead Catholic Character Group to allow student involvement and student voice in organising masses and liturgies. | CBo / Chaplain | \$100 | 2020 - 2022 | <p>Student Eucharistic Ministers, Readers and Altar Servers are trained and used in school Masses and Liturgies.</p> <p>Weekly meetings of the Catholic Character Group occur with minutes taken.</p> |
| To witness to Christ's love in action | Recognise and promote the Marist Values and traditions within and amongst staff. Continue involvement amongst staff in attending courses run by the Marist Network. | All staff (Especially tagged teachers) | Transport cost \$400 - \$1000 | 2020 - 2022 | <p>At least one staff member participates in the Young Marist Neighbours program.</p> <p>A St John's students attend each available Young Marist Neighbours experience during the year</p> <p>Principal and head students attend the annual Marist Forum.</p> <p>The school use the Marist Retreat team in at least one year-level retreat.</p> |
| To witness to Christ's love in action | Continue student involvement in Social Justice action and Catholic Character events. | Chaplain / CBo / Volunteers | Nil | 2020 - 2022 | <p>Student leaders attend the Caritas Leadership Day.</p> <p>St John's has a team participating in the O'Shea Shield competition.</p> <p>Commit to a cause walk from Napier to Hastings.</p> <p>Staff and students actively participate in Social Justice week.</p> <p>Young Vinnies meet weekly and carry out activities supporting social justice – e.g. Caritas Challenge, running the breakfast club, recycling, WIT visits, help out at Saint Vincent de Paul shop.</p> |

| Strategic Objective | Actions | Person(s) Responsible | Budget | Timeline | Success Indicators |
|---------------------------------------|--|-----------------------|------------------------|-------------|--|
| To witness to Christ's love in action | <p>Offer opportunities for staff to develop their spirituality through a whole staff retreat day.</p> <p>Time is given for PD on special character on one or more PD days.</p> | All staff | Annual Budget (\$1000) | 2020 - 2022 | <p>Annual Staff Retreat Day is well attended.</p> <p>Favourable feedback is obtained from staff regarding the retreat.</p> <p>Continued prayerful input at house time, assemblies, staff briefings and staff meetings.</p> |
| To witness to Christ's love in action | Students attend leadership camps run by the diocese and Marist network. This is to enable them to lead as servant leaders in the College. | RFe/CBo/PCo | \$1000 | 2020 - 2022 | Every year, at least 12 senior students attend MYL (Marist Youth Leaders) and at least 10 senior students attend YCL (Young Catholic Leaders). |
| To witness to Christ's love in action | Y13 Students attend the Y13 leadership camp at the start of the year. Focus is on servant leadership | CBo, PCo, House Deans | \$500 | 2020 - 2022 | <p>Y13 students attend the camp.</p> <p>Favourable feedback received from students regarding the camp.</p> <p>Students understand what it means to be a servant leader.</p> |
| To witness to Christ's love in action | Y9 camp run in Term One to induct students into St John's College and to introduce them to the values and habits of a St John's man. | PCo, CBo, GMf | | 2020 - 2022 | <p>Students develop closer relationships with each other and with the Y13 leaders.</p> <p>Students understand what it means to be a St John's Man.</p> <p>Students can state at least one value and one habit of a St John's man.</p> <p>Students have a positive experience evidenced through feedback.</p> |



CURRICULUM: STRATEGIC PLAN 2020 – 2022

Major Goal: To have Effective Learning within the St John's College Community - to enable every student and teacher to use their God given talents.

Supplementary Goal: Effective use of Data and a focus on relationships to enhance learning and make sure every student has the chance to improve their learning.

| Strategic Objective | Actions | People Responsible | Budget | Timeline | Success Indicators |
|---|--|---|---------------------------------------|-------------|--|
| 1. House class time and house meetings to discuss the progress of students. This will entail not only the use of data to identify and encourage student/teacher engagement and relationships . | The use of one extra PD session per term on a Tuesday to hold these meetings. This will provide more continuity to gaining insight into the challenges students are facing. Use of data on KAMAR and UDL methods to be discussed in department/ year group/ class teaching groups. | DP, House Deans to minute discussions. Subject teachers to supply information. | | 2020 - 2022 | Staff will be able to gain a clearer picture of the students they teach from different perspectives. It will foster close relationships leading to improved academic results. The recording of UDL methods and note-taking on students and what they respond to best. |
| 2. To develop the use of IT to enhance student and teacher learning. | Continue to work on Microsoft 365 to develop staff knowledge, to allow students to share, create and develop work using ICT. This is via One Note and/or Teams | PD in conjunction with Cyclone. This will form part of the Digital Readiness PD. 50 hours with Cyclone. | Central funding/MOE Cyclone 50 hours. | 2020 - 2022 | Staff will be confident to use IT as a teaching tool, to enhance teaching and learning. At least one class per teacher will have resources on One Note, with those who are more confident using Microsoft Teams. |

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| <p>3. Maintain NCEA rates at 95%. UE to 75 %.</p> | <p>Continue to enhance student achievement by catering for individual needs in course selection, and course layout across Level 1, 2 and 3. Support Academic Dean in their tracking of students. Not overloading students with unnecessary standards.</p> | <p>Academic Dean DP HODS and teaching staff.</p> | | <p>2020 - 2022</p> | <p>- Achievement Rates at level 1,2 and 3 are at 95% and above. Merit and Excellence endorsements for Levels 1 and 2 at 45%, for Level 3, at 40%</p> |
| <p>5. Using data effectively through UDL to track learning outcomes and identifying learner needs.</p> | <p>Track individual learning outcomes and progress through UDL methodology, supported by PATs, and individually tailored testing methods wherever possible.</p> | <p>DP and Senior Leadership Team.</p> | | <p>2020 - 2022</p> | <p>- Improvements in junior formative and summative assessment results through UDL. - Data forwarded to HOD's. - Use of data in classroom teaching.</p> |
| <p>6. School wide focus on UDL and NELPs focusing on Te Tiriri and inclusive, local and community-based subject matter with relevance and respect for the values of our students and their wider community.</p> | <p>Schoolwide Inquiry will focus on UDL practise in the classroom for 2020. Starting in 2021 and beyond that, teachers will be required to do PD, and reach out through the appropriate channels to local leaders and experts to help them build and develop relevant coursework to engage and respect the values of the local community.</p> | <p>DP and Senior Leadership Team and Maia Solomon</p> | | <p>2020 - 2022</p> | <p>- 2021 UDL underway in classrooms and formalised in schemes. - 2021 SLT and Maia reach out to local leaders to start building a network of expertise and advisors so relevant local content is apparent in courses. -2022 PD and timetabling and subjects are changed to centralise Te Tiriti objectives.</p> |
| <p>7. Staff to follow the PGC and continue to use guidelines on Teaching Capabilities for Provisionally Certified Teachers, Registered Teachers and Teacher Leaders.</p> | <p>Staff will be able to measure their performance against these criteria. Staff to use the table to identify where they are at on the matrix as part of their appraisal.</p> | <p>DP to sign off on all categories for teaching staff.</p> | | <p>2020 - 2022</p> | <p>Staff at the three levels exhibit traits of outstanding teachers. PCTs at levels 1 and 2. Teachers of 3–5 years' experience at level 2, experienced teachers at level 3. SLT at stage 4.</p> |



PASTORAL CARE: STRATEGIC PLAN 2020 – 2022

Major Goal: “Whole school approach” to improve consistency in school standards, delivery of pastoral care and structures.

Minor Goals:

1. Pastoral care is seen positively and focussed on building relationships
2. Develop a St. John’s Man.

| Strategic Objective | Actions | Person(s) Responsible | Resource Budget | Timeline/ Due Date | Success Indicators |
|--|--|--------------------------------|-----------------|--------------------|---|
| Focus on relationship building with staff and students | “Classroom Management Structure developed for staff. Green Cards less students out of class. Introduce new Card system for tracking student behaviour. | SMT Deans House Teachers | | Ongoing | Staff informed of structure at PD. Decrease in number of students being sent to Deans with a Green Card, maximin of 3 per fortnight. |
| | Structured House time with a focus on relationship building activities. | Pastoral Care Team | | ongoing | Staff knowing student names. House time interactive and fun. Increase in House class attendance, above 90%. |

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| House teachers and Deans will use the weekly meetings to give feedback to the Deans and Assistant Principal. | Weekly House teacher and Deans Meetings | Deans | | 2020-2022 | Deans give House feedback to AP at the weekly meeting. Staff consistently complete Weekly Notes and attendance, 90%. |
| | House teacher and contact with Parents about Attendance | House Teachers Deans | | 2020-2022 | Increase in Attendance by 1% from 2019. Early intervention; home contact and meetings. |
| | Mid-year and End of Year Deans Appraisal | TMB | 1 MU per Dean | 2020-2022 | Reflection on Job description. For all Deans goals set, reviewed and documented. |
| Data will be collected and collated from the school community. | Pastoral Care Survey (improve communication) | TMb | | Bi-annually | At least 33% of the school community Survey. 2019. |
| | Student Pastoral Care Survey (student voice) | TMb | | Yearly | All prefects to complete survey Students council to complete the survey. |

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| Students to feel special for making good choices. | Deans to celebrate success | Whole school | \$200 \$300 | 2020-2022 | Weekly notes celebrated at House Liturgies and Assembly. Student Success pasted in Facebook and school Website. |
| Every student provided with the opportunity for growth spiritually and as a positive human being. | Programs to enforce the values and habits | TMb | \$1000 | 2020-2022 | The following programs are run during the year; Travellers, Tuakana-Teina and Tiawhenua Support programs. |
| | School retreats, service days and camps | Whole school | TBA | 2020-2022 | Actions in a real-life context All year 9 students attend camp. All year 10 students attend camp. All year 11 students attend the Retreat. All year 12 students attend the Retreat. All year 13 students attend the Retreat. Students provided with opportunities to work participate in the community. |



SPORT: STRATEGIC PLAN 2020- 2022

Major Goal: To provide opportunities for students to excel and be actively engaged in sport and physical activity that reflects our Marist character.

| Strategic Objective | Actions | Person(s) Responsibility | Resource Budget | Timeline / Due Date | Success Indicators |
|---|--|--|--|--------------------------------|---|
| <p>1. With the 5 Sports Institutes now in place, the aim is to consolidate the high level of performance, best practice coaching and behavioural expectations in each Institute.</p> <p>Stages of introduction: 2014 – Basketball and Rugby 2015 – Football, Cricket and Golf 2016 – Canoe Polo 2018 – Removal of Golf 2019,2020 Basketball, Canoe Polo, Cricket, Football Rugby</p> | <p>Provide Level 2 or 3 (or above) coaches for each institute code, bringing each Institute to a high level of consistency.</p> <p>Continue to raise profile of SJC sport in local community and countrywide through performance on & of the playing areana.</p> <p>Sports Institute mentoring programme strengthened.</p> | <p>RFe/JPe</p> <p>RFe/JPe</p> <p>JPe/Institute coaches</p> <p>RFe/JPe TIC codes/ Coaches</p> | <p>Annual Budget</p> <p>Nil</p> <p>Annual Budget</p> <p>Annual Budget</p> <p>Annual Budget</p> | <p>End of 2021</p> <p>2021</p> | <p>Successful coaches in place for the beginning of 2021, for all 5 codes.</p> <p>Successful Sports Review at the end of each year.</p> <p>Feeder Primary Schools given application information after enrolment</p> <p>Information booklet produced.</p> <p>Selection processes are followed, and open communication is used with students to highlight strengths and weaknesses</p> <p>Institute uniform and equipment supports the delivery of a quality programme.</p> <p>Classroom learning and conduct overrides involvement in institute programmes</p> |

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| | | | | | Develop the strength of coaching within the staff |
| 2. Seeking high performance from premier sports codes. | <p>Individuals and teams competing in the highest levels of competition in the Hawkes Bay and at National level.</p> <p>Coach development / retention / recruitment.</p> <p>Senior Leadership Team to meet sport personnel for strategic planning.</p> | <p>Teachers i/c Coaches Sports Co-ordinator</p> <p>JPe/RFe/ TIC codes</p> | <p>Annual Budget</p> <p>Annual Budget</p> | On-going | <p>Premier league status maintained or achieved for our top teams: Basketball, Canoe Polo, Cricket, Football, Hockey and Rugby.</p> <p>Increase coaching qualifications gained by SJC staff, parents, and pupils. Level 1 to Level 2 to Level 3.</p> <p>'Best' coaches appointed to key teams/sports in the school.</p> |
| <p>3. Continue to support and seek assistance from the SJC sporting foundations.</p> <p>2020 SJC Foundations Rugby Cricket Football Hockey</p> | <p>To significantly increase fundraising to allow students better access to sporting opportunities, equipment, and facilities.</p> <p>Gain the support of Old Boys to support sport within the College. Target fundraising opportunities through grant applications and NZCT Funding</p> | <p>Principal/ Foundations</p> <p>Old Boys</p> <p>JPe/RSt</p> | <p>Donations Successful applications</p> <p>Donations Successful applications</p> | On-Going | <p>To raise significant funds to support the development of sport at St. John's College.</p> <p>All funding applications to be approved by the Principal and executive officer before the application is submitted</p> <p>Advice of key resources (uniform, equipment, coaches) is communicated between the foundations and the college</p> |

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| <p>4. To continue to maintain the high percentage of general sport's participation and commitment in the College.</p> <p>2013 – 75% 2014 – 80% 2015 – 84% 2016 – 86% 2017 - 94% 2018 – 88% 2019 - 89 % 2020 - 83%</p> | <p>Accommodate each sport and opportunity at St. John's, especially minority sports.</p> <p>Encourage sports participation to increase school spirit, team building skills and attendance at school.</p> <p>To increase the commitment of athletes to sports once they have committed to that code.</p> <p>Procedures are established to ensure that sport & physical activity programmes can occur under unique circumstances (COVID)</p> | <p>RSt/JPe/RFe</p> <p>JPe/RSt/JPe Pastoral team</p> <p>JPe/Rfe/TIC's of the codes</p> <p>RFe/JPe/ SLT H&S</p> | <p>Annual Budget</p> <p>Annual Budget</p> <p>Nil</p> | <p>2021</p> <p>When required</p> | <p>Maintain high level of sports participation at over 90%, Sport Hawkes Bay percentages.</p> <p>Multiple codes recognised at assemblies.</p> <p>To visibly see to growth of school spirit during sports days or whole school events. Increase in attendance rates through the College.</p> <p>To have fewer athletes dropping sports teams during the season. Apart from injury, our goal is zero.</p> <p>Processes and procedures will reflect government and health official guidelines. They may include contact tracing, spectator restrictions, sanitising procedures, postponements</p> |
| <p>5. To represent the college within the community and uphold our Marist values</p> <p>2018 – 70% 2019 – 48% 2020 – 58%</p> | <p>Communication with foundations to create resources for teams</p> <p>Coaches to ensure that students wear their uniform correctly.</p> <p>Teams and players be humble in victory & gracious in defeat and play, train and learn within the values of SJC Man.</p> <p>Increase the percentage of staff coaching within teams and ensure quality by having them attend courses or institute trainings with our top coaches.</p> | <p>RFe/JPe/RSt/ TIC Code</p> <p>RFe/JPe/ TIC/Coaches</p> <p>JPe/TIC/Coaches</p> | | <p>On-going</p> <p>Weekly</p> <p>Weekly</p> <p>On going</p> | <p>To supply fresh looking uniform.</p> <p>For students take pride in wearing the correct team uniform before, during and after fixtures</p> <p>To play within the spirit of sport and the values and habits of a ST Johns man</p> <p>Provide opportunities for coaches to be mentored through the institute programme or other professional development programmes</p> |

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| | Recognise and celebrate success in sport | JPe/RSt | | | Recognise success and achievement at assemblies, Social media, Newsletters, Sport prize giving |
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ARTS AND CULTURE: STRATEGIC PLAN 2020 – 2022

Major Goal: To enrich holistic development by providing activities and competitions to enhance their co-curricular passions.

| Activity | Actions | Person(s) Responsible | Resource Budget | Timeline/ Due Date | Success Indicators |
|--|---|-----------------------|-----------------|--------------------|--|
| ARTS Institute To set up an ARTS Institute in 2019, from Debating, Fine Arts, Music and Performance Art. | Each area to select their Institute members, from selected Year groups: <ul style="list-style-type: none"> • Debating • Fine Arts • Music • Performance Art | LBa, CWi + DDi. | Annual Budget | 2020 – 2022 | At the ARTS Institute Assembly in Term 1, 2019, to award badges to the 4 separate groups, and ARTS Institute ties to Year 13 members selected. |
| Kapa Haka To increase the numbers of students participating in Kapa Haka. | Take part in the annual Kapa Haka competitions. Future goal for 2021 Sacred Heart College | MSo/ Principal. | None | 2020 - 2022 | A larger number of students (25+) competing in Kapa Haka competitions. |
| Music - Choir To encourage participation in a variety of musical activities and competitions. | Compete in the annual 'Big Sing' Choral Festival. Continue to build up the school choir. | CWi | Annual budget | 2020 - 2022 | St John's is represented in the 'Big Sing' Choral Festival. Cancelled due to Covid19 but entered |
| Musical Production | Continue to produce a Musical Production with SHC Work with SHC to audition, rehearse and produce a combined show. | CWi | \$1000 | 2020 - 2022 | A successful Musical is produced in alternate years. Agreed every 2 years with other smaller collaborations or individual works/projects in between. |

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| Music – Ensembles | Compete in the annual HB Band Festival, Smokefree Rockquest, and HB Chamber Music contest. Entered by cancelled in 2020 due to COVID 19 Establish a junior band and build up the numbers of students learning Woodwind and Brass. Very successful | CWi/Itinerant Music teachers. | Annual budget | 2020 - 2022 | St John's competes in the annual HB Band Festival, Smokefree Rockquest and HB Chamber Music contest. Junior Band is established. |
| Debating To continue to promote debating in Hawkes Bay, through organisation and competition. | To have at least two staff able to adjudicate Russell McVeagh style debates. Organise and enrol new staff at an adjudication training day early in the year | LBa/KSp/DOs | Nil | 2020 - 2022 | Three qualified staff each promote, organise and adjudicated interschool debates in 2019 - 2021. |
| | For S.J.C. to have competitive teams debating amongst the H.B. Secondary Schools. | LBa/KSp/DOs | Nil | 2020 - 2022 | To host a number of debating events at SJC. To have 4 teams competing in the H.B. Secondary Schools competition. |
| O'Shea Shield To prepare our students for success in the O'Shea Shield. | To ensure that we compete to a high level in all disciplines of the O'Shea Shield. Cancelled in 2020 due to COVID19 | LBa (writing coach senior and junior oratory) KSp (coach senior) CBo (coach junior) LBa (debating) | \$4000 | 2020 - 2022 | Gain 'Excellence' in as many disciplines as possible, at the O'Shea Shield. |
| Culinary Arts To prepare our students to pursue excellence and success, at regional and national level. | To ensure the high standard of performance is maintained in the Culinary Arts Institute. | Clr | Annual budget | 2020 - 2022 | Continue the momentum with regional and national success in Culinary competitions. |
| Visual Arts To support the pursuit of excellence, in the fine arts. | Showcase our talent regularly, with displays at assemblies and parent's evenings. | DDi | Annual budget | 2020 - 2022 | Gain tertiary entries to Fine Art Institutions. Gain a scholarships at Level 4 NCEA. To have more student's talents on displayed more often. |
| Matariki Celebration | June Kawahaka – provide soup | DSO/DDi | None | 2020-2022 | St. John's community coming and taking part. |

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|---|---|--|----------------------|--------------------|---|
| <p>Pasifika Group</p> <p>1) To continue to support and encourage student's participation in Pacific Cultural performances.</p> <p>2) To support students and families in the school academic environment</p> <p>3) Foster Relationships with the wider Pasifika Community and existing networks.</p> <p>4) Develop a Comprehensive Pasifika Strategic Plan</p> | <p>1) Provide a fun and safe environment at the practices for cultural performance.</p> <p>2) Communicate with all families and students when there are parent teacher interviews and for any other pastoral reasons</p> <p>3) Attend community meetings, invite Pasifika mentors into school to work alongside students</p> <p>4) Develop a Plan in 2021 for the next 3 years.</p> | <p>Pasifika Team</p> <p>SOI FTu</p> <p>SOI FTu</p> <p>SOI FTu</p> <p>SOI RFe</p> | <p>Annual Budget</p> | <p>2020 – 2022</p> | <p>1) A successful combined Fia Fia night with large attendance and a successful performance where students feel celebrated and valued by the wider school community.</p> <p>2) Good attendance from parents at interviews and immediate feedback for staff on any pastoral issues</p> <p>3) Attend Pasifika Community meetings and enrol school leaders into local Pasifika leadership programmes. Peleti Oli to coach Volleyball for school (prominent Pasifika mentor)</p> <p>4) A comprehensive Pasifika Plan that incorporates student needs, measurable targets and PD for staff.</p> |
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SECTION 5

ANNUAL GOALS

SPECIAL CHARACTER: ANNUAL GOALS 2021

| Objective | Actions | People Responsible | Budget | Timeline | Success Indicators |
|--------------------------------|---|------------------------------------|---------------|-----------------|--|
| To grow in knowledge of Christ | RE staff attend "Having Life to the Full" Course on sexuality | CBo | Nil | 2021 | JHp, DOs, DWi and JJa attend course |
| To grow in knowledge of Christ | Introduce a revised sexuality program for Year 9 and Year 10 and introduce a program for Year 11 . To be run in Term 4 | CBo / RE teachers | \$100 | 2021 | A revised sexuality program is developed for Y9 and Y10 and a new program introduced for Y11 students. All delivered in Term 4. Student voice is collected and analysed |
| To grow in knowledge of Christ | Create an accreditation support system to administer, record and ensure continued professional development in RE and Catholic Character | CBo | Nil | 2021 | System set up and data recorded. Staff become accredited. |
| To Encounter Christ | Students and staff are taught the sign of the cross, the "Our Father" and the "Hail Mary" in Te Reo | CBo / RE Teachers supported by MAs | Nil | 2021 | Staff and students learn the relevant prayers in Te Reo off by heart. |

CURRICULUM: ANNUAL GOALS 2021

| Objective | Actions | People Responsible | Budget | Timeline | Success Indicators |
|---|---|------------------------------|---------------|-----------------|--|
| 1. Use data and analysis of data that aligns with the school's strategic goals | The application of a request for service and subsequent use of RTLB to lead and train DP Curriculum, and then the HODs, followed by the whole staff in PD that instructed us in the UDL approach to teaching and learning that uses data for improved learner outcomes. | DP Curriculum | Annual Budget | 2020- 2022 | 2020: familiarity and acceptance by staff of UDL and it benefits to learner outcomes. 2021: the incorporation of UDL goals in department schemes and some junior units being developed that use UDL methods 2022: wide use of UDL in classroom practise. |
| 2. Increase the number of Excellence and Merit endorsements | Academic Deans help and encourage staff and students to focus on the best possible results and raise the percentages of students attaining these Excellence and Merit endorsements. | DP, Academic Deans and HODs. | Annual Budget | 2020-2022 | Monitoring of student progress in internals along with ensuring students are achieving higher grades in class assessments. Ensuring that students seek assistance when their level of attainment drops off. Merit and Excellence endorsements for Levels 1 and 2 at 45%, for Level 3, at 40% |
| 3. Schemes of work with respect to Special Character, NCEA change package and NELPs | Ensuring that schemes of work are updated to reflect the schools Special Character. PD centred around this goal undertaken in Term One. Teacher Only Day focused in detail on NCEA change package and reference to NELPs especially our obligations to Te Tiriti. | DP and HODs. | Annual Budget | 2020-2022 | Ensuring the addition of Special Character, localised knowledge and history of Heretaunga, as well as aspects of Tikanga Maori. |
| 4. Improving curriculum at junior level and encouraging NZEST participation | Junior option lines to be realigned for greater access to all options, greater equity between the subjects and manage the numbers better. Motivate high performing students enter these examinations. | HODs, Academic Dean and DP | Annual Budget | 2020-2022 | Tech and option teachers led the process for junior option changes which were a success. Increase the number of students entering NZEST examinations. Motivate more students to attend the workshops run by subject experts. Affected by covid. |

PASTORAL CARE – ANNUAL GOALS 2021

| Objective | Actions | Person(s) Responsible | Budget | Due date / Timeline | Success Indicators |
|---|--|-------------------------------|---------------------|---------------------|--|
| 1. Whole school approach” to improve consistency in Pastoral Care | Building positive, consistent messages to students during house times. Structured House class. House teachers following up on Attendance. Subject teachers alerting Deans about Attendance. House teachers amended Kamar data Early intervention by Deans. | SMT Dean House Teachers | \$ 300 | Ongoing | -Students focussed and listening in House time. Parents and Deans being contacted (email or phone) early for support. Staff respond to attendance reminder email. Kamar being updated and amended by staff frequently. House class teacher report card introduced. |
| | Weekly Notes and Positive Affirmation | PCo | \$100 | 2020- 2022 | -Certificate for students showing the values and habits of a SJC man. Acknowledge a SJC man of the week. Students rewarded for Honours in assembly and during House Liturgies |
| 2. Use of Mentoring program to identify and support students | Kaiarahi Program to run in Term 1 and 2. Year 13 training at year 13 camp. Tuakana-Teina program to run in Term 3 and 4. Year 12 volunteer training during term 2. Travellers Program to run, upskill more staff to lead this. | Pastoral Care Team | \$1000 \$200 | 2020-2022 | -10-15 year 9 students participating in the initiatives Each Tuakana attends Mentoring sessions. Regular meetings held and charity work. All year 9 has a year 13 Kaiarahi/protector. Travellers program run. |

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| <p>3. Develop a St. John's Man</p> | <p>Relationship building between staff and students. Structured House class. Professional development on teaching pedagogy. Pastoral Care Handbook to continue. Increase number of Charity events the school is involved in. All year 13 encouraged to be leaders (Kaiarahi).</p> | <p>SMT Deans Staff</p> | | <p>2020-2022</p> | <p>-Decrease in pastoral incidents. House class resources created. House teachers to follow structured program. Pastoral Care booklet updated and available to staff (teacher handbook 2021) Teacher to implement one new strategy to build relationships. Kaiarahi to run in term 1 and 2.</p> |
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SPORT: ANNUAL GOALS 2021

Major Goal: To provide opportunities for students to excel and be actively engaged in sport and physical activity that reflects our Marist character.

| Strategic Objective | Actions | Person(s) Responsibility | Resource Budget | Timeline / Due Date | Success Indicators |
|---|--|---------------------------------------|---|---------------------|---|
| <p>1. With the 5 Sports Institutes now in place, the aim is to consolidate the high level of performance, best practice coaching and behavioural expectations in each Institute.</p> <p>Stages of introduction: 2014 – Basketball and Rugby 2015 – Football, Cricket and Golf 2016 – Canoe Polo 2018 – Removal of Golf 2019,2020 Basketball, Canoe Polo, Cricket, Football Rugby</p> | <p>Provide Level 2 or 3 (or above) coaches for each institute code, bringing each Institute to a high level of consistency.</p> | <p>RFe/JPe</p> | <p>Annual Budget</p> | <p>End of 2020</p> | <p>Successful coaches in place for the beginning of 2021, for all 5 codes.</p> |
| | <p>Continue to raise profile of SJC sport in local community and countrywide through performance on & of the playing areana.</p> | <p>RFe/JPe</p> | <p>Nil Annual Budget</p> | <p>2021</p> | <p>Successful Sports Review at the end of each year.</p> <p>Feeder Primary Schools given application information after enrolment</p> <p>Information booklet produced.</p> |
| | <p>Sports Institute mentoring programme strengthened.</p> | <p>JPe/Institute coaches</p> | <p>Annual Budget</p> <p>Annual Budget</p> | | <p>Selection processes are followed, and open communication is used with students to highlight strengths and weaknesses</p> <p>Institute uniform and equipment supports the delivery of a quality programme.</p> <p>Classroom learning and conduct over-rides involvement in institute programmes</p> |
| | | <p>RFe/JPe TIC codes/ Coaches</p> | | | <p>Develop the strength of coaching within the staff</p> |

ARTS AND CULTURE: Annual Goals 2021

Major Goal: To enrich holistic development by providing activities and competitions to enhance their co-curricular passions, while at the same time recognising and celebrating excellence.

| Activity | Actions | Person(s) Responsible | Resource Budget | Timeline/ Due Date | Success Indicators |
|---|--|-----------------------|-----------------|--------------------|--|
| ARTS Institute Continue with ARTS Institute in 2021, for Debating, Fine Arts, Music and Performance Art Institutes. | Each area to select their Institute members, from selected Year groups: <ul style="list-style-type: none"> • Debating • Fine Arts • Music • Performance Art | RFe | Annual Budget | 2021 | At the ARTS Institute Assembly in Term 1, 2021, to award badges to the 4 separate groups, and ARTS Institute ties to Year 13 members selected. |
| Debating Institute Continue with Debating Institute, recognising and celebrating the school's best debaters. | To select premium debaters in Years 9 – 12 and award each with a Debating Institute badge at the beginning of Term 1, 2021. Invite the premier Year 13 debaters into the ARTS Institute. | LBa | Annual budget | 2021 | Our premier debaters recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly. |
| Fine Arts Institute Continue Fine Arts Institute, recognising and celebrating the school's best artists. | To select premium artists in Years 9 – 12 and award each with a Arts Institute badge at the beginning of Term 1, 2021. Invite the premier Year 13 Artists into the ARTS Institute. | DDi | Annual budget | 2021 | Our premier artists recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly. |
| Music Institute Continue Music Institute, recognising and celebrating the school's best musicians. | To select premium musicians in Years 9 – 12 and award each with a Music Institute badge at the beginning of Term 1, 2021. Invite the premier Year 13 musicians into the ARTS Institute. | CWi | Annual budget | 2021 | Our premier musicians recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly. |
| Performance Art Institute Continue Performance Art Institute, recognising and celebrating the school's best stage performers. | To select premium stage performers in Years 9 – 12 and award each with a Performance Art Institute badge at the beginning of Term 1, 2021. Invite the premier Year 13 performers into the ARTS Institute. | CWi | Annual budget | 2021 | Our premier stage performers recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly. |

STUDENT ACHIEVEMENT – SPECIFIC TARGETS 2021



Achievement Targets 2021

- To maintain NCEA Level 3 to at and above 90%+. This will require specific direction and support by the 2 Academic Deans, and be monitored throughout the year.
- To lift UE achievement to at and above 70%+ This will require a continued shift upwards and need monitoring by all HODs, Academic Dean, Dean and Curriculum Leaders. The main barriers are students not having 3 subjects on the approved list at 14 + credits.
- A continuation in achievement rates for – NCEA Level 1 of 90% and above.
- A continuation in achievement rates for – NCEA Level 2 of 90% and above.
- To raise Level 1 and 2 Merit and Excellent Endorsements, exceeding a combined total Level 1 at 50% e.g. 23% Excellence and 27% Merit; Level 2 at 45%, and Level 3 Merit and Excellence endorsements to a combined total of 40%.

Maori and Pasifika Achievement

Continuation of the achievement initiatives for Maori and Pasifika students:

- The strengthening of the Kaiawhina role for Maori students.
- The strengthening of the Pasifika Liaison role for Pasifika students.
- The continued establishment of targeted meetings for Pasifika parents with focus on specific topics and strengthening support from home.
- An integration of Maori/Pasifika initiatives in student achievement, career planning and student welfare.
- To maintain attainment of NCEA Level 3 to 80%+ for Maori and Pasifika students.
- To maintain attainment of NCEA Level 2 to 85%+ for Maori and Pasifika students.
- To maintain attainment of NCEA Level 1 to 90%+ for Maori and Pasifika students.

Lower Socio-Economic Students

Through the work of the Marist Fathers, it has long been our policy that students are not affected, in any way, because of their socio-economic status. Whether this is stationery, books, course trip, music or sports equipment; St. John's College will endeavour to make sure that each student has the same opportunities at school and that extra costs will be covered, as much as possible, by the Pastoral Care system. In the case of a student needing financial funding in a particular course or co-curricular activity, the teacher in charge must approach the House Dean or Director of Pastoral Care for support. In matters of financial hardship, all dialogue must be made privately and the details kept confidential, to protect the dignity of the student and family involved.

SECTION 6

The National Administration Guidelines (NAGs)

NAG 1:

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

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| Each Board, through the principal and staff, is required to: | |
| (i) | develop and implement teaching and learning programmes: |
| | (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum; |
| | (b) giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; |
| | (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6; |
| (ii) | through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to: |
| | (a) student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; |
| | and then to: |
| | (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum, as expressed in the National Curriculum 2007 or Te Marautanga o Aotearoa; |
| (iii) | through the analysis of good quality assessment information*, identify students and groups of students; |
| | (a) who are not progressing and/or achieving; |
| | (b) who are at risk of not progressing and/or achieving; |
| | (c) who have special needs (including gifted and talented students) and |
| | (d) aspects of the curriculum which require particular attention; |
| (iv) | develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above; |
| (v) | in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and |
| (vi) | provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training. |

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- (iii) on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- (iv) on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(iii) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(v) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote health food and nutrition for all students; and
- (iii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

SECTION 7

National Education Goals Implementation (NEGs)

| | |
|----|--|
| 1 | The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society. |
| 2 | Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement. |
| 3 | Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world. |
| 4 | A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers. |
| 5 | A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity. |
| 6 | Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need. |
| 7 | Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support. |
| 8 | Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand. |
| 9 | Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi. |
| 10 | Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations. |

SECTION 8

National Education Priorities (NEPs)

| | |
|---|--|
| 1 | Achievement for all in terms of the knowledge, skills and attitudes outlined in the National Curriculum Framework and the National Curriculum Statements |
| 2 | Provision of a safe learning environment |
| 3 | Raising levels of literacy and numeracy |
| 4 | Better utilisation of student achievement data to inform teaching |
| 5 | Improved outcomes for those at risk of not achieving |
| 6 | Improved outcomes for Maori |
| 7 | Career Guidance for Year 9 upwards |
| 8 | Focus on reporting of achievement to students and parents |

SECTION 9

ST. JOHN'S COLLEGE
Hastings

Analysis of Variance

2020

Special Character: Analysis of Variance **Special Focus Areas 2020**

GOAL 1

To Grow in knowledge of Christ.

RE staff attend “Having Life to the Full” Course on sexuality

Result

Goal not achieved.

Course was cancelled due to Covid-19 restrictions. Staff will attend course in 2021.

GOAL 2

To Grow in knowledge of Christ

What we did

- Introduce a revised sexuality program for Year 10 and Year 11 students. To be run in Term 4

Result

Goal not achieved

This goal required teachers attend the “Having Life to the Full” course so that the course content could be delivered confidently. The course was cancelled and hence teachers were unable to deliver the program.

GOAL 3

To Grow in knowledge of Christ

- Create an accreditation support system to administer, record and ensure continued professional development in RE and Catholic Character

Result

Goal not achieved.

This goal will rollover to 2021.

Curriculum: Analysis of Variance

Special Focus Areas 2020

GOAL 1

Use data and analysis of data that aligns with the school's strategic goals

What we did

1. The application of a request for service and subsequent use of RTLB to lead and train DP Curriculum.
2. HODs, followed by the whole staff in PD that instructed us in the UDL approach to teaching and learning that uses data for improved learner outcomes.

Results

Results achieved. Staff and HODs had PD on UDL and they began to incorporate this into aspects of their teaching in one section of their junior curriculum.

Success indicators:

- 2020: familiarity and acceptance by staff of UDL and its benefits to learner outcomes.
- 2021: the incorporation of UDL goals in department schemes and some junior units being developed that use UDL methods
- 2022: wide use of UDL in classroom practice.
- HODs are continuing to implement this in 2021 with a plan to continue into 2022.

GOAL 2

Increase the number of Excellence and Merit endorsements.

What we did

1. Academic Deans help and encourage staff and students to focus on the best possible results and raise the percentages of students attaining these Excellence and Merit endorsements.
2. Monitoring of student progress in internals along with ensuring students are achieving higher grades in class assessments.
3. Ensuring that students seek assistance when their level of attainment drops off.

Results

Level 1 and Level 2 endorsements were attained at pleasing levels. Level 3 endorsement were not at the desired levels.

Success indicators:

- Level 1 Merit endorsements 38.4% Level 1 Excellence endorsements 19.4%
- Level 2 Merit endorsements 27.4% Level 2 Excellence endorsements 24.7%
- Level 3 Merit endorsements 14.6% Level 3 Excellence endorsements 18.8%

GOAL 3

Schemes of work with respect to Special Character, NCEA change package and NELPs

What we did

1. Ensuring that schemes of work are updated to reflect the schools Special Character.
2. PD centred around this goal undertaken in Term One.
3. Teacher Only Day focused in detail on NCEA change package and reference to NELPs especially our obligations to Te Tiriti.

Results

Goal achieved.

- Ensuring the addition of Special Character, localised knowledge and history of Heretaunga, as well as aspects of Tikanga Maori.
- Staff receiving PD on Te Reo Maori morning sessions with HOD Maori.
- Staff encouraged to register for Te Aho o te Reo Maori online course.
- PD offered to staff in 2021 on Te Tiriti

GOAL 4

Improving curriculum at junior level and encouraging NZEST participation

What we did

1. Junior option lines to be realigned for greater access to all options.
2. Greater equity between the subjects and manage the numbers better.
3. Motivate high performing students enter these examinations.

Results

Goals partially achieved

- Junior option lines are now better aligned.
- Tech and option teachers led the process for junior option changes which were a success
- Increase the number of students entering NZEST examinations.
- Motivate more students to attend the workshops run by subject experts. **Affected by covid**

Pastoral Care: Analysis of Variance

Special Focus Areas 2020

GOAL 1

Whole school approach “to improve consistency in Pastoral Care”

What we did

3. Building positive, consistent messages to students during house times. **Structured House class.**
4. House teachers following up on Attendance.
5. Subject teachers alerting Deans about Attendance.
6. House teachers amended Kamar data.
7. Early intervention by Deans.
8. Weekly Notes and Positive Affirmation

Results

Relationship building was Achieved. Attendance was pandemic affected and needs further strategies in place.

Success indicators:

- House teachers more involved with their house classes.
- Urgent Relief Fund was provided for the school to support students who struggled to attend after the Pandemic. This helped 12 ākonga and whanau.
- Subject teacher Attendance completion rate improved.
- Attendance improved 90.4% (up by 0.7% in 2019).
- Decrease in students being Pastoral entries for classroom behaviour 254 entries.
- Continued increase in the number of students getting Honours on Weekly Notes.
- Continued decrease in students being sent out of class and to the Deans.
- Increase on Weekly Notes again.
- Year 9 Barbies were effective in immediately building relationships with our community.

GOAL 2

Use of Mentoring program to identify and support students.

What we did

4. Tuakana-Teina Program (yr. 9 & 13) initiated in Term 3 week 1 and run for 18 months.
5. Year 9 Kaiarahi Program to begin on day 1 of 2019
6. Travelers Program being offered to vulnerable students.

Results

Kaiarahi Achieved. Tuakana-Teina Not Achieved (Covid-19 impact). Travelers Achieved.

Success indicators:

- Tuakana-Teina was very successful for the year 12 students, they learned from eth external Mentor Training. Program was not run due to Covid-19 and Deputy Principal time constraints.
- Kaiarahi was implemented to year 13 and provided for all year 9 students.
- Travelers was successful, all year 9 students tested and those at risk provided with the program for 8 weeks. Upskill more staff in 2021.
- URF funding allowed a further 12 ākonga and whanua to reciev support and mentoring from Paul Blake. Very successful. External whanau found this very helpful.

GOAL 3

Develop a St. John's Man

What we did

1. Target student verbal communication during lessons
2. Target Lateness (detentions and home contact)
3. Develop pride in the school uniform and work presented
4. Student Voice

Results

Goal achieved.

Success indicators:

- Decrease in the entries on Kamar for classroom walk throughs by SMT is effective.
- Pastoral Care handbook was delivered to staff on day 1, effective systems and procedures to follow. Helpful resource and could be reflected in the drop of Kamar entries.
- Decrease in the number of Discipline entries on Kamar.
- Attendance increased to over 90% was a positive during a tough year.
- Student Council felt valued and supported. Very well run by Jack Cooper.
- Tone of the school great.
- Small concern on year 13 attitude and needs further strategies in 2021.