



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

and

STRATEGIC PLAN 2021-2023

ANNUAL PLAN 2022



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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 2018-2020 in 2018. 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 2022 we are pleased to have 405 students, with 395 in 2021 and 385 in 2020 .

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. Given the pandemic over the last three years we face further challenges.
- ◆ 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. This was renewed in 2021.

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. In 2022 we have distributed 56 laptops to students who need them, 13% of the student population.

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 cohort in 2021, this included 19 feeder schools in our 2022 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 those ethical issues in areas such as bioethics 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 bi-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 - 2023



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 2021 – 2023

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	<p>Continue Rite of Passage by focussing on: Baptism, Eucharist and Reconciliation. Year 11 Confirmation</p> <p>Sacramental programmes are advertised and promoted at assembly and individual RE classes.</p> <p>Recognise and promote the Sacraments of Initiation with certificates at Assembly</p> <p>Promote student lead involvement in planning masses and liturgical events within the College.</p>	<p>Faaki</p> <p>CBo / Faaki</p> <p>CBo / Faaki</p> <p>CBo / Faaki</p>	\$200 Gifts & Certificates	2021 – 2023	<p>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.</p> <p>Sacramental programmes happen at least once a year for confirmation and twice a year for the other sacraments (Baptism, Reconciliation and Eucharist).</p> <p>Students’ leadership and involvement visible in all masses and liturgical events</p>
To encounter Christ	Continue with Year level retreats and evaluate each programme.	CBo	\$4500 Annual	2021 - 2023	<p>Each Year level goes on Retreat.</p> <p>Student feedback received and analysed</p>

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	2021 – 2023	<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	2021 - 2023	<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 encounter Christ	Re-introduce the St John's Man program	CBo/PCo/RFe	\$500	2021 – 2023	The once a term meetings are well attended by Y9 parents and students
To grow in knowledge of Christ.	The inclusion of Special Character elements is evident in every departmental Scheme of work	RFe / TRu / CBo	Nil	2021 – 2023	.The DRS reviews all departmental Schemes of work to confirm they include 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	2021 – 2023	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		2021 -2023	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	2021 - 2023	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	2021 - 2023	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 Relationship and Sexuality program for year 11 and Year 12 students	CBo / RE teachers	\$100	2021 - 2023	A relationship and sexuality program is developed for Y11 and Y12 students 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	2021 - 2023	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	2021 - 2023	<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	2021 - 2023	<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	2021 - 2023	<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)	2021 - 2023	<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	2021 - 2023	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	2021 - 2023	<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, House Deans		2021 - 2023	<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 2021 – 2023

2023-2025 to be completed to coincide with changes to NCEA /RAS change programme

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 Special Character, Data, Cultural Capabilities and a focus on Relationships to enhance learning and make sure every student has the chance to improve their learning.

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1. Special Character must be at the heart of all curricula. Schemes, units and lessons must embed values aligned with our Special Character.	Schemes to include Special Character documentation and guidelines. Units to embed material and a focus on our Special Character where possible.	DP, HODS and subject teachers to all actively live and teach within the Special Character.		2021 - 2023	Student feedback and teacher discussion following classroom observation will note the inclusion and presence of our Special Character.
2. That UDL will be embedded into junior programmes to use data to identify and build student engagement, relationships and best possible learning outcomes.	PD sessions and HOD meetings to revisit UDL principles and intentions. Methods of data collection to be discussed – how to engage the students, tap into their prior knowledge and interests, and carefully select assessment opportunities to ensure the best possible learning outcomes.	DP, House Deans and HODs		2021 - 223	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. Confident use of a range of teaching and assessment practise to provide the best possible learning outcome for each student. Student feedback is critical.
3. To embed Cultural Capabilities and honour	PD to continue this year from 2021 in order to build upon introductory	DP, MOE facilitator and Cultural Capabilities Committee set up here at	Facilitator funded through	2021 - 2023	Staff will be confident to include local content and elements of cultural

Ti Tiriti into every curriculum area across all levels in the school.	material relevant to Cultural Capabilities. New course material to be explored. From 2023 Curriculum must embed local content and design.	school of staff involved in RAS, Māori engagement and new curriculum in 2023.	MOE's LMS programme		capabilities into their daily practice in the classroom. Student and community feedback and inclusion in this process is critical.
4. Maintain NCEA rates at 95%. UE to 75 %.	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.	DP Academic Dean HODS and teaching staff.		2021-2023	- 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%
5. Staff to follow the PGC and continue to use guidelines on Teaching Capabilities for Provisionally Certified Teachers, Registered Teachers and Teacher Leaders.	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. Eportfolios, classroom observation and discussion used to focus on personal goals and inquiry.	DP to sign off on all categories for teaching staff. HODs lead staff observation and discussions.		2021 - 2023	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.



PASTORAL CARE: STRATEGIC PLAN 2021 – 2023

Major Goal: Implementation of Horizontal pastoral care time from 2022

Minor Goals:

1. “Whole school approach” to improve consistency in school standards
2. Pastoral care is seen positively and focussed on building relationships

Strategic Objective	Actions	Person(s) Responsible	Resource Budget	Timeline/ Due Date	Success Indicators
Implement Horizontal Pastoral time	<ul style="list-style-type: none"> - Activate all staff in Pastoral care - Prioritise HC time in the timetable - Establish a 5-teacher cycle to deliver a programme - Identify target areas for 5 senior staff messaging. 	PCO RFE, CBO, TRU, DWI		2022	Student engagement Worthwhile messaging
Focus on relationship building with staff and students	“Classroom Management Structure developed for staff. Green Cards less students out of class.	SMT Deans House Teachers		Ongoing	Staff informed of structure at PD. Decrease in number of students being sent to Deans. Feedback to staff post incident
	Adjusted House Class time with a focus on relationship building activities.	Dean/House Class teacher		ongoing	Staff knowing students well House time interactive and fun. Evidence of relationship building

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 DP 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. Early intervention; home contact and meetings.
	Mid-year and End of Year Deans Appraisal	PCo	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)	PCo		Bi-annually	At least 33% of the school community Survey. 2019.
	Student Pastoral Care Survey (student voice)	PCo		Yearly	All prefects to complete survey Students' council to complete the survey.
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	PCo & CBo	\$1000	2020-2022	The following programs are run during the year. Travellers, Tuakana-Teina and Tia whenua 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.
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SPORT: STRATEGIC PLAN 2021 – 2023

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 2022</p>	<p>Successful coaches in place for the beginning of 2022, for all 5 codes.</p>
	<p>Continue to raise profile of SJC sport in local community and countryside through performance on & of the playing arena.</p>	<p>RFe/JPe</p>	<p>Nil</p>	<p>2022</p>	<p>Successful Sports Review at the end of each year.</p>
		<p>JPe/Institute coaches</p>	<p>Annual Budget</p>		<p>Feeder Primary Schools given application information after enrolment</p>
	<p>Sports Institute mentoring programme strengthened.</p>	<p>RFe/JPe TIC codes/ Coaches</p>	<p>Annual Budget</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 over-rides involvement in institute programmes</p> <p>Develop the strength of coaching within the staff</p>

<p>2. Seeking high performance from premier sports codes.</p>	<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>	<p>On-going</p>	<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>2022 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>	<p>On-Going</p> <p>2022</p>	<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>Support 40 years of Football celebrations 2022.</p> <p>Advice of key resources (uniform, equipment, coaches) is communicated between the foundations and the college</p>
<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%</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>RSt/JPe/RFe</p> <p>JPe/RSt/JPe Pastoral team</p>	<p>Annual Budget</p> <p>Annual Budget</p>	<p>2022</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.</p>

<p>2015 – 84% 2016 – 86% 2017 - 94% 2018 – 88% 2019 - 89 % 2020 - 83% 2021 - 89%</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>JPe/Rfe/TICs of the codes</p> <p>RFe/JPe/ SLT H&S</p>	<p>Nil</p>	<p>When required</p>	<p>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% 2021 – 63%</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>Recognise and celebrate success in sport</p>	<p>RFe/JPe/RSt/ TIC Code</p> <p>RFe/JPe/ TIC/Coaches</p> <p>JPe/TIC/Coaches</p> <p>JPe/RSt</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> <p>Recognise success and achievement at assemblies, social media, Newsletters, Sport prize giving</p>

<p>6. Provide safe and meaningful sporting and recreation opportunities for student during the Covid 19 Pandemic.</p>	<p>Use guidelines from MOH, MOE, NZSSS, SHB</p> <p>Create guidelines that emphasise safe practice within the current climate</p> <p>Support students to be active who are vaccinated and unvaccinated</p>	<p>All Staff</p>		<p>Ongoing</p>	<p>Students will continue to have ongoing opportunities within the current covid-19 pandemic environment</p> <p>Guidelines are adhered to support the opportunity for students to play sport.</p>
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ARTS AND CULTURE: STRATEGIC PLAN 2021 – 2023

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. Appoint an Arts co-ordinator in 2022.	Each area to select their Institute members, from selected Year groups: <ul style="list-style-type: none"> • Debating • Fine Arts • Music • Performance Art 	LBe, CWi + DDi.	Annual Budget	2021 – 2023	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. To set up a Māori performing Arts group.	Take part in the annual Kapa Haka competitions.	MSo/ Principal.	Annual budget	2021 - 2023	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	2021 - 2023	St John's is represented in the 'Big Sing' Choral Festival.
Musical Production	Continue to produce a Musical Production with SHC Work with SHC to audition, rehearse and produce a combined show.	CWi	\$1000	2022 - 2023	A successful Musical is produced in each year.

<p>Music – Ensembles</p>	<p>Compete in the annual HB Band Festival, Smokefree Rockquest, and HB Chamber Music contest. Establish a junior band and build up the numbers of students learning Woodwind and Brass.</p>	<p>CWi/Itinerant Music teachers.</p>	<p>Annual budget</p>	<p>2021 - 2023</p>	<p>St John's competes in the annual HB Band Festival, Smokefree Rockquest and HB Chamber Music contest. Junior Band is established.</p>
<p>Debating To continue to promote debating in Hawkes Bay, through organisation and competition.</p>	<p>To have at least two staff able to adjudicate Russell McVeigh style debates. Organise and enrol new staff at an adjudication training day early in the year</p>	<p>LBe/KSp</p>	<p>nil</p>	<p>2022 - 2023</p>	<p>Two qualified staff each promote, organise and adjudicated interschool debates in 2021 - 2023.</p>
	<p>For S.J.C. to have competitive teams debating amongst the H.B. Secondary Schools.</p>	<p>LBe/KSp</p>	<p>nil</p>	<p>2022 - 2023</p>	<p>To host a number of debating events at SJC. To have 4 teams competing in the H.B. Secondary Schools competition.</p>
<p>O'Shea Shield To prepare our students for success in the O'Shea Shield.</p>	<p>To ensure that we compete to a high level in all disciplines of the O'Shea Shield.</p>	<p>LBe (writing coach senior and junior oratory) KSp (coach senior) CBo (coach junior) LBa (debating)</p>	<p>\$4000</p>	<p>2022 - 2023</p>	<p>Gain 'Excellence' in as many disciplines as possible, at the O'Shea Shield.</p>
<p>Culinary Arts To prepare our students to pursue excellence and success, at regional and national level.</p>	<p>To ensure the high standard of performance is maintained in the Culinary Arts Institute.</p>	<p>Clr</p>	<p>Annual budget</p>	<p>202 - 2023</p>	<p>Continue the momentum with regional and national success in culinary competitions.</p>
<p>Visual Arts To support the pursuit of excellence, in the fine arts.</p>	<p>Showcase our talent regularly, with displays at assemblies and parent's evenings.</p>	<p>DDi</p>	<p>Annual budget</p>	<p>2021 - 2023</p>	<p>Gain tertiary entries to Fine Art Institutions. Gain a scholarship at Level 4 NCEA. To have more student's talents on displayed more often.</p>

Pacific Pride To increase the numbers of students participating in Pacific Cultural performances.	Enrol more students into Pacific Pride, for Cultural performances during the year.	FTu	Annual Budget	2021 – 2023	A larger number of students (30+) competing in Pacific competitions. A successful Fia Fia night with large attendance.
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SECTION 5 ANNUAL GOALS

SPECIAL CHARACTER: ANNUAL GOALS 2022

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
To Encounter Christ	Re-Introduce the “St John’s Man” Program	CBo/PCo	\$500	2022	The course is run once a term and is attended by Y9 parents and students. The number of attendees will determine success.
To grow in knowledge of Christ	Introduce a Relationships and Sexuality program for Year 11 and Year 12 students . To be run in Term 4	CBo / RE teachers	\$100	2022	A new program is introduced for Y11 and Y12 students. All delivered in Term 4. Student voice is collected and analysed
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	2022	Staff and students learn the relevant prayers in Te Reo off by heart.

PASTORAL CARE – ANNUAL GOALS 2022

Objective	Actions	Person(s) Responsible	Budget	Due date / Timeline	Success Indicators
1) Design and introduce and effective Horizontal pastoral care system	<ul style="list-style-type: none"> - Involve all teaching staff in the pastoral program with a combination of x20 vertical House Class teachers and x5 Senior staff involved in Horizontal messaging. - Document these horizontal messaging to improve consistency and breadth. - Work with the other 4 senior staff in delivering effect messaging. - Provide examples of relative content and delivery styles 	PCO + DWI, RFE, CBO, TRU	\$100	Dec 2022	Successful delivery of programme Student by in and engagement Year group specific messaging given. House Class teachers feel supported in the pastoral programme Staff see benefit in the program
2) Whole school approach” to Pastoral Care	<ul style="list-style-type: none"> - Building positive, consistent messages to students during house times. <ul style="list-style-type: none"> - Structured House class. - Provide ideas and new opportunities for connection during HC time - House teachers following up on Attendance. <ul style="list-style-type: none"> - Subject teachers alerting Deans about Attendance. <ul style="list-style-type: none"> - Early intervention by Deans. - Deans planning lunch in Term 2 - Weekly Notes & positive affirmation in Assembly 	PCO SMT Dean House Teachers	\$ 800	Ongoing	Students engaged in House time. Parents and Deans being contacted (email or phone) early for support. Kamar being updated and amended by staff frequently. Staff knowing their HC well Termly certificate for students showing the values and habits of a SJC man nominated by staff. Acknowledge a SJC man of the week. Students affirmed verbally for exhibiting good behaviours, rewarded for Honours in assembly and during House Liturgies
3) 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 – Paul Blake? Jon Foster initiatives – Pasifika John Robin/Paul Blake initiatives – Māori? Prefect group connection and impact.	Year 13s Jon Foster John Robin?	\$200 + Grant/funding applied for (30k)	2020-2022	All year 9 students connected to a year 13 provision made for Māori and Pasifika mentoring.

4) Develop a St. John's Man	Relationship building between staff and students. Structured House class time. Positive recognitions in Assembly. Professional development on teaching pedagogy and relationships. Pastoral Care Handbook to be updated. Increase number of Charity events the school is involved in. All year 13 encouraged to be leaders (Kaiarahi).	SMT Deans Staff		2020-2022	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.
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CURRICULUM: ANNUAL GOALS 2022

Objective	Actions	People Responsible	Budget	Timeline	Success Indicators
1: Data collection and analysis that aligns with what is needed to monitor progress towards the school's strategic goals.	Data that aligns with what is needed to monitor progress towards the school's strategic goals.	Principal and DP	Annual Budget	2022	UDL practise in teaching and learning is to be embedded in schemes and in classroom practise. It also plays a part in developing Local Curriculum Design.
2: Giving effect to Te Tiriti.	Collaborate, make education connections and create relationships between the community, Kaiako and ākongā.	DP and HODs.	MoE funding	2022	The aim will be to develop resources and services to help meaningful localised learning for students. Help will be sought so those working directly with ākongā will be able to provide rich curriculum experiences. Cultural capabilities schoolwide plan and inquiry is headed by our facilitator Rosina Shandley and Leaders in Schools teachers Kim Pickering and Daniel O'Sullivan with HOD Māori Maia Solomon.

3: Assessment in a changing NCEA environment.	When and how assessment takes place is changing. We need to create opportunities for students to achieve grades that adequately reflect their learning and understanding of topics.	DP and HODs.	Annual Budget	2022	The assessment material and conditions of assessment must be fit for purpose in both classroom programmes and assessment practises.
4: Preparation continues for the implementation of MOE NELPS and NCEA Change Package	Professional development led by staff and outside providers. PD to take place during Tuesday PD sessions or on teacher only days.	HODs and DP	Annual Budget	2022	With a focus on our Special Character, drawing on guidance from Candice Owens, Catholic Education Advisor, Diocese of Palmerston North.

ARTS AND CULTURE: Annual Goals 2022

Activity	Actions	Person(s) Responsible	Resource Budget	Timeline/ Due Date	Success Indicators
<p>ARTS Institute To set up an ARTS Institute in 2019, from Debating, Fine Arts, Music and Performance Art Institutes. To appoint an Art Co-ordinator.</p>	<p>Each area to select their Institute members, from selected Year groups:</p> <ul style="list-style-type: none"> • Debating • Fine Arts • Music • Performance Art 	RFe	Annual Budget	2022	At the ARTS Institute Assembly in Term 1, 2022 COVID permitting, to award badges to the 4 separate groups, and ARTS Institute ties to Year 13 members selected.
<p>Debating Institute To set up a Debating Institute, recognising and celebrating the school's best debaters.</p>	<p>To select premium debaters in Years 9 – 12 and award each with a Debating Institute badge at the beginning of Term 1, 2019. Invite the premier Year 13 debaters into the ARTS Institute.</p>	LBe	Annual budget	2022	Our premier debaters recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly.
<p>Fine Arts Institute To set up a Fine Arts Institute, recognising and celebrating the school's best artists.</p>	<p>To select premium artists in Years 9 – 12 and award each with an Arts Institute badge at the beginning of Term 1, 2019. Invite the premier Year 13 Artists into the ARTS Institute.</p>	DDi	Annual budget	2022	Our premier artists recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly.
<p>Music Institute To set up a Music Institute, recognising and celebrating the school's best musicians.</p>	<p>To select premium musicians in Years 9 – 12 and award each with a Music Institute badge at the beginning of Term 1, 2019. Invite the premier Year 13 musicians into the ARTS Institute.</p>	CWi	Annual budget	2022	Our premier musicians recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly.
<p>Performance Art Institute To set up a Performance Art Institute, recognising and celebrating the school's best stage performers.</p>	<p>To select premium stage performers in Years 9 – 12 and award each with a Performance Art Institute badge at the beginning of Term 1, 2019. Invite the premier Year 13 performers into the ARTS Institute.</p>	CWi	Annual budget	2022	Our premier stage performers recognised and coached for their skills in this area; celebrated at an ARTS Institute Assembly.

SPORT: ANNUAL GOALS 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 arena.</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 2022</p> <p>2022</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 over-rides involvement in institute programmes</p> <p>Develop the strength of coaching within the staff</p>

<p>2. Seeking high performance from premier sports codes.</p>	<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>	<p>On-going</p>	<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>	<p>On-Going</p>	<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>

<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% 2021 – 89%</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/TICs of the codes</p> <p>RFe/JPe/ SLT H&S</p>	<p>Annual Budget</p> <p>Annual Budget</p> <p>Nil</p>	<p>2022</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% 2021 – 63%</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. Recognise and celebrate success in sport</p>	<p>RFe/JPe/RSt/ TIC Code</p> <p>RFe/JPe/ TIC/Coaches</p> <p>JPe/TIC/Coaches</p> <p>JPe/RSt</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> <p>Recognise success and achievement at assemblies, social media, Newsletters, Sport prize giving.</p>	

STUDENT ACHIEVEMENT – SPECIFIC TARGETS 2022



Achievement Targets 2022

- 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 Māori 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 Māori and Pasifika students.
- To encourage students to sit a greater proportion of external assessments.

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 those 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.

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.
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* 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 of 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