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St. Francis School
Mackay Street, Thames

2024-26 Charter and Strategic Plan
Including 2024 Annual Plan

Vision:
Learning to Love - Loving to Learn.
ako ki te aroha, te aroha ki te ako

Mission:
A catholic faith community committed to quality learning.



Gospel Values - School Values

Our School Values come from the Gospel and help us to live our faith through our words and actions.



Love *Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.'* Matthew 22:37

- We Love God with all our mind, body and souls.
- We put the needs of others before our own.
- We forgive others that have done us harm.
- We love and care for God's creation.

Social Justice Teaching: HUMAN DIGNITY | TE MANA I TE TANGATA - We are beautifully made in the image and likeness of God.

PREFERENTIAL OPTION FOR THE POOR AND VULNERABLE | HE WHAKAARO NUI MO TE HUNGA RAWAKORE - The needs of the poor and vulnerable should be put first

Faith *"For nothing will be impossible with God." — Luke 1:37*

- We give everything a go and persevere when things are hard.
- We learn about God and His word.
- We live our faith through Prayer and sacraments.
- We share our faith in God with others.

SOLIDARITY | WHAKAWHANAUNGATANGA

God created us as one global family called to support our brothers and sisters.

PROMOTION OF PEACE | TE WHAKATAIRANGA I TE RANGIMARIE

We can be God's instruments of peace through seeking justice

Respect *'Just as you did it to one of the least of these, you did it to me' . Matthew 25:40*

- We are all made in God's image and His love.
- We actively listen to others and show empathy.
- We use our manners at all times.
- We are grateful for the blessings in our life.

COMMON GOOD | HE PAINGA MA TE KATOA - We are called to work for the good of each and of all.

PARTICIPATION | NAU TE ROUROU, NAKU TE ROUROU - We all have the right and duty to participate fully in society

STEWARDSHIP | KAITIAKITANGA - We are kaitiaki of God's creation, living sustainably and enhancing the well-being of our planet.

Truth *Jesus answered, 'I am the way and the truth and the life. No one comes to the Father except through me. John' 14:6*

- We know the difference between right and wrong.
- We follow in Jesus footsteps to live in truth.
- We show honesty and integrity in our words and actions.
- We act and play with humility and grace.

SUBSIDIARITY | MANA WHAKAHAERE - We are called to empower communities, to let everyone have a say.

DISTRIBUTIVE JUSTICE | TE TIKA KA TOHAINA - Everyone should have access to their fair share of resources.

Principles

Foundations for Curriculum decision making.

The St. Francis school curriculum is based on the following principles.



Integrated Faith Learning

- The curriculum will be centred on the foundation that Christ is the reason for our school and faith learning is woven into all aspects of school life.

Treaty of Waitangi

- The school curriculum will reflect the faith belief that the treaty is a covenant – a promise made to God, and so we are called to honour the intent of the Treaty.

Cultural Diversity

- The lives, traditions and stories of the various cultures and ethnicities of our school are celebrated and reflected in our practices and in our curriculum.

Inclusion

- Our curriculum will reflect our belief that all people are made in the image and likeness of God. It will allow ALL children to find success and celebrate the differing talents and strengths of our learners.

Equity in Learning

- We believe ALL children should find success in learning irrelevant of their background or learning needs.
- Learning contexts are relevant, meaningful and within reach of all children

Community Engagement

- The curriculum will have relevance to the children's lives and it will be enhanced by the inclusion of the wider community.

Coherence

- The curriculum will support children to see the interweaving of learning areas and themes leading them to make pathways to further learning.

Future Focus and Sustainable Community

- Children will be led to an understanding that the actions they take have an impact on society and our environment.

Effective Pedagogy requires that teachers are learners, continually reflecting on the impact of their teaching on their students learning.

Teachers understand that students learn most effectively when...

- . There is an understanding that all children are different and possess different skills and gifts.
- . Positive relationships are present between akonga, kaiako and whanau.
- . Positive behaviour management is used at all times and the dignity of all parties remain intact.
- . Learning opportunities are engaging, relevant and allow ALL akonga to succeed.
- . Students understand what they are learning and why they are learning it.
- . Children are able to integrate new learning with what they already understand.
- . They have the opportunity to engage with practice and transfer new learning across all curriculum areas.
- . 'E' learning will be used as a learning tool to supplement traditional ways of teaching when appropriate.
- . The learning opportunities provided are relevant, engaging and allow all children to experience success.
- . They recognise the potential for giftedness and provide opportunities for development.
- . When they feel emotionally and socially safe.



Growing a stronger faith and relationship with Christ through the Spirituality, Charism and history of St Francis of Assisi School, Thames



The particular charism and spirituality of our school covers almost 150 years of Catholic education in Thames.

- 9 years Franciscan spirituality – Providence of God/care for the earth and creation.
- 30 plus years Lay Spirituality – love of the church, respect, care and concern for Family.
- 37 years Mercy Spirituality care for the poor and those on the margins of society.
- 75 years Josephite Spirituality – education for all, particularly for the underprivileged.
- 5 years Dominican Spirituality Promotion of truth.
- 8 years Marist Spirituality -Living as a community, being missionary in outlook

How does it connect with our local area?

- The Coromandel area is known for its environmental awareness –a strong sense of being kaitiaki of our environment
- There is a ruggedness and determination to better conditions in the typical Thames persona. A care of the Earth / of all creation.
- Prior to the Education Act 1877 the people of Thames prized education as a right for their children, this was evident in the setting up of the three schools by Father Nivard as early as 1874.

We ensure that this continues to be nurtured by ...

- Conservation and environmental awareness integrated into our curriculum. Green Gold Enviro-school status – we are living our school charism through protecting and cultivating our local environment towards sustainable living
- Involvement in the community- following the tradition established by Father Nivard who was one of the founders and the first Secretary of the Thames Hospital – Lay charism. Evangelization – Encouraging Baptism and whanau to join RCIA, non-preference children/ families becoming Catholic.
- Justice – strength of the Sisters of St Joseph, settling of differences, emphasis on working towards a just solution in particular for the rights of children and families and the poor and marginalized. Food collections for local Thames Baptist food bank
- Environmental sustainability is part of all our decisions and everything we do.

Our Special Character



The strengths and successes of St Francis School attributable to its special character are ...

Expectation of excellence in all endeavours- academic, sporting and cultural

Positive and meaningful relationships with children and whanau.

The high standard of the behaviour of our children reflecting our school and Gospel Values.

A Family/whānau culture within the school

2017 Awarded the Green- Gold Enviro-School Status.

That all gifts are valued.

Parents/Caregivers and Parish support and contribute to our school's special character by ...

Parents/Caregivers and parishioners attend School Masses and Liturgies

Education seen as a partnership between school and parents/caregivers – interviews, classroom assistance, school trips.

Support for RE programme from parents

Parents/Caregivers concern and care for each other

Parents/Caregivers willing to undertake roles within the school BOT, Prop Reps, PTA

... The staff ensures that this special character is integrated into the whole curriculum and is a valued part of life at St Francis....

An aspect of the Special Character of the school underpins the 'big idea' or theme and permeates all other curricula topics for the year.

Class prayer, Assembly and Liturgies, grace before meals are an integral part of the school day – a part of who we are and the culture of the school!

Celebration of special feast and Holy days that connect with our school. Whanau included in celebrations

Interaction with other adults and students based on the knowledge we are each precious in the sight of God and made in His image,

Positive behaviour management with an emphasis on our school values. A focus on reconciliation and restoring of mana when . The human dignity of all remain in tact.

Staff support and promote the sacramental programme

School Whanau groups system – Chanel, Pompallier, MacKillop, Nivard, Children all belong to one of our whanau groups.

St Francis Strategic and Annual Implementation, 2024-25.

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

This Strategic plan has been created to ensure St Francis School continues to offer the best possible education for our children and community. The goals in this plan reflect and have been prioritised using the following elements:

- Student achievement data across the school.
- Staff, Parent, whanau, Parish and community voice.
- Alignment with our Education Review office goals and Profile report and Catholic review goals.
- The rolling out of the refreshed NZ Curriculum as well as the new Catholic Curriculum – Te whakapono.



Strategic Aim	Link to NELP's	How will we achieve these goals?	Measure of Success
Strategic Goal 1 – Special Character: Christ, His teachings and our Catholic faith are woven in to all aspects of school life.			
<p>a. Religious Education and living our Faith: R.E achievement objectives, Gospel Values, Catholic Social Teaching and our Charism are weaved through all learning areas bringing us to a closer relationship with Jesus Christ</p> <p>b. Worship, Evangelisation and Catholic Community: True evangelization and sense of community through meaningful relationships, Christian witness and encounter giving students solid foundations for their faith journey.</p>	N/A	<p>-Staff have access to quality Religious Education professional development particularly around the new curriculum.</p> <p>-Implement Level 1 of the new Religious Education curriculum. Start to integrate aspects of the new curriculum into Levels 2,3 and 4.</p>	<p>The New curriculum – Te whaka pono is being effectively implemented and integrated across the curriculum.</p> <p>Active participation and service in our Parish. Students, past and present, are active in Youth group/Church and community Service.</p>
Strategic Goal 2: The highest quality Teaching and learning of a rich and relevant curriculum where all children find success in a nurturing learning environment.			
<p>a. Teaching, learning and raising Student achievement and Curriculum Raise achievement levels in all curriculum areas with an emphasis on increasing Math's achievement levels to match those in Literacy.</p> <p>b. Learners in need acceleration are identified and measures put in place to ensure these children make accelerated progress..</p> <p>a. Well Being and Learning support: Ensure ALL children are supported to succeed in learning in a safe and nurturing environment.</p>	<p><i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p> <p><i>4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</i></p> <p><i>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</i></p> <p>.</p>	<p><i>Use social grouping rather than ability based grouping</i></p> <p><i>Explicit teaching of communication skills</i></p> <p><i>Math's Professional development is targeted to accelerate math's achievement and strengthen Math's teaching</i></p> <p><i>Ensure effective learning support for students with special learning needs.</i></p>	<p>-Maths achievement levels increase to be in line with those of Literacy.</p> <p>-Students voice shows greater engagement and confidence in children's perception of Maths.</p> <p>-Planning and Teaching are done in a collaborative way and in response to the learning needs of ākonga.</p>
Strategic Goal 3 – Learning Community – Working in partnership to provide the best possible learning outcomes for our children and community.			
<p>a. Whanau and ākonga understand what they are learning, how they can help at home.</p> <p>b. Whanau have a sense of belonging, Our cultural diversity is acknowledged and celebrated. Connect To our local community and environment.</p>	<p><i>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</i></p>	<p>Regularly meet with whanau and effectively communicate learning progress and needs.</p> <p>Consistently seek voice from whanau and include whanau as much as possible in the life of our school.</p>	<p>-Whanau are clear on what their children are learning and how they can help at Home</p> <p>.</p> <p>-Our diversity of cultures are celebrated and whanau voice shapes school decisions.</p>

Strategic Goal

The highest quality Teaching and learning of a rich and relevant curriculum enabling all students to enjoy success in a nurturing learning Catholic environment.

Regulation 9(1)(a)

Annual Target/Goal:

Teaching, learning and raising Student achievement and Curriculum Raise achievement levels in all curriculum areas with an emphasis on increasing Math's achievement levels to match those in Literacy.

Well Being and Learning support: Ensure ALL children are supported to succeed in learning in a safe and nurturing environment.

What do we expect to see by the end of the year?

Improved Math's teaching and learning resulting in Improved Math's Achievement, engagement and enjoyment.

Regulation 9(1)(d)

Actions Detail the key actions you'll take this year to reach your annual target listed above	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Undertake Quality Professional Development in Mathematics including shared planning, shared lessons and reflections with PLD provider.	Principal, Teachers, PD providers	Regionally funded PLD of 30 hours.	Prior to school as well as a targeted approach in Term 2 and 3	Improved Maths achievement across the school when end of Year OTJ's are made.
Collaborative reflections and discussions of across teachers and Year levels.	Principal Teachers	Time dedicated to Professional development staff meetings	Throughout the year	Teacher end of Year reflection on how Math's teaching, learning and engagement has improved
Use quality formative assessment to inform teaching and learning while prioritising 1 hour a day of Maths, Reading and Writing.	Principal, Teachers, PD providers	Time dedicated to Professional development staff meetings	Regular check ins on timetabling to ensure Math's in given priority	Less reliance on summative assessment. Growth in teachers ability to formally assess students to inform planning and teaching. Increased confidence in teachers ability to cater for different learning needs.

Te Tiriti o Waitangi and the unique position of Maori in Aoteroa New Zealand		Long Term goals
Annual Actions:		
<p>NELP: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Tikanga Māori, mātauranga Māori and te ao Māori are present in plans, policies and procedures.</p> <p>Our Maori/Catholic History is known, celebrated and understood by our staff and students</p> <p>Incorporating Te reo and tikanga Māori.</p> <p>Ensuring equitable outcomes for Māori students.</p>	<ul style="list-style-type: none"> -Kapa Haka group to build capacity and capability to perform regularly. -School and community Celebration of Matariki through Art, waiata, and more. -Connections with local Iwi through our Kahui ako and whanau. -Continue to Invest in personnel to support the delivery of Te reo and tikanga Maori for all classes. -All children and staff learn to recite their pepeha. School speeches all start with individual Pepeha. -New school Values and Vision are known in te reo. -Te reo curriculum delivered at a progressively higher curriculum level each year. -Staff professional Development in Te reo. -Staff receive PD on Te Tiriti with an emphasis on their principles and how they inform our school -Te reo used in All Assemblies, Liturgy and Masses. -Close Tracking of Maori student Data in all learning areas. -School invests extra support in identified cohort of Maori students. -Consultation meeting and involvement of Maori whanau. 	<p>Established Kapa Haka group with ability to take part in festivals</p> <p>Regular Powhiti/Whakatau practiced to welcome manuhiri/ new whanau to our school.</p> <p>Strong relationships with all of our Maori whanau.</p>
		<p>Te reo Curriculum taught at chronological curriculum Level.</p> <p>School song and values performed in Te reo.</p> <p>All staff have the confidence to regularly integrate te reo language each day</p> <p>Established relationship with local Iwi.</p> <p>All children learning Te reo at their chronological curriculum level.</p> <p>Maori student achievement is at least on Par with overall achievement in all learning areas.</p>

Property, Finance and Personnel		
	2024	2024/2025
<p>Property</p> <p>Health and Safety</p> <p>Recreation areas.</p>	<p>Investigate options for paint/Turf on the ground below Canopy</p> <p>Ensure all evacuation and emergency procedures are regularly practiced and First Aid Certs are up to date.</p> <p>Update Cyclical Maintenance Plan with BOT.</p>	<p>Stage built in Central courtyard with Power outlets.</p> <p>Look at potential of joining Library with Room 2.</p>
<p>Finance</p> <p>Roll</p>	<p>Maintain a sufficient Roll to ensure 4 classrooms operating with small amount of BOT funding.</p> <p>Maintain a small percentage of Non preference students through promotion and preparation for Sacramental programs.</p>	<p>Established Fundraising events each year.</p> <p>Stable Roll in the 80s</p>
<p>Personnel Responsibilities</p> <p>Professional Development.</p>	<p>Professional development in place for the implementation of the new R.E curriculum over the next two years.</p> <p>Offer Professional Development on the Refreshed Curriculum.</p>	<p>Aim to have the DRS role occupied by a teacher.</p>

St Francis School Learning Targets for 2024

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2024 Targets:

- For ALL children to experience at least one Years learning progress an all curriculum areas.
- Improve Math's achievement across the school to be in line with Literacy.



Actions to achieve target.

- Identify the individual needs of target children and inquire into ways to accelerate learning progress in Mathematics. (This is linked to teacher growth cycles).
- Take part in 30 hours of Maths professional development with a focus on improving student engagement in Maths as well as improved teaching and learning.
- Take part in the ALIM Maths program with a lead teacher who promotes and models good practice across the school.
- Ensure formative and summative assessment shapes learning programmes and experiences with an emphasis on reviewing Maths assessment practices.
- The progress of children below expected curriculum expectation is closely monitored and appropriate learning support is implemented.
- Promote shared practice at staff meetings.
- Each class teacher to implement responsive and engaging learning programmes to ensure all the needs of all learners are met

School Operations, Governance and Management

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Curriculum

Key documents that support the St Francis School Charter relating to curriculum include:

- New Zealand Curriculum Framework
- Religious Education Bridging Document and new Curriculum.
- Curriculum policies and implementation plans
- Planning and assessment documents include achievement expectations, assessment map, timetable and plan, RE plan for year, Big Idea focus for the year and Term.
- Individual Student clear files, RE Profiles, Reading profiles, standardised test summaries
- Curriculum and associated policies
- Strategic plan and annual plan.
- Catholic Education of School age Children document.

People

Key Documents that support the St Francis School charter relating to people.

- Job Descriptions
- Performance Agreements
- Staff Growth cycles
- School Parent Handbook
- Staff Professional Development programme
- Roles and responsibilities
- Accident and Medicine Registers
- Personnel and Curriculum Policies
- Strategic Plan
- Annual Plan
- Board of Trustees job descriptions and responsibilities
- Police Vetting
- E-learning – devices parental consent
- Visitors Book

School Operations, Governance and Management

Finances

Key documents that support the St Francis School charter relating to finances include:

- Annual Budget
- 10 year property plan
- SUE Reports
- Assets Register
- Auditor report
- Associated Policies and Procedures
- Strategic plan
- Annual Plans

Property

Key documents that support the St Francis School charter relating to property include:

- 10 Year property plan
- Maintenance Schedule
- Hazards register
- Health and Safety Register
- Evacuation procedures
- Insurance
- Associated Policies
- Strategic Plan
- Annual Plan

Health and Safety

Key documents that support the St Francis School charter relating to health and safety include:

- Strategic plan
- Annual plan
- Hazards register
- Health and Safety register
- Maintenance Schedule
- Evacuation procedures
- Associated Policies

Year 8 Leaver's Profile

They will show...

- Love by accepting and celebrating differences.
- respect for each other and the environment through their words and actions.
- kindness and fairness in their relationships and gratitude for all they have.
- generosity by reaching out to those less fortunate.
- empathy to everyone they meet.
- resilience to deal with difficult situations.
- perseverance when things are difficult
- A love of learning in all aspects of their lives.

Our St Francis School Year 8 students will have

- A love of God, secure in the knowledge that they are loved unconditionally and part of God's plan for them.
- A love and appreciation of learning and how it never stops.
- A strong sense of self and the ability to discern and act on what is right.
- A developing knowledge and commitment to the beliefs and practices of their faith
- An attitude of service and love for others grounded in the principles of Catholic Social teaching.

