

School Charter

Strategic Plan

2015-2018

Annual plan

2017

(3018)

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| Board of Trustees Endorsement |  |
| Leadership Team Endorsement |  |
| Submission Date to Ministry of Education |  |

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| Mission Statement | Creating a Christ Centred Learning Community |
| Vision | To be a school community where parents and whanau are actively engaged in their child’s learning journey. A place where every member of the community strives for excellence as is God’s will for us all. |
| Values | Respect:  In our school community we understand that each of is a unique creation made in the image and likeness of God. Each of us is lovable, capable and valuable.  Integrity:  In our community we will act with, honesty, responsibility and be accountable and ethical in accordance with the model of Jesus.  Compassion:  In our community we choose to stand on the side of those who are most at risk of being hurt. We commit to being helpful and showing that we truly care. Compassion moves us beyond just “feeling” the pain of another, it moves us to action.  Service:  In our community we are called to serve one another, humbly and unselfishly. Jesus gave us an example when he washed the feet of his disciples (Jn. 13:4-17). We are called to serve the poor and the powerless. |
| Principles | Our special character underpins all we do at St Claudine’s  A well trained and proactive BOT prepares for success within the school.  Staff are committed to professional learning, collaboration and reflective practices  Effective and shared leadership enables us to achieve our desired success.  Excellence in achievement is the responsibility of the whole school and decisions are always evidence driven.  Maori students achieve success as Maori  Pasifika students achieve success as Pasifika.  Community Partnerships are vital to the success of our school and the fostering of these will ensure a greater level of success. |

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| Strategic Section | | |  |
| **Strategic Goals** | | **Core Strategies for Achieving Goals**  **2015-2018** | **BOT** |
| 1 | **Special Character**  The school reflects the special character of the school and enjoys a positive relationship with the parish | Maintain a positive working relationship with St Patrick’s Stewardship team  Undertake regular review of aspects of special Character ( RE Curriculum, Statutory requirements, Spiritual Dimension, Pastoral Care)  Engage with the Parish through shared liturgy.  Ensure Special Character is evident in the school.  Explore opportunities for Youth Leadership  Develop a school Service and outreach (Young Vinnies) | Liz Tanoai  Amy Kamo |
| 2 | **Excellence in Achievement**  The school continues to provide programmes and opportunities that enhance achievement and excellence. | Provide opportunities for every student to achieve to their potential.  Provide opportunities for students to plan their learning journey with support  Provide opportunities for students to review their achievement.  Continue to ensure all students are able to access the curriculum as evidenced by achievement in relation to the National Standards.  Continue to gather relevant data to ensure students at risk of not achieving, gifted and talented and those with special needs are catered for. | Sue Jury  Jamie Casley |
| 3 | **Professional Practice**  Professional learning will be self-directed ensuring personal ownership of professional practice and development. | Provide opportunities for staff to participate in a Professional Learning Community.  Provide opportunities for teachers to participate in self-directed learning  Develop structures to monitor self-directed learning and evaluate improvements in pedagogy  Continue to develop digital Professional Learning Portfolios and regularly review implementation.  Continue to provide relevant research to grow teacher knowledge.  Continue to provide Teacher Collaborative Time (TCT) – (Cobb 2011) | Sue Jury  Jamie Casley |
| 4 | **Community and Governance**  The BOT provides effective governance and promotes an open and active partnership with parents and the wider community. | Ensure website is current in terms of BOT activities and communication  Identify training needs and provide opportunities for all BOT members to upskill  Actively participate in the Wainuiomata CoL (Community of Learning)  Develop a plan for consultation for renewal of Charter  Review BOT governance policies Triennially to reflect best practice  Develop plans for succession  Engage more fully with community groups  Communicate vision and regularly update progress towards goals  Undertake BOT self-review twice a year | Victoria Seupule Mose  Karen Kirkland  Jo Fenika |
| 5 | **Physical Environment**  The physical environment will meet the changing needs of the community | Continue to future proof the school in terms of digital technology and furniture  Work with parish with aim to reopening the Hall  Ensure all Health and Safety practices are followed  Work with ADW in regard to safety of buildings  Continue to consult with parents regarding outdoor developments  Ensure all students regardless of ability can access recreational activities  Ensure all current playground equipment is of a safe standard | Sarah Ricketts  Mike Fryer |
| 6 | **Cultural Diversity**  The school is rich in diversity and offers a wide range of celebrations to culturally locate all students. | Ensure all cultures are celebrated being mindful of dominant groups  Acknowledge culturally diverse festivals  Ensure the school displays cross cultural icons  Display a willingness to use divers languages  Connect with culturally diverse community groups – Waipesi, Marae, SriLankan, Filipino, NZE | Keri Brown  Tony Harrington |

Annual Plan 2017

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| Strategic Goal One | Actions | Personnel | Timeframe/Resources | Evaluation |
| Special Character | Ensure there is a Bot/ School rep on the St Patrick’s Community Stewardship team  Explore the possibility of sharing Mass with the St Patrick’s community  Undertake a self-review -2017  Statutory requirements  Liaise with St Patrick’s St Vincent de Paul society to develop a young Vinnies programme at school.  Continue to develop Parish inter-school activities  Develop protocols for parish – school relationship and communication | BOT- Amy Kamo  School – Lusia Nikolao  Parish/ Sue/ Lusia  Principal/ DRS/ BOT/ CSES  Principal  DRS  BOT Rep- Liz  Principal  DRS  Team Leader  Principal  Parish Priest  DRS | Term 1  Term 1  Term 1 and 2  Term 1 and ongoing  Ongoing  Term 1 |  |
| The school reflects the special character of the school and enjoys a positive relationship with the parish |

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| Strategic Goal Two | Actions | Personnel | Timeframe/Resources | Evaluation |
| Excellence in achievement | Create targets for achievement.  Identify all students not achieving and those at risk of not achieving.  Provision of Intervention programmes.  Identify ESOL students and update records.  Celebrate academic achievement.  Extend assessment framework to include:  Science Years 7/8  Grammar Years 4-8  Continue to provide PD to support achievement of targets.  Continue to provide PD in self-directed Learning and formative assessment and feedback/ feedforward.  Identify targets for CoL and undertake strategies to address gaps in achievement | Whanau Groups  Whanau Groups  Sue/ Wendy  Sue  All  Leadership team  Sue  Sue  Leadership Team | Term 1  Term 1  On going  Term 1 and 3  Termly  Term 1 and 3  Ongoing  Ongoing  Ongoing |  |
| The school continues to provide programmes and opportunities that enhance achievement and excellence |

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| Strategic Goal Three | Actions | Personnel | Timeframe/Resources | Evaluation |
| Professional Practice | * Induct new staff * Continue to develop School wide Professional learning community * Digital Portfolios. * Share portfolios with teaching staff. * Develop protocols for use of portfolios both as development and appraisal. * Develop weekly reflection sheets for regular evaluation of teaching * Continue to provide TCT (Teacher collaborative Time) * Meet with every teacher each term to discuss goals, learning, TCT, PTC. * Create greater opportunities for peer observation and feedback. * Provide PCT release and support for beginning teachers. | Sue  Sue  Sue/ Digital leadership team  Sue/ Digital Leadership team  Google Docs  Sue  Sue  Sue  Sue/ Whanau Leaders | Term 1  Ongoing  Term 1  Term 2  Term 1  Ongoing  Ongoing  Termly  Ongoing  Ongoing |  |
| Professional learning will be self-directed ensuring personal ownership of professional practice and development. |

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| Strategic Goal Four | Actions | Personnel | Timeframe/Resources | Evaluation |
| Community and Governance | Participate in all CoL activities- ensuring all BOT members and community members are aware of new developments  Update school website with BoT member profiles  Survey parents/ school community on  Engagement  Communication with BoT  Regularly publish BoT news to website (or other identified means) to keep community updated  Identify training needs and provide opportunities for upskilling  Develop a needs assessment schedule and undertake Board review  Regularly review policies and per the review timetable  Fulfil all statutory requirements both Crown and Integration Act  Develop and implement a plan for community consultation on Charter 2018-2020 | BoT/ Principal/ Leadership Team  Digital leadership Team  BoT Representatives  BoT Representatives  BoT Chairperson  BoT Chairperson  BoT  BoT  BoT | Ongoing  Term 1  Term 2  Ongoing  Term 1  Term 1  Ongoing  March- Ongoing  By Term 3 |  |
| The BOT provides effective governance and promotes an open and active partnership with parents and the wider community. |

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| Strategic Goal Five | Actions | Personnel | Timeframe/Resources | Evaluation |
| Physical Environment | Survey parents and students to see what changes, if any they would like to see in the playground and accessibility issues  Work with ADW in regards to safety of buildings especially Hinau Block  Maintain communication with parish with aim to reopening parish hall  Purchase new furniture for Hinau whanau  Ensure students years 5-8 have 1:1 Chromebooks and year 4 1:2  Design a monthly audit schedule for caretaker to ensure safety of existing playground equipment  Conduct a review of all current maintenance contracts; heating, plumbing, electrical, cleaning, security, locksmiths  Survey staff to ascertain areas of physical environment needing fixing or improving.  Change taps in student bathrooms  Change locks for staff toilets (possibly others) review locks with a view to ensure future proofing.  Work with Funding Connection to assist with grant applications  Prioritise areas for fund applications;  Netball posts  Container for bike storage  Limestone for bike track  Improvements in playground  Guitars  Sound system  Develop Rata whanau outdoor playscape/ discovery learning area. | BoT  Sue  Amy – BoT Representatives  Sue/ Bursar  Digital Leadership team/ Sue  Health and Safety Team/ Sue  Sue/ Bursar  Sue  Sue/ Bursar  Sue Bursar  BoT- Sarah/ Mike /Sue  Sue/ Sarah/ Mike  Sue | Term 2-3  March- April  Ongoing  Term 2  Years 5-8 Term 1  Year 4 Term 2  Term 1  By Term 4  Term 1  Term 2  Term 1- March  March  By end Term 1 |  |
| The physical environment will meet the changing needs of the community |

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| Strategic Goal Six | Actions | Personnel | Timeframe/Resources | Evaluation |
| Cultural Diversity | Facilitate a Parents forum to explore cross cultural diversity within the school  Prior to Forum provide parents with focus questions:  What are the important cultural and religious celebration within your culture?  What are the responsibilities of children in your family?  What are your expectations for your children?  Identify key festivals and celebrations of cultural groups within the school. Create a festivals calendar.  Identify icons through parent forum. Each whanau to adopt one icon dependent on values/attributes that compliment values of whanau.  Invite role models of various cultures to speak to and work with students.  Ensure major communications about school events and celebrates acknowledges diverse language.  Celebrate language week of all major cultural groups.  Make connections with wider community groups including:  Waipesi, Wainuiomata Marae,  Lions, Rotary, St Vincent de Paul and local government figures- Mayor and MPs. | Cultural leadership team and BoT representatives  Cultural leadership team and BoT representatives  Cultural Leadership team  Cultural leadership team/ Principal/ Whanau leaders  Whanau Leaders  Principal/ BoT  Whanau Leaders/ Cultural Leadership Team  Principal/ BoT/ Whanau Leaders | Term 1  End Term 1  Term 2  Ongoing  Ongoing  Ongoing  Term 2 |  |
| The school is rich in diversity and offers a wide range of celebrations to culturally locate all students. |

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| Strategic Goal: Excellence in Achievement- The school continues to provide programmes and opportunities that enhance achievement and excellence | | | | | | |
| Annual Aims: To ensure every student is able to access the curriculum as evidenced by their achievement in relation to the expectations.  (National Standards) | | | | | | |
| Baseline Data:  (15/34) students at the end of their first year achieved at expectation in reading. | | | | | | |
| Targets: - To increase the number (15/34) 44.1% of students at the end of their second year of school who are achieving at expectation in  relation to the National Standards in reading. | | | | | | |
| Actions | | Responsibility | | Budget | | Timeframe |
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| Annual Aims: To ensure every student is able to access the curriculum as evidenced by their achievement in relation to the expectations.  (National Standards) | | | | | | |
| Baseline Data: 14/35 – 40% of Year Two students achieved below expectation in writing  6/27-22% of Year Three students achieved below expectation in writing | | | | | | |
| Targets: - To increase the number (21/35) /percentage (60%) of students in Year 3 and (21/27)/77% of students in Year 4 who are achieving at expectation in relation to the National Standard in writing | | | | | | |
| Actions | Responsibility | | Budget | | Timeframe | |
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| Annual Aims: To ensure every student is able to access the curriculum as evidenced by their achievement in relation to the expectations.  (National Standards) | | | |
| Baseline Data:  2016- (6/27) 22% of students at Year 4 and (6/32) 19% of students at Year 5 did not achieve at expectation in relation to the National Standard in writing. Of the Year 4 Students – 8 were boys and 4 were girls. In this group of students there are 4 students with identified special needs. 4 Boys are Maori, 2 NZE 2 Pasifika. | | | |
| Targets: - To increase the number (23/35) /percentage (65%) of students in Year 5 and to increase the number (26/32) 81% of students in Year 6 who are achieving at expectation in relation to the National Standard in writing | | | |
| Actions | Responsibility | Budget | Timeframe |
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| Annual Aims: To ensure every student is able to access the curriculum as evidenced by their achievement in relation to the expectations.  (National Standards) | | | |
| Baseline Data:  2016 – (12/43) 27% of students in Year 7 did not meet expectation in relation to the National Standard in Maths | | | |
| Targets: - To increase the number (31/43) /percentage (72%) of students in Year 8 who are achieving at expectation in relation to the National Standard in Maths | | | |
| Actions | Responsibility | Budget | Timeframe |
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