



# St Michael's Catholic School Charter 2011



*“Be it known to all that enter here that Christ is the reason for this school. Christ is the unseen but ever present teacher in its classes, and the model and inspiration for children parents and teachers”*

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# St Michael's Catholic School Charter 2011

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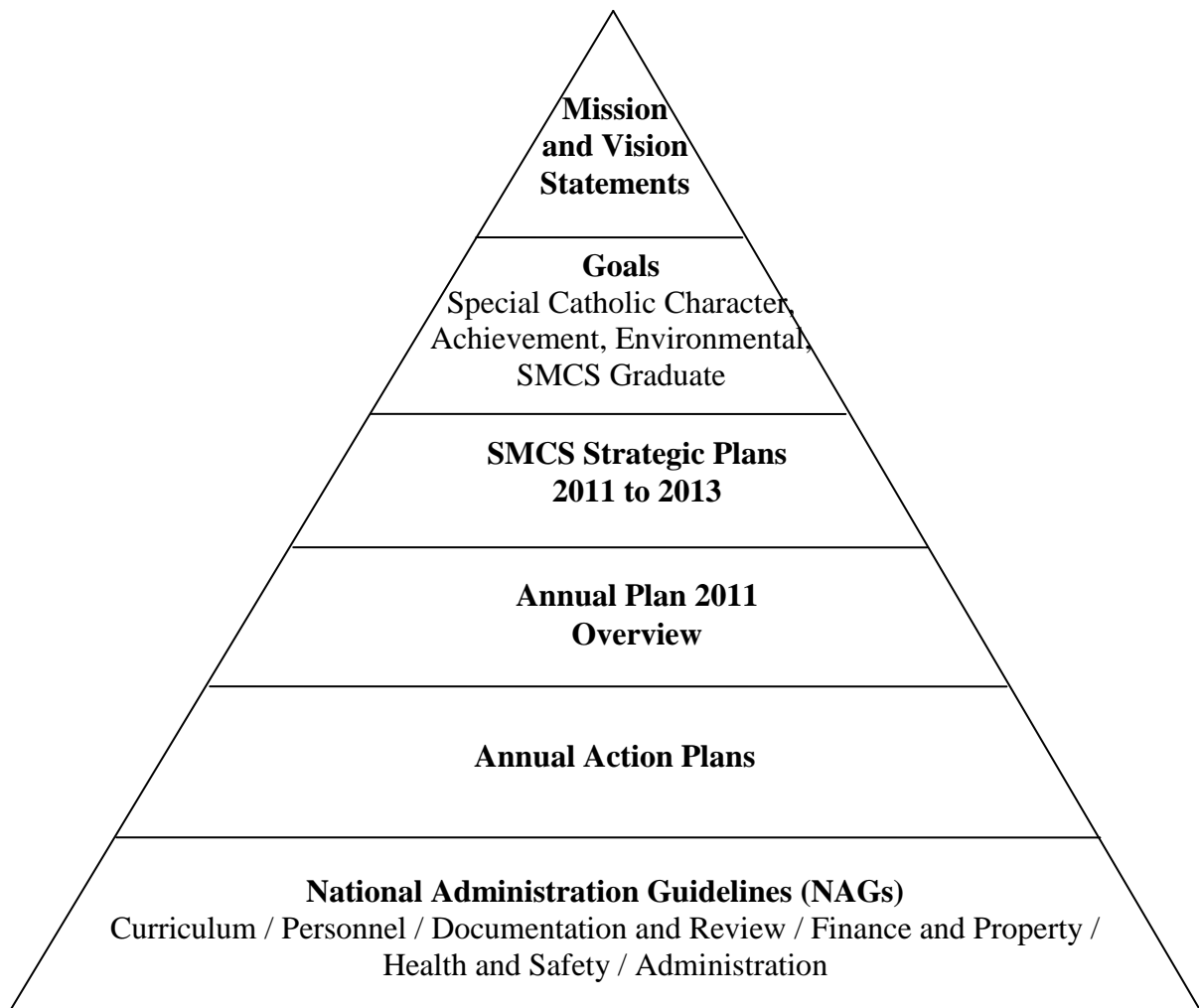
## Charter Overview

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### Introduction

The following diagram sets out St Michael's Catholic School Charter framework. Each tier of the pyramid should flow in logical sequence to the next tier and all information should relate back to the Mission and Vision statements, the three goals: Special Catholic Character, Achievement and Environmental, and the development of the St Michael's School Graduate.

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# St Michael's Catholic School Charter 2011

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## Mission Statement

***“Be it known to all that enter here that Christ is the reason for this school. Christ is the unseen but ever present teacher in its classes, and the model and inspiration for children parents and teachers”***

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## Vision

**Vision**                      **St Michael's is a Catholic School, where all are committed to creating a loving, caring and joy-filled environment which is inspired by Jesus Christ. St Michael's is a place where all children are challenged both academically and spiritually, and encouraged to achieve to their full potential in all areas of life.**

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## Goals

### a) Special Catholic Character Goals

### b) Achievement Goals

### c) Environmental Goals

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|--|--|
| <b>a) Special Catholic Character Goals</b> | <ul style="list-style-type: none"> <li>• To develop in each child a knowledge, understanding and respect for the Catholic faith and a love of Jesus</li> <li>• To know about the Josephite Charism through Mary Mackillop and how this can positively impact our daily actions</li> <li>• Pastoral care shaped by the Catholic character of the school is fostered amongst children and the wider school and Parish community</li> <li>• To live our Catholic faith</li> </ul> |
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|-----------------------------|--|
| <b>b) Achievement Goals</b> | <ul style="list-style-type: none"> <li>• To give effect to the New Zealand Curriculum, by embedding and sustaining effective teaching practices</li> <li>• Use National Standards across the curriculum to ensure our children are attaining and exceeding targets</li> <li>• To have in place effective data collection, analysis and measurement systems to accurately monitor performance against targets</li> <li>• To raise levels of achievement of Maori and Pasifika students who are underperforming in literacy and numeracy</li> <li>• In conjunction with our core curriculum, provide resources and teaching programmes that encompass gifted and talented, sports, special needs, cultural and religious education</li> <li>• To effectively integrate ICT into regular, daily practice</li> </ul> |
|-----------------------------|--|
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- c) **Environmental Goals**
- The BOT will effectively govern SMCS
  - To create, sustain and develop an environment, both physical and emotional, that is conducive to learning
  - To recruit, develop and retain the highest quality personnel both teaching and support
  - To prepare children for their next stage of learning in an environment that encourages high standards of achievement and a love of learning
  - An environment where everyone in our School community feels safe and is aware of their rights and responsibilities
  - To continually move forward, through innovation, creativity and endeavour
- 

## Values

- a) **Mary MacKillop Values**
- As a school founded by the Sisters of St Joseph under the leadership of Mary MacKillop, we are called to follow her values:
- Make Room for All
  - Listen to God's Call
  - Do Your Bit
  - An Attitude of Gratitude

- b) **Curriculum Values**
- New Zealand Curriculum values to be encouraged, modelled and explored are:
- Excellence
  - Innovation, inquiry and curiosity
  - Diversity
  - Equity
  - Community and participation
  - Ecological sustainability
  - Integrity and
  - Respect
- 

## Outcomes:

**The St Michael's Graduate**

Self confident  
Mature  
Christ Like  
Student

The St Michael's Catholic School Graduate:

**G**race  
**R**espect  
**A**we  
**D**rive  
Using gifts and talents  
Academic knowledge  
Taking Action  
Enthusiasm

- Live in Mary MacKillop's way
  - Be Christ-like to others
  - Be faith-filled, inspired by Jesus Christ to live by the values of the gospel
  - Achieve to their full potential in all areas of life
  - Be an independent, confident, life long learner
-

## St Michael's Uniqueness & Cultural Diversity

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### Areas that make our School Unique

The following areas make our school unique and are important to the community:

- Catholic Character
- Josephite Charism
- Knowledge of Mary MacKillop's story
- Strong Parish/school relationships – Masses, meditation, sacramental programme
- Home/school partnerships – strong parental support, pastoral care systems, food banks, outreach to families in need (PTA)

### New Zealand's Cultural Diversity

Our school shall reflect New Zealand's cultural diversity. St Michael's children are encouraged to value differences in each other by:

- Celebrating cultural days
- Participating in school exchanges with multi cultural schools
- By experiencing integration Te Reo and Tikanga Maori whenever appropriate in class programmes

The school comprises NZ European 77%, Maori 3%, Pasifika 4%, Asian 10%, other 6%.

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## Maori Dimension

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<b>Maori Culture</b>	The unique position of the Maori culture has been discussed. From our meetings, Maori parents have identified their children’s desire for identity – their place in the world, sense of belonging and connection, integration, understanding and acceptance. Maori spirituality is an integral part of our Religious Education programme.
<b>Steps to Incorporate Tikanga Maori</b>	<p>St Michael’s takes the following steps to incorporate Tikanga Maori (Maori culture and protocol) into the school’s curriculum:</p> <ul style="list-style-type: none"> <li>• Fully integrating Tikanga Maori and Te Reo into all classroom practices</li> <li>• Fully integrating Tikanga Maori in to the Religious Education programme including prayer, liturgies, Masses etc</li> <li>• Including Tikanga Maori in whole school and syndicate assemblies</li> <li>• Involving parents and children in cultural activities – haka, songs, literature</li> <li>• Producing art that represents Maori myths, legends and culture</li> </ul>
<b>Provision for Instruction in Te Reo Maori</b>	Parents of full time students who ask for instruction in Te Reo Maori will be referred to the St Michael’s Board of Trustees, who will discuss the application and respond to the request taking in to consideration current finances, personnel and property.
<b>Views and Concerns of the School’s Maori Community</b>	<p>The following step will be taken to discover the views and concerns of the school’s Maori communities:</p> <ul style="list-style-type: none"> <li>• Annual consultation with Maori parents with implementation where possible of requests</li> </ul>

# St Michael's Catholic School

## Strategic Plans 2011 to 2013

### Strategic Overview

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#### **Special Catholic Character**

- 1) To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum
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#### **Achievement**

- 2) To give effect to the New Zealand Curriculum
  - 3) Every child attending SMCS will make progress towards meeting and exceeding the National Standards in literacy and numeracy
  - 4) A broad range of assessment practices will be an integral part of all classroom programmes so as to improve the quality of curriculum delivery and student learning outcomes across the school
  - 5) To continue to raise levels of achievement of Maori and Pasifika students.
  - 6) To provide resources and teaching programmes that encompass gifted and talented.
  - 7) To effectively integrate ICT's into regular, daily practice
- 

#### **Environmental**

- 8) The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life
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## Special Catholic Character

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**Goal 1** To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum.

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<b>2011</b>	<b>2012</b>	<b>2013</b>
Meet the requirements of the Special Catholic Character National Review cycle – Catholic Community	Meet the requirements of the Special Catholic Character National Review cycle – Pastoral Care	Meet the requirements of the Special Catholic Character National Review cycle – Religious Education
Continue to ensure the Josephite Charism is explicit to all students	Continue to ensure the Josephite Charism is explicit to all students	Continue to ensure the Josephite Charism is explicit to all students
Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred	Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred	Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred

## Achievement

**Goal 2** To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practice

2011	2012	2012
Deepen an understanding of the 4 Mary MacKillop values, interweave with NZC values.	Review NZC development to date  Action development points from review	
Continue to develop an understanding of Key Competencies		
Continue to develop an understanding of the Principles of the NZC & ensure their inclusion in planning		
Focus on effective pedagogy- Teaching as Inquiry.		
Review curriculum planning procedure		

**Goal 3** Every child attending SMCS will make progress toward meeting and exceeding the National Standards in Literacy and Numeracy

2011	2012	2013
National Standards Implementation Stage 2	National Standards Implementation Stage 3	
Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary
Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards
Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards
Report to BOT on literacy and numeracy achievement against National Standards	Report to BOT on literacy and numeracy achievement against National Standards	
Students to identify own learning pathways	Students to continue to identify own learning pathways	Students to continue to identify own learning pathways
National Standards targets will be identified from 2010 data and included in this 2011 charter	Targets from 2011 will be reported to MOE	Targets from 2012 will be reported to MOE

**Goal 4** A broad range of assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

<b>2011</b>	<b>2012</b>	<b>2013</b>
Continue to effectively analyse data to support robust formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices
Continue to upskill with e-asTTle in the area of Maths. Upskill new staff with Reading	Continue to upskill with e-asTTle, use with another subject area	Review use of e-asTTle across the Senior School.
Review appropriate assessment tools & design an assessment overview including OTJ timeline.	Review appropriate assessment tools and take action where needed	Review appropriate assessment tools and take action where needed
Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices

**Goal 5** Raise level of achievement of Maori and Pasifika in literacy and numeracy

<b>2011</b>	<b>2012</b>	<b>2013</b>
Continue to raise Maori & Pasifika students progress & achievement All Maori & Pasifika students to be tracked by classroom teachers	Continue with 2011 plan	Continue with 2012 plan
Planning to incorporate Te Reo Appoint teacher in charge of Te Reo/Tikanga	Review and evaluate planning incorporating Te Reo – make changes where necessary	Review and evaluate planning incorporating Te Reo – make changes where necessary
Planning to incorporate aspects of Tikanga	Review and evaluate planning incorporating aspects of Tikanga – make changes where necessary	Review and evaluate planning incorporating aspects of Tikanga – make changes where necessary

**Goal 6** To provide resources and teaching programmes that encompass gifted and talented.

<b>2011</b>	<b>2012</b>	<b>2013</b>
Gifted and talented children will be catered for within the inquiry learning programme in classrooms	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary
Identified Gifted children withdrawn to meet their individual needs within an inquiry based learning environment—Enrichment.	Review G&T programme. Make changes based on review	Review G&T programme. Make changes based on review

**Goal 7** Teachers and students will effectively integrate ICT's into regular, daily classroom practices

<b>2011</b>	<b>2012</b>	<b>2013</b>
An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom
Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways
ICT's are to be incorporated into classroom programmes as a learning tool in the inquiry process	Review the use of ICT's in the classroom programme and implement any changes	Review the use of ICT's in the classroom programme and implement any changes

## Environmental

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**Goal 8** The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life

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<b>2011</b>	<b>2012</b>	<b>2013</b>
Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies
		BOT elections
BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members
Be a good employer	Be a good employer	Be a good employer
Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals
Develop student leadership	Develop student leadership	Develop student leadership

## Annual Plan 2011

### Special Catholic Character, Action Plan 2011

**2011 Strategic Direction 1**      Develop children's knowledge, understanding and respect for the Catholic Faith and a love of Jesus, enhanced through the Josephite Charism and the Religious Education Curriculum

<b>Specific Strategy:</b> <b>1.1 Meet the requirements of the Special Character national review cycle – Catholic Community</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
DRS Catholic Character Committee School Community	<ul style="list-style-type: none"> <li>• Implement findings of Community Dreaming evening through provocative propositions, so as to fulfil Catholic Community self review.</li> <li>• Interested small groups to initiate change around provocative propositions.</li> <li>• Results presented to BOT &amp; CSO</li> </ul>	

<b>Specific Strategy:</b> <b>1.2 Work with Religious Sisters and Parish Priest to strengthen resources and opportunities for students and staff to make the Josephite Charism more explicit</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
DRS Catholic Character Committee Religious Sisters Parish Priest Principal Staff Students	<ul style="list-style-type: none"> <li>• A shared vision and a set of values which emulate the NZC and reflect the Josephite Charism.</li> <li>• Children can articulate the story of Mary Mackillop, her values and how this impacts our vision and lives today</li> <li>• Deepen staff understanding of Charism of Mary MacKillop.</li> </ul>	

<b>Specific Strategy:</b> <b>1.3 To deepen our understanding and response to the various needs of our community through pastoral care and to become other centred</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
DRS Principal All stakeholders	<ul style="list-style-type: none"> <li>• Recognising and meeting the needs in our own community – refugee families, families in need, food bank drives, collections etc.</li> <li>• Focus on community and charities. Support Caritas, St Vincent de Paul, Monte Cecilia House, MacKillop Primary etc.</li> <li>• Visiting the elderly-, -rest homes, Xmas carol singing etc</li> </ul>	

**2011 Strategic Direction 2** To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practices

<b>Specific Strategy:</b>		
<b>2.1 Deepen the understanding of the four Mary MacKillop values.</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Staff	<ul style="list-style-type: none"> <li>• Use vision and values to inform school wide practice</li> <li>• Promote school vision to wider community</li> <li>• Display vision throughout school</li> <li>• Living Values Wall—4 Mary MacKillop values</li> <li>• School community can articulate vision and values, including student voice</li> <li>• Visible display of the school crest</li> <li>• SMCS graduate profile to be graphic</li> </ul>	

<b>Specific Strategy:</b>		
<b>2.2 Continue to develop an understanding of the Key Competencies</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Staff	<ul style="list-style-type: none"> <li>• Key Competencies will be reflected in teachers planning</li> <li>• Teacher and classroom conversations will reflect Key Competencies, students will self and peer assess using Key Competencies</li> <li>• Goals and rewards (Including principal certificates) will reflect Key Competencies</li> <li>• Students can articulate key competencies in all learning areas</li> </ul>	

<b>Specific Strategy:</b>		
<b>2.3 To continue to deepen an understanding that the Principles of the New Zealand Curriculum put students at the centre of teaching and learning</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Staff	<ul style="list-style-type: none"> <li>• Identification of how the principles work at SMCS</li> <li>• The Principles will underpin all school decision making</li> <li>• Teaching and planning will reflect the Principles</li> <li>• An integrated curriculum which reflects the Principles from the NZC</li> <li>• A deeper understanding of Ka Hikitia &amp; the PEP document.</li> </ul>	

<b>Specific Strategy: 2.4 Focus on Effective Pedagogy – Teaching as Inquiry</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management All Staff	<ul style="list-style-type: none"> <li>• Teaching will align with the Effective Pedagogies as in the New Zealand Curriculum</li> <li>• The inquiry process will underpin everything we do</li> <li>• Teachers will be reflective initiators of change according to teaching as inquiry examples</li> <li>• Teachers will gather evidence to support their own professional learning</li> <li>• Align the inquiry process with professional learning &amp; registered teachers criteria</li> </ul>	

<b>Specific Strategy: 2.5 Review curriculum planning procedures</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• Teachers will refer to the New Zealand Curriculum when planning programmes &amp; all areas of the NZC will be evident in planning</li> <li>• Tracking of curriculum content will be ongoing in order to ensure appropriate coverage</li> </ul>	

**2011 Strategic Direction 3**      Every child attending SMCS will make progress towards meeting and exceeding the National Standards in literacy and numeracy

<b>Specific Strategy: 3.1 Continued PD in National Standards</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management	<ul style="list-style-type: none"> <li>• Attendance at any MoE training.</li> <li>• Continue to implement National Standards changes to tracking &amp; reporting</li> <li>• Review report format</li> <li>• Initiate a cluster group between schools for moderation purposes to assist with OTJ's</li> <li>• Continue to moderate regularly at syndicate, Senior management &amp; staff level</li> <li>• BOT and community informed of standards as an enhancement to teaching and learning data analysis</li> </ul>	

<b>Specific Strategy:</b>		
<b>3.2 Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management	<ul style="list-style-type: none"> <li>• Parent information evening, Triadic interviews, Website/Class pages will keep parents informed of their child's progress and achievement</li> <li>• Home / school partnerships will continue</li> <li>• Dates will be set for interviews</li> <li>• Student led conferences will continue to be developed</li> </ul>	

<b>Specific Strategy:</b>		
<b>3.3 Report to parents against Literacy and Numeracy National Standards</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management	<ul style="list-style-type: none"> <li>• National Standards tracking sheets will accompany written report.</li> <li>• Modify or supplement school report as necessary</li> <li>• Data on reports will be up to date</li> <li>• The format of the report will clearly identify for parents their child's learning levels</li> <li>• Written reports will be completed by class teachers</li> <li>• Establish buddy system for the checking of reports</li> <li>• SM will oversee the writing of reports</li> </ul>	

**Specific Strategy:****3.4 Develop school wide Literacy and Numeracy targets:**

<u>Writing</u>	<u>Numeracy</u>
<b>Year 6:</b> 8% our Yr 6 cohort are 'well below' N/S. 2 of these students are on our Special Needs register & they will be included within this target group.	<b>Year 6:</b> 2% of our Yr 6 cohort are 'below' N/S and will be our targets for 2011.
<b>Year 5:</b> No Yr 5's are 'below' N/S but 25% of our Yr 5 cohort are 'at.' We will target these students to ensure a significant shift (1-2 sub levels) by the end of the year.	<b>Year 5:</b> 1% (2 students) within the Yr 5 cohort are 'below' N/S and will be our targets for 2011. 2 of the 3 students showed no shift in the 2010 year.
<b>Year 4:</b> 14% of our Yr 4 students are 'below' N/S and will be targets for the 2011 year.	<b>Year 4:</b> 1% of our Yr 4 cohort are 'below' N/S and they will be our targets for 2011.
<b>Year 3:</b> 2% of our Yr 3 students are 'below' N/S and will be targets for the 2011 year. 1 student is on the Special Needs register.	<b>Year 3:</b> 1% of our students in Year 3 showed no movement in 2010 and they will form our target group for 2011.
<b>Year 2:</b> 5% of our Yr 2 students are 'below' N/S and this includes students who have shown no shift. They will be our targets for the 2011 year. 1 student is on the Special Needs register.	<b>Year 2:</b> 2% of our students in Year 2 showed no movement in 2010 and they will form our target group for 2011. 2 students are on the Special Needs register.

<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• Teachers will have a list of names of children who fall into our target groups for the 2011 year.</li> <li>• To raise student progress &amp; achievement</li> <li>• Gathered evidence to support shifts</li> <li>• Monitoring by team leaders</li> <li>• Programmes will reflect differentiation of teaching and learning to meet the learning needs of the children</li> <li>• Professional development will support teachers</li> </ul>	

**Specific Strategy:**

<b>3.5 Report to BOT on literacy and numeracy achievement against National Standards</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management	<ul style="list-style-type: none"> <li>• Literacy and numeracy data reported to BOT</li> <li>• BOT fully informed of progress of student cohorts</li> <li>• Target progress reported to BOT</li> </ul>	

<b>Specific Strategy: 3.6 Students continue to identify own learning pathways by recognising where they are at and where they are going</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Students All teachers  On Going	<ul style="list-style-type: none"> <li>• Improved teacher practice through Teaching as Inquiry process</li> <li>• Raised student achievement levels</li> <li>• Confident, connected, actively involved, lifelong learners</li> <li>• Use of e-AsTTle in Senior school</li> </ul>	

<b>Specific Strategy: 3.7 Align student goals with Literacy Progressions document and Numeracy standards documentation</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• Teachers use LPs and Numeracy Standards documentation to inform practice</li> <li>• LPs and Numeracy Standards will underpin expectations and next steps</li> <li>• LPs, exemplars and Numeracy Standards will become an important reference for planning and team meetings &amp; Professional Learning Conversations</li> </ul>	

<b>Specific Strategy: 3.8 National Standards targets will be identified from 2010 data and included in 2011 charter.</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management BOT Teachers	<ul style="list-style-type: none"> <li>• Data collection and analysis in 2010 will effectively inform 2011 charter</li> <li>• Staff &amp; BOT will have ownership of targets</li> </ul>	

**2011 Strategic Direction 4**

A broad range of assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

<b>Specific Strategy:</b>		
<b>4.1 Continue to effectively analyse data to support robust formative assessment practices</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• All data is collected for a purpose so as to inform next learning steps; to report to BOT, parents, MOE; to reflect annual action plan goals; to inform future charter goals</li> <li>• Data will be used to inform planning in reading, writing and maths</li> <li>• Learning intentions and success criteria will be an integral part of all class programmes in reading, writing and maths</li> <li>• Children can articulate about their learning in reading, writing, maths and Inquiry and will identify next steps confidently</li> <li>• Teachers will provide feedback/feedforward to students re progress &amp; achievement</li> <li>• Teachers will articulate &amp; record changes in practice</li> </ul>	

<b>Specific Strategy:</b>		
<b>4.2 Continuing with the use of e-AsTTle</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior school	<ul style="list-style-type: none"> <li>• Yr 4-6 teachers will use e-AsTTle effectively for reading &amp; writing</li> <li>• Senior school will implement e-AsTTle for Maths this year</li> </ul>	

<b>Specific Strategy:</b>		
<b>4.3 Identify appropriate assessment tools with support from outside facilitators</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers  Ministry of Education	<ul style="list-style-type: none"> <li>• Successfully work with Professional Learning &amp; Development facilitator in leadership &amp; assessment.</li> <li>• Review current assessment tools to ensure relevance for our students</li> <li>• Effective use of e-AsTTle</li> <li>• Annual assessment overview will be formulated and will include OTJ timeline</li> <li>• Improved use of assessment</li> </ul>	

<b>Specific Strategy:</b>

<b>4.4 Reflection and evaluation</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• Regular reflection and evaluation will inform quality teaching and learning as part of the Teaching as Inquiry process.</li> </ul>	

**2011 Strategic Direction 5**      Raise levels of achievement of Maori and Pasifika students in literacy and numeracy

<b>Specific Strategy: 5.1 Identify and track Maori and Pasifika students to raise levels progress &amp; achievement</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Management Teachers	<ul style="list-style-type: none"> <li>• 2010 data informs teaching and learning for Maori and Pasifika students</li> <li>• Teachers gather evidence to support student shifts</li> <li>• Raised levels of achievement for Maori and Pasifika students in all areas in particular literacy and numeracy</li> </ul>	

<b>Specific Strategy: 5.2 Planning to incorporate Te Reo</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All staff  Liz Simpson	<ul style="list-style-type: none"> <li>• All teachers planning will include aspects of Te Reo across all curriculum areas</li> <li>• Te Reo will be evident in Masses, liturgies, assemblies, classroom practices</li> <li>• Greetings, prayers, songs, colours, numbers will be understood and used by staff and children</li> <li>• Teacher appointed to co-ordinate the immersion of Te Reo into teaching &amp; learning</li> </ul>	

<b>Specific Strategy: 5.3 Planning to incorporate aspects of Tikanga</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All staff	<ul style="list-style-type: none"> <li>• All teachers planning will include aspects of Tikanga across all curriculum areas – cultural practices and protocol</li> <li>• Make connections with local marae</li> <li>• Use Auckland museum resources</li> <li>• Maori Spirituality course for staff</li> </ul>	

**2011 Strategic**      To provide resources and teaching programmes that encompass gifted and

Direction 6 talented.

<b>Specific Strategy:</b> <b>6.1 Gifted and talented children will be catered for within the inquiry learning programme in classrooms</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers	<ul style="list-style-type: none"> <li>• Children will be working at their level in the classroom</li> <li>• Classroom programme will meet the needs of G&amp;T students</li> </ul>	

<b>Specific Strategy:</b> <b>6.2 Identified Gifted children withdrawn to meet their individual needs through Enrichment Programme</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Christine King  Theresa van den Anker	<ul style="list-style-type: none"> <li>• Gifted children will be challenged beyond classroom constraints</li> <li>• Gifted children's learning needs will be adequately met through inquiry learning</li> <li>• Art Enrichment class will produce work for school environment</li> </ul>	

2011 Strategic Direction 7 Teachers and students will effectively integrate ICT's into regular, daily classroom practices.

<b>Specific Strategy:</b> <b>7.1 An efficient computer system will aide ICT in the classroom (EdTech budget)</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
ICT leader Technician EdTech	<ul style="list-style-type: none"> <li>• Teachers to fill in IT job book as soon as a concern is evident</li> <li>• Schools needs will be addressed quickly and met at all times</li> <li>• A proactive response is required from EdTech at all times</li> </ul>	

<b>Specific Strategy:</b>		
<b>7.2 To effectively continue to use e-asTTle to report to parents and for students to track their own learning pathways</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
Senior Teacher Senior Teachers	<ul style="list-style-type: none"> <li>• Teachers knowledgeable about e-asTTle</li> <li>• Students able to interpret e-asTTle reports</li> <li>• Teachers and students learning conversations evidence</li> <li>• E-asTTle reports are used by students &amp; teachers to inform parents</li> <li>• Students set next steps</li> </ul>	

<b>Specific Strategy:</b>		
<b>7.3 For ICTs to be incorporated into classroom programmes as a learning tool in the inquiry process - data projectors - Smartboards - Cameras - Computers</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All Teachers students	<ul style="list-style-type: none"> <li>• Observable, frequent use of Smartboard technologies</li> <li>• ICTs will be incorporated into learning programmes</li> <li>• Teachers planning will reflect ICT use for quality teaching and learning</li> <li>• Students will use classroom cameras</li> </ul>	

## Environment, Action Plan 2011

**2011 Strategic Direction 8** The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life

<b>Specific Strategy:</b> <b>8.1 Regularly review policies to ensure BOT are complying with MOE regulations and are providing a safe physical and emotional environment</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
BOT Principal	<ul style="list-style-type: none"> <li>• Develop a timeline for cyclical review of policies to ensure we comply with health and safety regulations, to provide a safe and secure environment</li> </ul>	

<b>Specific Strategy:</b> <b>8.2 BOT training will occur when necessary</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
BOT NZSTA	<ul style="list-style-type: none"> <li>• All new BOT members will experience some training to assist them in the governance of the school</li> <li>• As new initiatives develop BOT training will be sought</li> </ul>	

<b>Specific Strategy:</b> <b>8.3 Be a good employer</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
BOT	<ul style="list-style-type: none"> <li>• Be a visible presence to the staff</li> <li>• Assist the principal with any personnel issues</li> <li>• Retention and employment of high quality personnel</li> </ul>	

<b>Specific Strategy:</b> <b>8.4 Implement financial plan linked to school wide goals</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
BOT Principal	<ul style="list-style-type: none"> <li>• Ongoing cyclical maintenance</li> <li>• Develop a budget that best allocates funds to support quality teaching and learning and school wide goals</li> </ul>	

<b>Specific Strategy:</b>
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<b>8.5 To continue to develop student leadership with a focus on the SMCS graduate profile</b>		
<b>Who/When</b>	<b>Expected Result</b>	<b>Actual Outcome</b>
All stakeholders	<ul style="list-style-type: none"> <li>• Children aware of the elements of a graduate which are being worked towards</li> <li>• To bring into alignment with NZC</li> <li>• Work more closely with feeder intermediate schools</li> <li>• SMCS graduates are prepared for their next stage of learning</li> <li>• Design graphic representation of SMCS graduates</li> <li>• To begin the growth of leaders from the year 5 cohort</li> </ul>	

## Appendices

### Appendix 1, The New Zealand Curriculum

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#### Introduction

The revised New Zealand Curriculum is a document that has been published in 2008. It gives a detailed guide of the Ministry of Education's 'Direction for Learning', 'Guidance' and the 'School Curriculum: Design and Review'. The document specifies the Vision, Values, Key Competencies, Learning Areas and Principles of The New Zealand Curriculum.

Below are the explanations of each of the 8 Key Learning Areas and 5 Key competencies as set out by the Ministry of Education. The definitions detailed below are those given by the Ministry of Education in their 2008 'The New Zealand Curriculum' and are quoted as such.

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#### Learning Areas

##### ***Religious Education:***

The Religious Education programme follows a structure of key strands throughout each year group: God, Jesus, Holy Spirit and the Communion of Saints. Each year group also covers modules from the Prayer, Sacramental and Liturgical strands and Me, Myself and Others which runs in conjunction with the Health Curriculum.

##### ***English:***

In English students study, use and enjoy language and literature communicated orally, visually and vocally. English is structured around two interconnected strands which differentiate between the modes in which students primarily make meaning of information they receive and create meaning for themselves or others

##### ***Mathematics and Statistics:***

In Mathematics and Statistics students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. Mathematics and Statistics is presented in 3 strands which have many connections within and across each other, they are: number and algebra, geometry and measurement, statistics.

##### ***Health and Physical Education:***

In Health and Physical Education students learn about their own well being and that of others and society, in health related and movement contexts. Health & PE is structured around four strands: personal health and physical development, movement concepts and motor skills, relationships with other people and health communities and environments. Health & PE encompasses 3 related subjects: health education, physical education and home economics.

##### ***Science:***

In Science students explore how both the natural physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role. Science is grouped around 5 strands: nature of science, the living world, planet earth and beyond, the physical world and the material world.

***The Arts:***

In the Arts, students explore, refine and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others. The Arts comprises four disciplines: dance, drama, music and visual art.

***Technology:***

In Technology, students learn to be innovative developers of products and systems and discerning customers who will make a difference in the world. Technology comprises 3 strands: technological practice, technological knowledge and nature of technology.

***Social Sciences:***

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Social Sciences is structured around 4 conceptual strands: identity, culture and organisation; place and environment; continuity and change, and the economic world.

***Learning Languages:***

In Learning Languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. This learning area is centred around the core strand: communication, and 2 supporting strands: language knowledge and cultural knowledge.

***Inquiry Learning:***

Inquiry is an investigation or study in to a worthy question, issue, problem or idea. Inquiry involves serious engagement and investigation and the active creation and testing of new knowledge. Inquiry occurs all the time but especially within an Integrated Curriculum. Inquiry Based learning empowers children to be effective and engaged 21<sup>st</sup> Century learners.

**Key  
Competencies**

The New Zealand Curriculum identifies five key competencies, capabilities essential for students living and lifelong learning. The competencies are:

- ***Thinking*** – using creative, critical and metacognitive processes to make sense of information, experiences and ideas
- ***Using Language, Symbols and Texts*** – working with and making meaning of the codes in which knowledge is expressed
- ***Managing Self*** – self motivation, students seeing themselves as capable learners
- ***Relating to Others*** – interacting effectively with a diverse range of people in a variety of contexts, including the ability to listen actively, recognise different points of view, negotiate and share ideas.
- ***Participating and Contributing*** – being actively involved in communities including family, whanau and school. A capacity to contribute appropriately as a group member, make connections with others and create opportunities for others.



## NAG 2, Documentation and Review

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**School Charter** To develop and monitor the school's charter, including annual action plans in all areas of the school operations

**Focus area for 2011:** Continue to refine & review the school charter & action plans

**Who:** Carolynn Phillips, Angela Little, Senior Management,  
All staff

**Budget/Ledger Code** \$0

**When:** March 2011

**Expected Outcome:** The charter will meet all current legal requirements  
The charter will provide for the needs of the students at  
St Michael's Catholic School

The charter will be an ongoing living document owned  
by all stakeholders.

**Actual Result:**

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**Review Programmes** To ensure ongoing programmes of curriculum review, policy/procedure review.

**Focus area for 2011:** Audit policies – implement cycle of review

**Who:** All board members

**Budget/ledger Code:** \$0

**When:** Throughout 2011

**Expected Outcome:** All policies will be reviewed by the end of the year

**Actual Result:**

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**Reporting Student Achievement to Parents** To report to parents on the achievement of individual students against National Standards

**Focus area for 2011:** Communicate against National Standards

**Who:** All staff

**Budget/ledger Code:** \$0

**When:** Throughout 2011

**Expected Outcome:** Parents will have a clear picture of their child's progress and achievement at all times.

Reports will include tracking sheets against National Standards in reading, writing & maths.

Written reports will be informative and easily understood.

**Actual Result:**

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**Reporting Student Achievement to the BOT** To report to the BOT on the achievement of students, including Maori and Pasifika.  
**Focus area for 2011:** Providing timely, relevant data to the BOT as per BOT reporting timetable  
**Who:** Carolynn Phillips and staff  
**Budget/ledger Code:** \$0  
**When:** Throughout 2011  
**Expected Outcome:** The BOT are well informed of student achievement  
**Actual Result:**

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**Communicating with the Community** To communicate and consult effectively and appropriately with the local community.  
**Focus area for 2011:** ensure website is being used to its full potential and parent community is being regularly informed of school events  
**Who:** Carolynn Phillips, Angela Little  
**Budget/ledger Code:** \$0  
**When:** Throughout 2011  
**Expected Outcome:** Well informed school community  
**Actual Result:**

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**BOT Training** To undertake BOT training and development to improve understanding of documentation and self review.  
**Focus area for 2011:** BOT training when necessary will occur  
**Who:** All Board members  
**Budget/ledger Code:** \$1,000.00  
**When:** Throughout 2011  
**Expected Outcome:** Board members aware of their roles and responsibilities in the governance of the school  
**Actual Result:**

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## NAG 3, Personnel

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<b>Procedural Frameworks</b>	<p>To develop and further refine procedural frameworks which promote high levels of staff performances (appraisal and professional standards)  <b>Focus area for 2011:</b> Regular appraisal through the new professional learning process is undertaken to ensure teaching standards are maintained</p> <p><b>Who:</b> Carolynn Phillips, SMT, all staff  <b>Budget/Ledger Code:</b> \$0 ( see below)  <b>When:</b> Ongoing  <b>Expected Outcome:</b> Improved teacher performance leading to better student outcomes, effective, reflective practitioners.  <b>Actual Result:</b></p> <hr/>
<b>Professional Development</b>	<p>To ensure a professional development plan which will equip staff to deliver quality teaching and learning reflecting the NZC and which will meet the new registered teachers criteria.  <b>Focus area for 2011:</b> Teaching as Inquiry, building a professional learning community, registered teachers criteria.</p> <p><b>Who:</b> Carolynn Phillips, SMT, Interlead Consultants—Tony Burkin, All Staff  <b>Budget/ledger Code:</b> \$20,000.00  <b>When:</b> Throughout 2011  <b>Expected Outcome:</b> see Annual Action Plan  <b>Actual Result:</b></p> <hr/>
<b>Good Employer</b>	<p>To establish systems to ensure the Board fulfils its role as a Good Employer (1988 State Sector Act).  <b>Focus area for 2011:</b> BOT will audit relevant Policy</p> <p><b>Who:</b> Board of Trustees  <b>Budget/ledger Code:</b> \$0  <b>When:</b> Throughout 2011  <b>Expected Outcome:</b> The BOT fulfils its role as a good employer  <b>Actual Result:</b></p> <hr/>

## NAG 4, Finance and Property

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<b>Charter Funds</b>	<p>To allocate funds to reflect and support the school's Charter.  <b>Focus area for 2011:</b> NZC, Teaching as Inquiry e-asTTle, National Standards, assessment.  <b>Who:</b> Carolynn Phillips Finance Committee  <b>Budget/Ledger Code</b> see NAG 3  <b>When:</b> Throughout 2011  <b>Expected Outcome:</b> Allocated funds are appropriately used to provide professional development and purchases resources  <b>Actual Result:</b></p> <hr/>
<b>Internal Procedures to Monitor Expenditure</b>	<p>To develop or further refine internal procedures to monitor finance and expenditure.  <b>Focus area for 2011:</b> Monitor school expenditure more closely and obtain more relevant and accurate information from monthly finance reports  <b>Who:</b> Finance sub committee, A Denton, secretary  <b>Budget/ledger Code:</b> \$0  <b>When:</b> Throughout 2011  <b>Expected Outcome:</b> More accurate coding and reporting of expenditure  <b>Actual Result:</b></p> <hr/>
<b>Maintenance Programme</b>	<p>Implement an efficient programme of maintenance for school buildings and facilities.  <b>Focus area for 2011:</b> Cyclical maintenance and planning for new school hall  <b>Who:</b> Property committee and hall sub committee  <b>Budget/ledger Code:</b> \$18,000.00  <b>When:</b> Throughout 2011  <b>Expected Outcome:</b> Cyclical maintenance is updated and actioned, 10 year property plan for CSO is updated, hall construction completed, fitting of hall begins.  <b>Actual Result:</b></p> <hr/>

## NAG 5, Health and Safety

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<b>Physical and Emotional Environment</b>	<p>Provide a safe physical and emotional environment for students and adults</p> <p><b>Focus area for 2011:</b> BOT will audit relevant Policy as per BOT timetable</p> <p><b>Who:</b> Board of Trustees</p> <p><b>Budget/Ledger Code</b> \$0</p> <p><b>When:</b> August 2011</p> <p><b>Expected Outcome:</b> Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all.</p> <p><b>Actual Result:</b></p>
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<b>Health and Safety Procedures</b>	<p>Develop or review, as appropriate Health and Safety legislation, policy and procedures.</p> <p><b>Focus area for 2011:</b> Board will audit relevant Policy as per BOT timetable</p> <p><b>Who:</b> Board of Trustees</p> <p><b>Budget/ledger Code:</b> \$0</p> <p><b>When:</b> August 2011</p> <p><b>Expected Outcome:</b> Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all.</p> <p><b>Actual Result:</b></p>
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## NAG 6, Administration

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<b>Compliance</b>	<p>Develop systems to comply with all current legislation through policy and procedure.</p> <p><b>Focus area for 2011:</b> Review structure of Policy subcommittee</p> <p><b>Who:</b> Board of Trustees</p> <p><b>Budget/Ledger Code</b> \$0</p> <p><b>When:</b> August 2011</p> <p><b>Expected Outcome:</b> In future, all BOT members will audit and take responsibility for policies that govern the school.</p> <p><b>Actual Result:</b></p>
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## Procedural Information Statement for St Michael's Catholic School

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St Michaels's Catholic School will lodge with the MOE a copy of its annually updated charter and a copy of its report on annual targets following the annual Board of Trustees self-review meeting.

St Michael's Catholic School consults with its community, including its Maori community, regularly as part of its three year cycle of self-review. Regular meetings and/or surveys for community consultation take place. The school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the School Charter.

Targets for student achievement will be identified by the teaching staff and approved by senior management. The targets will be presented to the Board of Trustees for discussion and endorsement. Once the Board of Trustees has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education.

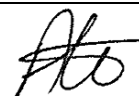
A copy of the school's charter is available to parents at the school office

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In accordance with the Private School Integration Act (1975) and the Integration Agreement of the School – the Board of Trustees of St Michael's Catholic School undertakes to provide Religious Education and recognises the right of the proprietor to supervise the maintenance and preservation of the Special Character and his right to determine from time to time what is necessary to preserve and safeguard and safeguard the Special Character of the education provided.

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Approved by the Board of Trustees minuted



Approved by the Board of Trustees dated Monday 16<sup>th</sup> May 2011.

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