



ST PETER CHANEL
CATHOLIC SCHOOL

School Charter

Strategic and Annual Plan for St Peter Chanel Catholic School

2017 -2020

Principals' endorsement:	6 th April 2017
Board of Trustees' endorsement:	6 th April 2017
Submission date to Ministry of Education:	10 th April 2017

St Peter Chanel Catholic School - 2017 - 2020

Introductory Section - Strategic Intentions

Mission Statement	The students at St Peter Chanel Catholic School will receive a comprehensive education with a special emphasis on their Catholic faith development.	
Vision	Whole Education. Whole Person.	
Values	<ul style="list-style-type: none"> • Love of God, self and others • Respect and tolerance • Being responsible • Perseverance 	<ul style="list-style-type: none"> • Honesty and Integrity • Community and team work • Being positive • Self-improvement and open mindset
New Zealand Curriculum Principles	<ul style="list-style-type: none"> • High Expectations – culture of collaboration and learning • Treaty of Waitangi – partnership, protection, participation • Cultural diversity – encouraged and celebrated • Coherence – mapping our curriculum through an integrated and inquiry approach • Future focus – embrace learning for and about the future 	<ul style="list-style-type: none"> • Inclusion – all students are respected and nurtured • Learning to learn – learning reflection and ownership a priority • Community Engagement – strong home/school partnership
Māori Dimensions and Cultural Diversity	We promote a strong sense of who we are, where we come from and our future aspirations. We actively recognise the bicultural foundations of New Zealand and the multi-cultural structure of society, through the use of Te Reo and Tikanga Maori, and learners first languages and culture. Regular consultation with community groups.	
Special Character / Māori Medium status	<p><u>Catholic Character</u></p> <p>At the heart of the Catholic character of this school are the Catholic hearts of those who work in the school, principal, teachers and other staff. They are witnesses to the students of a mature faith and an integration of faith with life.</p> <p><u>The unique position of Maori culture</u></p> <ul style="list-style-type: none"> • The special place of Maori in the community is recognised and valued through Kapahaka and regular Whanau Meetings • Teachers are developed in Maori competencies-Taitakio • Te Reo Maori is timetabled ensuring consistency across the school 	

Baseline Data or School Context					
Students' Learning		2013	2014	2015	2016
	READING				
	All Students	82.7%	81.4%	84.2%	87.0%
	Pasifika	66.6%	68.8%	72.3%	51.0%
	Maori	81.8%	75.0%	81.3%	89.0%
	WRITING				
	All Students	79.7%	63.3%	71.7%	74.0%
	Pasifika	83.3%	56.3%	61.1%	37.0%
	Maori	63.7%	62.5%	75.1%	85.0%
	MATHS				
	All Students	84.2%	73.4%	81.0%	81.0%
	Pasifika	75.0%	43.8%	61.1%	58.0%
	Maori	75.8%	56.3%	71.9%	86.0%
	<p>School Context</p> <p>The school has a rapidly growing Pasifika student population and the recent data reflects the challenges the newer students present. For example, of the 16 Pasifika new arrivals in 2016, 13 were below or well below in Writing. The Pasifika results have impacted on the final National Standards overall result for 2016.</p>				
Student Engagement	<p><u>ERO Report – November 2016</u></p> <p>Teachers participate in weekly meetings to discuss target and extension students. Discussions focus on strategies used to engage and progress students' learning and to evaluate the effectiveness of their teaching. Teachers have focussed on strategies which empower children to take more responsibility for their own learning and this is having a positive impact on student achievement.</p> <p><u>Attendance:</u></p> <p>Attendance rate for 2016 - 93.74%</p> <p>Attendance rate by Gender - Female: 93.91%, Male: 93.23%</p> <p>Pasifika attendance rate - 88.78%</p> <p>Maori attendance rate - 93.57%</p>				
School Organisation and Structures	<p><u>ERO Report – November 2016</u></p> <p>The Principal continues to provide strong professional leadership for the school community. He has moved to a more distributive leadership style (Curriculum Leaders and Team Leaders) and this has been instrumental in building collective capacity in the teaching staff. There has been a strategic approach to leading learning to build teacher capacity. Recent professional development has been highly effective in</p>				

	<p>improving teachers' confidence in assessment literacy, use of the learning progressions, visible learning strategies and formative assessment. This has made a significant impact on teaching and learning and in developing the collaborative culture of professional learning within the school.</p>
<p>Review of Charter and Consultation</p>	<p><u>Consultation Process</u></p> <p>The Board of Trustees at St Peter Chanel Catholic School conducted a staff survey in 2016.</p> <p>Whanau and Fono meetings were held in 2016 during which Maori and Pasifika families were able to share their views and wishes for their children.</p> <p>Maori and Pasifika student meetings</p> <p>The Board of Trustees conducts a full community consultation at least every two years.</p> <p>The Health and PE consultation takes place bi-annually.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2020
Catholic Character	The school is committed to its Catholic Community (as per the Integration Act 1975), which includes students, their parents/whanau, staff and the Board itself.	<ul style="list-style-type: none"> a) Expect teachers to work closely with parents, whole school community and students to enhance Catholic character b) Ensure the school has a connection with its parish and other parishes c) Respect the responsibilities of its Proprietor Appointees d) Reflect and celebrate the heritage and culture of St Peter Chanel Catholic School e) Ensure the Board's Strategic Plan reflects the special character of the school f) Ensure staff understand and value the special character of the school
Students' Learning	All students are engaged in their learning and are achieving educational success in relation to the National Standards	<ul style="list-style-type: none"> a) Provide rich learning opportunities through a differentiated curriculum to engage all students and maximise success b) Teachers use research-informed practices to address learning needs and accelerate progress of students at risk or with special abilities c) Strategically resource to ensure student learning and well-being d) Develop our evaluative capability by regularly inquiring into our effectiveness using evidence-based practices e) Ensure we promote the expectations of the NZC f) Through iterative cycles of inquiry students will experience challenge in all curriculum areas g) Continue to embed student agency and grow learners to be self-regulated and self-managing h) Assessment data is used to support improvement for student outcomes
Student Engagement and Behaviour	Embed student agency and grow learners to be self-regulated and self-managing.	<ul style="list-style-type: none"> a) Develop and improve student agency with students and staff b) Embed blended learning (IT) capabilities across the school for students and staff c) Review behaviour management to ensure all staff understand school procedures
Personnel	All teachers are engaged in reflection to change their practice to improve outcomes for students.	<ul style="list-style-type: none"> a) The appraisal process will reflect the New Zealand Teachers Council Professional Teaching Criteria and teacher professional standards for attestation. b) Staff will be involved in the appraisal process according to the different positions held. c) Opportunities for leaders to develop their leadership skills will be provided.

		<p><u>ERO Report – November 2016</u></p> <ul style="list-style-type: none"> a) Refine appraisal process so teacher goals are explicitly linked to charter goals b) Build teacher capability effectively to achieve equitable outcomes for all children c) Teachers will engage in cycles of inquiry throughout the year to ensure best teaching practice and act in what they know works well for each child d) Strengthen the practice of teacher reflection through observations and mentoring e) Teacher professional portfolios available to senior team
Property	Maintain a safe and healthy school environment which enhances students' active learning engagement.	<ul style="list-style-type: none"> a) The Development Plan to reflect needs for collaborative flexible teaching spaces across the school and to work with the Diocese to finalise plans b) Work to complete the rebuilding of Rooms 1 and 2 c) Work with Parish to determine Parish/School shared facilities d) Maintain the school's physical environment with an emphasis on safety and usability
Finance	Manage St Peter Chanel Catholic School finances to meet all of its financial obligations so that year-end accounts reflect a fiscally positive result.	<ul style="list-style-type: none"> a) Manage the school finances so that the year-end accounts reflect a fiscally positive result b) Manage the finances in a manner that has student learning and achievement as the main priority
Community Engagement	The school will develop and maintain robust sustainable relationships with and between its students, staff, parents/whanau, Diocese, MOE and key stakeholders.	<ul style="list-style-type: none"> a) Develop a shared understanding of expectations and actively seek parent and community participation in the development of the school charter b) Ensure regular positive, respectful interactions with family and community members d) Engage parents/whanau, staff, Diocese, MOE and relevant stakeholders through developing educationally powerful connections. e) Work to ensure that all feel valued, motivated and committed with the direction of the school f) Work in partnership with local whanau/iwi and other ethnic communities to realise their aspirations g) Work collaboratively for the benefit of all students h) Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses i) Implement a communication plan that enables and ensures two-way communication between staff, parents, students and the community j) Ensure that transparency is forthcoming with all communication k) Communicate clearly the school's expectations for student learning to staff, students, parents/caregivers throughout the year and ensure that all messages are tailored to suit the audience to which are intended l) Participate and contribute in the Community of Learning

Maori Students	Maori students can explain, describe and achieve success in learning and as Maori	<ul style="list-style-type: none"> a) Whanau, hapu, iwi and community are engaged in meaningful learning partnerships to support their children's learning b) Continue to develop strategies for improving outcomes for Maori c) Use NZC National Standards to support improvement in Maori student outcomes d) Review learning contexts to support student outcomes e) Implement effective teacher practices that are responsive to Maori students' academic, social, emotional and cultural needs. f) Review and improve Te Reo Language programmes to enhance Te Reo across the school g) Continue to develop home and school partnerships with parents and whanau h) Annually report to our Maori community on Maori student outcomes
Pasifika Students	Address the schooling needs of the growing Pasifika student population so Pasifika students can explain, describe and achieve success in learning	<ul style="list-style-type: none"> a) Develop an education plan with our Pacific community to develop collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika children b) Increase culturally responsive learning contexts c) Teachers practice is responsive to students' needs, including cultural needs d) Report to the Pacific community on Pasifika student outcomes e) The school community will continue to build their understanding of Pasifika students and Pasifika identity
Board of Trustees - Stewardship	The Board is responsible for its performance and developing a strategic and culturally responsive vision for our school and community	<ul style="list-style-type: none"> a) Understand and implement its core business of governing schools b) Make decisions that are in the best interest of students c) Plan with the end in mind - hence the importance of the Charter and Strategic Plan d) Work collaboratively and build trust with the staff and community e) Be accountable to its stakeholders - consult and report f) Think widely and outside the square - be innovative g) Be proactive h) Utilise the strengths of its members
Accountability, Evaluation, inquiry and knowledge-building for improvement and innovation	Accountability is meant to improve performance, promote ownership, inspire confidence and build trust. If managed appropriately it will give staff the freedom and motivation to be the 'best they can be'.	<ul style="list-style-type: none"> a) Ensure performance management systems are in place for all staff b) Meet all government requirements and other legal responsibilities c) Ensure rigorous feedback is given to teachers about the quality of their teaching d) Teaching practice is de-privatised and there is collaboration across the school e) Promptly address staff performance issues f) Ensure clear delegations of responsibility are made to staff g) Establish an ongoing self-review programme to provide evidence that programmes and projects are meeting the expectations of the Board/school

ST PETER CHANEL CATHOLIC SCHOOL ANNUAL PLAN OVERVIEW – 2017

- Annual Aim: Reading, Writing, Maths. Based on whole school end of year achievement in 2016, our goal for 2017 is to ensure all students enjoy successful learning and identified priority learners will make accelerated progress.
- Ensure staff understand and are committed to the Catholic ethos of the school.
- Continue to develop school-wide expectations for effective teaching practice which promotes self-managing students.
- Strengthen staff appraisal processes to support teachers to embed best practice teaching strategies.
- Review curriculum guidelines to develop clear expectations for learning programmes that reflect the principles of the New Zealand Curriculum.
- Share with the school community the school's unique Catholic Character, its traditions and founding history.
- Improve student progress and achievement outcomes for students at our school, particularly for our Maori, Pasifika, Asian, special needs and gifted and talented.
- Continue to support initiatives which support inclusion for students with special needs.
- Strengthen and make relevant the mechanisms (Edge) for tracking academic progress and development of individuals and groups of students.
- Establish short and long-term goals regarding e-learning opportunities.
- Promote sustainability of our environment.
- Teachers as leaders and learners.
- Professional development focus – Religious Ed., Mathematics, Literacy, Assessment and I.T.
- Support for Targeted students.
- Resource support programmes: i.e. Early Intervention, Reading Recovery, Rainbow Reading, ESOL, High Health Needs, Occupational Therapist, Teaching Assistants support, Extension Mathematics, Extension Literacy.
- Promote Growth Mindset philosophy amongst staff and students.

MAORI STUDENTS AND PASIFIKA, ASIAN, SPECIAL NEEDS AND GIFTED AND TALENTED

- Learners are involved in extension, enrichment or support programmes.
- The school tracks and reports on students' achievement.
- The school engages 'intervention' practices for learners identified as requiring additional assistance.
- The school engages parents in discussion re plans for their child's learning and school experience.
- The school expects all students to achieve well.
- Teachers adapt teaching practices to suit student needs.

ST PETER CHANEL CATHOLIC SCHOOL'S ANNUAL PLAN - 2017

Strategic Aims 2017	Planned Actions 2017	Led By:	Resourcing:
RELIGIOUS EDUCATION			
<p>The school is committed to its Catholic Community (as per the Integration Act 1975), which includes students, their parents/whanau, staff and the board itself.</p> <p>Ensure teachers understand their responsibilities as teachers in a Catholic school.</p> <p>Staff provided with Religious Education professional development.</p> <p>Review student achievement in RE</p> <p>The school community is aware and knowledgeable about the school's unique Catholic Special Character, its traditions and founding history.</p>	<ul style="list-style-type: none"> • Religious Education Professional Development Day – Father Richard Leonard • Teachers New to Catholic Schools x 4 days x 5 teachers • DRS to present religious education report at each BoT meeting • DRS attends Diocesan RE Professional development days • Studying the S65 form with teachers as a review of expectations of teachers in a Catholic school. • ALL teachers expected to attend the school-lead parish Masses (1 each term) • Involve students in leadership related to the school's Catholic Character • Promote patron saints of school 'Houses' • Teachers to participate in at least two RE staff meetings each school term • Teacher appraisal of RE teaching undertaken by DRS. • DRS to report at each BOT Meeting • Identify achievable outcomes and track achievement in Religious Education across all levels of the school. • Monitor and support teacher effectiveness in planning and teaching of the Religious Education Programme. • Staff will actively be involved in the preparation of liturgies and Masses • Gain student feedback and self-evaluation as well as feedback from parents. • Review Religious Education Policies. • Review of bi-cultural elements – customs, spirituality, te reo, prayer – which are part of daily life in the school. • The school's identified charism of founding order /patron saint is actively promoted through daily teaching, newsletter, webpage, liturgies and student homework. • School history display board established. • Promote patron saints of school 'Houses' • Support the trans-parish Sacramental programme taught at St Joseph's. • Organise Masses which promote the different cultures in our school e.g. Maori, Pasifika, Filipino • Regular communication and invitations to parents and church community into the school and its celebrations. • Work with Parish regarding the future at St Peter Chanel Church • Establish a permanent/physical focus on the patron of the school (St Peter Chanel) 	<p>Father Richard Leonard Director of Religious Studies (DRS)</p> <p>DRS</p> <p>DRS and Diocesan introductory</p> <p>DRS</p> <p>Principal, DRS, Sister Anne Sklenars</p> <p>Principal, DRS</p> <p>Principal and teachers in charge of liturgies</p> <p>Principal, Board of Trustees</p>	<p>RE PD Budget: \$2,000</p> <p>RE budget: \$1,000</p> <p>Catholic RE Adviser time/staff meeting and cluster meetings</p> <p>Observations conducted while seniors are at technicraft</p> <p>DRS class release</p> <p>Timetabling, admin, personnel</p>

	<ul style="list-style-type: none"> Review assessment processes and actions. Review teaching methodology. Collation of data, analysis of data to assist with future-planning for improved student outcomes. 		<ul style="list-style-type: none"> Maths Leader allocated a day a fortnight to work on Maths leadership matters plus requested release days Programming early morning to cover teacher release in Term 2 and 3.
ENGLISH			
<ul style="list-style-type: none"> Develop a consistent approach to the teaching of written language Continue to familiarize teachers with progressions and moderation 	<ul style="list-style-type: none"> Weekly team meetings to include discussion on targeted students Teachers use school's professional texts as reference for specific teaching strategies Continue the review of the school English Implementation Plan so there is a consistent delivery of English teaching throughout the school Review assessment processes and actions – Introduction of e-asttle Review teaching methodology. Collation of data, analysis of data to assist with future planning for improved student outcomes. Systems for maintaining reading resources Professional Development – Jeff Anderson Seminar 	<p>English Leader</p> <p>Pod meetings</p>	<ul style="list-style-type: none"> English Leader receives 2 x Salary Units A number of staff meetings will be allocated to English English Leader allocated a day a fortnight to work on English leadership matters. Other release days are available on request <p>Budget: \$2,700</p>
SCIENCE			
	Science studies integrated with sustainable environment plant-seeds, vegetable growing, native trees, native birds, garden care, electricity, water conservation, Waikato River.	Class teachers Year 7/8 Hamilton Junior High teachers	
HEALTH/ PHYSICAL EDUCATION			
	<ul style="list-style-type: none"> Promote healthy living programmes Assess value and differences made by participating in physical activities Review PE and Health Implementation Plan Refer to parent survey-parents requested a focus on: Mental Health, Body Care and Physical Safety <ul style="list-style-type: none"> ❖ Senior students leadership opportunities ❖ Fonterra Milk ❖ Review Playground activities; teacher rostered for organized games ❖ PE Programmes encourage fitness, fun, full participation, skill development ❖ More involvement by student leaders ❖ Out of school hours sports 	<p>PE/Health lead teacher</p> <p>Class teachers, Duty teachers</p> <p>Sports Co-ordinator</p>	Kiwisports funding \$4,000
SOCIAL STUDIES			
	Through Social Studies Programme explore other cultures, beliefs, languages relevant to NZ society.	Class teachers	
ARTS			
	<ul style="list-style-type: none"> Arts Programme used as a vehicle for communication development Choir, Kapahaka, Church Music Group, Guitar, Piano, Drum Tuition offered. 	Specialist teachers and tutors	Kapahaka funding \$3,000

MONITORING SYSTEMS			
<p>Strengthen and make relevant the mechanisms for tracking academic progress and development of individuals and groups of students.</p>	<ul style="list-style-type: none"> • School-wide assessment tools and priorities understood and utilized by teachers. National Standards levels and expectations understood. • Classroom Manager system (EDGE) to be fully utilized. • 'Edge' training • Provide staff training to ensure system is fully understood. • Ensure data is analyzed and evidence it is used for future planning and teaching. • Review targeted students register regards its usefulness and usability. • Regularly track identified target groups. • Review support and progress of target students at pod meetings. • Teachers provide feedback/feed forward for students in relation to next learning steps. 	<p>Curriculum leaders and teachers IT Tech, Deputy Principal and Curriculum Leaders DP, Curriculum Leaders Principal, DP,</p>	<p>Professional Development budget</p> <p>Weekly team meetings</p> <ul style="list-style-type: none"> • Progression document • Ministry exemplars e-asttle
MEETING THE NEEDS OF MAORI			
	<ul style="list-style-type: none"> • Close monitoring of Maori students' progress. In-depth analysis of overall achievement and needs of Maori students and follow up. • Professional Development for staff. • Unpack and adopt principles of Ka Hikitia • Establish plan for the teaching and promotion of Te Reo in classrooms. • BOT and staff support and promote kapahaka • Integrate Maori perspective into all curriculum areas. • Alternative ways to connect with whanau following limited success of 2015 initiative. • Maori Language Week observed 	<p>Principal, Deputy Principal, Leaders and teachers</p> <p>Principal, Leaders, Teachers</p>	<p>Lead teacher</p> <p>PD Budget</p> <p>Kapahaka budget \$3,000</p>
PASIFIKA STUDENTS			
<p>Address the schooling needs of the growing Pasifika student population so Pasifika students can explain, describe and achieve success in learning</p>	<ol style="list-style-type: none"> a) Develop an education plan with our Pacific community to develop collective learning partnerships, relationships and responsibilities to improve outcomes for Pasifika children b) Increase culturally responsive learning contexts c) Teachers practice is responsive to students' needs, including cultural needs d) Report to the Pacific community on Pasifika student outcomes e) The school community will continue to build their understanding of Pasifika students and Pasifika identity f) Employ Pasifika teacher to lead cultural group 	<p>Principal, Team Leaders, ESOL leader, class teachers</p>	<p>ESOL funding Teacher entitlement</p>

TEACHERS AS LEADERS AND LEARNERS			
<p>Accountability is meant to improve performance, promote ownership, inspire confidence and build trust. If managed appropriately it will give staff the freedom and motivation to continue to grow their knowledge, skills and practice.</p>	<ul style="list-style-type: none"> • Build a professional learning community by extending the coaching/critical friend/videoing programmes and the quality of the professional discussions. • Value and maximizing of staff strengths. • Teaching as inquiry model – reflection and inquiry at forefront of all activities. • Increase collaboration with other schools – Community of Learning • Review teacher effectiveness through appraisal process. • Share examples of best practice with teachers. • Explore the concept of collaborative practice in a modern learning environment. • Full participation by all teaching staff in using formative assessment • Teaching staff understand what effective teaching practice looks like. • Professional development and Appraisal interlinked. • Teachers continue to build appraisal portfolio as evidence of professional growth, improved student outcomes and improved teaching practice. • Appraisal portfolios accessible to School Leaders through Google Docs 	<p>Principal, Leaders and teachers</p>	<p>Class release time for teachers to observe each other</p>

SUPPORT PROGRAMMES			
Maintain current support programmes for students with identified needs <ul style="list-style-type: none"> • ESOL/Baseline English • Early Intervention • Reading Recovery • Rainbow Reading Programme • ALIM • School-funded ALIM • Lego Therapy group • Phonological Awareness Programme • Extension Reading Groups- reciprocal reading • Extension Writing Group • Funded In-class teaching assistant 	<ul style="list-style-type: none"> • Students requiring additional learning support are identified through the school's assessment and monitoring regime. • Staff trained to work with students with specific needs provide the support • Target students are discussed at every weekly pod meeting. • Target Student Register is maintained. 	SENCO/Early Intervention Teacher, ESOL coordinator, Curriculum leaders, Teachers and Teaching Assistants	Budget teacher and teaching assistance time Weekly team meetings Professional development budget
E-LEARNING			
Establish short and long-term goals regarding e-learning opportunities.	<ul style="list-style-type: none"> • Teachers trained in use of ICT and exposed to e-learning opportunities. • Embed blended learning (part of content and instruction delivered via digital and online media) • Enhancements and further utilization of the school website. • All students have access to the web • Conduct investigation into e-learning opportunities in the education arena • Teaching and learning programmes will reflect integration of ICT. • E – portfolios investigated 	Part time teacher employed by BOT Administration Assistant Principal Lead Teachers Team Leaders	Paid as relief teacher Spike Board of Trustees' ICT Budget
SUSTAINABILITY OF OUR ENVIRONMENT			
<ul style="list-style-type: none"> • Promote, commitment to and enthusiasm for the Schoolgen philosophy and practices in all classes and with all students. • Promote an attractive and safe school environment. • The development of school-wide collaborative learning spaces to enhance student learning engagement. 	<ul style="list-style-type: none"> • Continue working with School-gen and Enviro-schools philosophy and practices. • Monitor Electricity Use • Staff promote and monitor litter and school environment • Vegetable garden care. • Native Bush care and continued planting. • Zero-waste lunch encouraged. • Sunshade erected over the middle school playground. • Sun-safe School. • Planting around school car park • Begin planning for re-development of school buildings and environment. • Utilize Rooms 3 and 4's deck as a learning area. • Use Diocesan Financial Assistance Scheme to offset building costs. 	Lead teacher, lead students Schoolgen group Class Teachers Teacher to work with parent gardener Groundsman Teachers Groundsman Class Teachers Board of Trustees	Redevelopment funded by Hamilton Catholic Diocese

PROPERTY			
<p>Summarised from Property Plan</p> <p>Maintain a safe and healthy school environment which enhances students' active learning engagement</p>	<ul style="list-style-type: none"> • Inspect and assess suitability of boundary fences • Rebuild Rooms 1 and 2 • Paint Rooms 3, 4, 5, 6, 7, 8, Library • Furniture upgrade-senior school • Shade over middle school playground • Astroturf in front of Rooms 3 and 4 • Discussion with Parish over the use of the Church as a shared facility • Attend to flooding issue in front of Rooms 11 and 12 	Principal and Groundsman	10 year maintenance budget Cyclical maintenance budget (painting) Schools' Council funding for class replacement Diocesan Financial Assistance Scheme
FINANCE			
<p>Manage St Peter Chanel Catholic School finances to meet all of its financial obligations so that year-end accounts reflect a fiscally positive result</p>	<ul style="list-style-type: none"> • Donations to School deposited in the school's fundraising account • Funding towards improvement of educational outcomes for Pasifika students reflected in budget • Astute use of banked staffing to subsidise the use of relief teachers 	Principal School Secretary	Operations Grant Fundraising Account
COMMUNITY ENGAGEMENT			
<p>The school will develop and maintain robust sustainable relationships with and between its students, staff, parents/whanau, Diocese, MoE and key stakeholders</p>	<ul style="list-style-type: none"> • Work collaboratively to move whanau and fono engagement into a focus of learning and achievement while maintaining meaningful and positive engagement experiences of the recent past • Regularly consult with staff to assess their connection to the direction of the school and their general well-being • Communicate clearly the school's expectations for student learning to staff, students, parents/caregivers throughout the year and ensure all messages are tailored to suit the audience to which it is intended • Participate and contribute in the Community of Learning 	Principal and team leaders	Funding for 'survey monkey'

Improvement Plan - Domain: Writing

Strategic Goals

- The school will accelerate Writing Achievement for all students who are below the National Standard in Writing.
- Teachers will select small groups of children and undertake an in-depth inquiry towards acceleration (linked to annual targets).

Annual Goal (begun in 2015-2016)

Sustain the development of the practices known to make a difference to student learning outcomes.

Annual Target

To accelerate those students who are working below the National Standard in Writing

- All Pasifika students who are working below the National Standard in Writing
- All Year 8 students who are working below the National Standard in Writing
- All Year 5 student who are working below the National Standard in Writing

Baseline data

All students

Writing: Whole School: 74.0% (At & Above)

Well Below: 12 (4.2%), Below: 62 (21.4%), At: 188 (65.7%), Above: 24 (8.4%), Total: 286

Pasifika Students: 37.8 % (At & Above) National Pasifika 60.6% Waikato Region: 59.2% Hamilton City: 55.7%

In 2016, 16 new Pasifika students enrolled. This shows the comparison of the National Standard results for the students that were new to St Peter Chanel School compared with students already at St Peter Chanel School in 2015.

	Well Below		Below		At		Above		Total
WRITING	Number	%	Number	%	Number	%	Number	%	
2016 Arrivals	2	6.9	11	37.9	3	10.3	0	0	16
Existing	1	3.4	4	13.8	7	24.1	1	3.4	13

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1 (then termly)	Gather e-asTTle writing data at Term 1 for target children to use as baseline data.		Term 2, 3 & 4 e-asTTle data to show progress and areas of need. (Individual and group pictures)
Term 1	Teachers use last year's data, analysis of end of previous year's writing and observations to identify target students	All teaching staff	Target/Priority Learners List written by class teacher.

Ongoing throughout the year	Tri-weekly discussions in team meetings to set student achievement targets, discuss progress and deliberate acts of teaching	All teaching staff	Teachers bring examples of work/evidence to show progress with the aim of acceleration to meeting their National Standard.
Term 1 and ongoing	<p>Increase knowledge and understanding of acceleration and implications for classroom practice</p> <ul style="list-style-type: none"> • Front loading of vocabulary for target students (emphasis on Pasifika) • Increasing Student Agency 	All staff (including Learning Support Staff)	<p>Increased rate of progress and achievement against National Standard by target students.</p> <ul style="list-style-type: none"> • ESOL programme Teacher/ELA planning to support increased participation of target students within writing across the NZ Curriculum. • Planning will show learning contexts are accessible, high interest, relevant to the target learner/class and connected to the wider lives/fono of the students. • Gather evidence of target student agency using classroom observation data (termly).
<p>Monitoring Teacher Inquiry, Moderation Meetings, Staff Meetings, POD meetings, End of Term POD summaries, Leadership Meetings, Target Student progress – against ELLP indicators & LLP, assessment data</p>			
<p>Resourcing <u>Staffing</u> to support release of teachers and curriculum leaders for Practice Analysis Conversations and Observations and in-class support (if needed). <u>Funding</u> to release teachers and cover cost of professional development. (TBD)</p> <p>Kapeli - Pasifika Co-ordinator MOE (Central North Island) – in process. Shanley Gamble Senior Advisor ESOL Migrant and International Students – has agreed to do PD with new staff (Tuesday/Friday) Charlene Mataio - Literacy and ESOL professional development facilitator – Tools4Teachers Pasifika Teacher Aid Project – MOE (Shanley) – in process.</p>			

Improvement Plan for English Language Learner students in Junior, Middle and Senior Teams

School Strategic Learning Goal

All our English Language Learner students are able to access the New Zealand Curriculum successfully.

School Annual Goal

Develop staff knowledge and understanding of the English Language Learning Progressions and teacher development of culturally responsive classroom practice, with an emphasis on supporting Pasifika students.

Annual Target

Pasifika

National Standards data will show that 50% of Pasifika students are achieving AT or Above their respective National Standard. (Currently 37%)

ESOL

Students in Years 4-8 who have currently achieved ELLP Stage 1 will be working within Stage 2 or achieved Stage 2 by the end of the year.

Baseline Data Writing

Of all 59 students (remaining in 2017) that were Below or Well Below their respective National Standard at the end of 2016, 22 are ESOL. **(37%)**

Of the 22 ESOL students 15 of them are Pasifika. **(68%)**

Curriculum Area	2016
READING	
All Students	87.0%
Pasifika	51.0%
Maori	89.0%
WRITING	
All Students	74.0%
Pasifika	37.0%
Maori	85.0%
MATHS	
All Students	81.0%
Pasifika	58.0%
Maori	86.0%

Baseline Data English Language Progressions

To meet the demands of the curriculum, students should ideally be working at stage 2 by the time they leave St Peter Chanel.

Of the 14 students who have achieved stage 1, 12 are currently in the Y4-8 age group.

- 6 students are year 4
- 2 students are Y5
- 1 student is Y6
- 1 student is Y7
- 2 students are Y8

Of these 12 students, 8 will form a target group which includes 2 year 4 students.

Writing ELLP Results for 2016

ELLP Stage End 2016	%	Count	Stage	Count	Count	Count
	%	0	Stage 3			0
	%	4	Stage 2		1	
	%	52	Stage 1		14*	
	%	44	Foundation Stage	12		

Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 2	Develop a Pasifika Education Plan (PEP) for Pasifika success	Staff, Pasifika parents, community	<p>Plan written in 2017 including understanding.</p> <ul style="list-style-type: none"> ● how Pasifika values can be strengthened in the school setting ● Pasifika methodologies for learning - explore how these can be utilised in a class setting to build culturally inclusive practices for students ● Explore some commonly held assumptions about Pasifika students and the effect of these on achievement outcomes
Begin 2017	Professional development in best practice in providing culturally-responsive learning contexts. Contract Tools4Teachers	Staff	Increased understanding of culturally responsive pedagogy, with the aim of acceleration in student achievement.
Begin 2017	Greater knowledge of culture, cultural practices of our students and their families	Board of Trustees, Staff, community	<p>Cultural events are celebrated appropriately (mass, food, performance) within the school.</p> <p>Greetings that recognize the diversity of cultures within the school are used and displayed.</p> <p>Classrooms celebrate the diversity of cultures within. (Context/Resources/Displays)</p>
Continue 2017	Partnership with parents and students	Board of Trustees, Staff	<p>Parent and student input is acted upon for example, cultural group, signage.</p> <p>Parents of Pasifika students are invited to goal setting/parent interviews. Booking a time that suits them to ensure a greater participation.</p> <p>Partnership planning to continue.</p>

			<p>Invitation to view learning and performances extended to Pasifika parents (by senior students when appropriate).</p> <p>Learning game/resource to be taught and taken home to create home to school partnership.</p>
Continue 2017	Continue to develop a partnership with English language assistance using an acceleration model -	Staff	<p>Students are contributing and participating in classroom programmes</p> <p>Improvement in National standard and ELLP results for Pasifika learners</p>
<p>Monitoring</p> <p>Monitoring regularly through POD meeting and assessment data. Focus on teaching, vocabulary, supporting acceleration model and engaging with ESOL support staff (feedback, feed forward). Parent partners.</p> <p>ELLP MOE Funding Stages, ELA goal setting meetings, POD Pasifika target students & ESOL Target Students</p>			
<p>Resourcing</p> <p>ESOL funding MOE, outside expertise MOE Staff, Parent's facilitator</p>			

Improvement Plan for a Learning Area (Maths): Junior, Middle and Senior Teams to Action

Strategic Goal

- The school will accelerate Maths Achievement for all students who are below the National Standard in Maths.
- Teachers will select small groups of children and undertake an in-depth inquiry as to what makes the difference.

Annual Goal

Accelerate progress of students performing below expectation in Mathematics

Annual Target

At the end of 2017:

All Year 8 students who are working below the National standard (Target students) will have made accelerated progress.

All Year 4 students who are working below the National standard (Target students) will have made accelerated progress'

All Pasifika students who are working below the National standard (Target students) will have made accelerated progress.

Baseline Data or School Context National Standard Results

	2013	2014	2015	2016
All Students	84.2%	73.4%	81.0%	81.0%
Pasifika	75.0%	43.8%	61.1%	58.0%
Maori	75.8%	56.3%	71.9%	86%
Year 8 students				72.5%
Year 4 students				77.2%

Pasifika National Standard results 2015

Nationally 63.3%

Waikato 61.1%

Hamilton City 57.1%

Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1 and ongoing	<p>Teacher Practice</p> <p>Increase knowledge and understanding of acceleration and implications for classroom practice</p> <ul style="list-style-type: none"> · Front loading of vocabulary for target students (emphasis on Pasifika) · Increasing Student Agency 	All staff (including Learning Support Staff)	<p>Increased rate of progress and achievement against National Standard by target students.</p> <ul style="list-style-type: none"> · ESOL programme Teacher/ELA planning to support increased participation of target students within Mathematics · Planning will show learning contexts are accessible, high interest, relevant to the target learner/class and connected to the wider lives/fono of the students. <p>Gather evidence of target student agency using classroom observation data (termly).</p>
Twice each term	Monitoring of teacher practice in Maths	Maths Leader	Teachers gain confidence in approaches via feedback and feed-forward from Maths Leader
Tri-weekly	Every third week the POD Meeting focus is Maths – Teaching as Inquiry approach, support each other with individual inquiries by questioning	Teachers Pod Leaders	Teachers share shifts in student achievement. Critically look at next learning steps and teaching strategies. Share good practice.
Term 2 and Term 3	Teachers of year 4 and 8 students to conduct an in depth inquiry with target students. Small group intervention based on 15 minute ALiM style intervention. 10 weeks plus one week each end for data gathering(including students and parental voice.	Teachers Math Leader	Students gain confidence from working in a smaller group. Expectation that they will accelerate. Parents/ whanau actively involved.
Ongoing	Front Loading of Mathematical vocabulary for Pasifika Students. Template to be developed for Maths Information.	Teachers English Language assistants	<p>Closer collaboration between Teachers and English Language assistants over needs of students.</p> <p>Students gain fluency with language necessary for mathematical problem solving.</p>
Term 1-3	Professional Development course Mathematics Leaders and aspiring Maths Leaders	Math Leader	Upskilling of knowledge. Collaboration with other Math's leaders

Week 1 Term 1 Week 7 Term 1 Week 2 Term 2	Moderation: GLoSS JAM Staff Meeting: Mathematics standards.	Maths Leader Team leaders Teachers	Teachers will become more precise when assessing where a student is at so that next steps will be worked out.
Term 2	Professional Development courses - student discourse - acceleration of learning for our priority learners -	Teachers of target students	Upskilling of knowledge. Share good practice.
Term 2-4	Ongoing Professional development readings including BES readings	Teachers Math Leader	Upskilling of practices. Critically look at practices in light of new research
Ongoing	Regular consultation with Parents and Fono. Parents invited in to watch acceleration programme.	Teachers	Improved home school partnership Parents/Fono actively involved with next learning steps.
Term 3	Visit St Joseph's Onehunga	Team leaders	Collaboration with a school with high Pasifika numbers. Develop more culturally inclusive practices for students
Term 3	Review implementation Plans and Long term plans	Team Leaders Maths Leader Teachers	Collaboration on best practice. Shared expectations throughout school. Coverage given to the curriculum and student needs.
Monitoring Maths Leader oversees collection and analysis of data and provides feedback to teachers and Board of Trustees Where are the gaps? What needs to change if this is not working.			
Resourcing Time and resources are allocated in the budget, in meetings, staffing release time and professional development time' <ul style="list-style-type: none"> Resourcing for Teacher Aide support (Teacher release Intervention programme) 			

- Resources allocated for Professional Development,
- Resources allocated for visiting other schools and viewing best practice.
- Resourcing of Classrooms restock equipment