



ST PETER CHANEL  
CATHOLIC SCHOOL

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**School Charter**  
**Strategic and Annual Plan for**  
**St Peter Chanel Catholic School**  
**Te Rapa (1964)**

**2020 -2023**

Principals' endorsement:	25 <sup>th</sup> February 2020
Board of Trustees' endorsement:	25 <sup>th</sup> February 2020

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	The students at St Peter Chanel Catholic School will receive a comprehensive education with a special emphasis on their Catholic faith development.	
<b>Vision</b>	Whole Education. Whole Person.	
<b>Values</b>	<ul style="list-style-type: none"> <li>● Love of God, self and others</li> <li>● Respect and tolerance</li> <li>● Being responsible</li> <li>● Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>● Honesty and Integrity</li> <li>● Community and team-work</li> <li>● Being positive</li> <li>● Self-improvement and open mindset</li> </ul>
<b>New Zealand Curriculum Principles</b>	<ul style="list-style-type: none"> <li>● <b>High Expectations</b> – culture of collaboration and learning</li> <li>● <b>Treaty of Waitangi</b> – partnership, protection, participation</li> <li>● <b>Cultural diversity</b> – encouraged and celebrated</li> <li>● <b>Coherence</b> – mapping our curriculum through an integrated and inquiry approach</li> <li>● <b>Future focus</b> – embrace learning for and about the future</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion</b> – all students are respected and nurtured</li> <li>● <b>Learning to learn</b> – learning reflection and ownership a priority</li> <li>● <b>Community Engagement</b> – strong home/school partnership</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	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.	
<b>Special Character</b>  <b>Māori Medium status</b>	<p><b><u>Catholic Character</u></b></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><b><u>The unique position of Maori culture</u></b></p> <ul style="list-style-type: none"> <li>● The special place of Maori in the community is recognised and valued through Kapahaka and Whanau Meetings</li> <li>● Teachers are developed in Maori competencies-Taitakio</li> <li>● Te Reo Maori is timetabled ensuring consistency across the school</li> </ul>	

### Baseline Data or School Context

Students' Learning	2016	2017	2018	2019
	<b>READING</b>	National Standards	National Standards	Expected Curric. Level
All Students	87.0%	81.5%	83.9%	81.4%
Pasifika	51.0%	57.2%	58.6%	45.6%
Maori	89.0%	95.4%	85.7%	88.6%
<b>WRITING</b>				
All Students	74.0%	68.0%	76.5%	77.5%
Pasifika	37.0%	32.1%	44.8%	35.8%
Maori	85.0%	86.3%	76.2%	88.6%
<b>MATHS</b>				
All Students	81.0%	79.0%	78.4%	80.21%
Pasifika	58.0%	35.7%	62.0%	38.7%
Maori	86.0%	90.9%	80.9%	93.30%

**School Context**

The school has a growing Pasifika student population and the recent data reflects the challenge the newer students present. For example, of the 16 Pasifika new arrivals in 2016, 13 were below or well below in Writing. 2018 - 2 further enrolments. 2019 - 8 enrolments (3 from Kiribati). Overall all the Pasifika students are making steady progress.. Note: All funded English Language Learners made progress against the English Language Learning Progressions in 2019.

<b>Student Engagement</b>	<p>Attendance rate for 2019 - 91.46%</p> <p>Attendance rate by Gender - Female: 92.05%, Male: 90.90%</p> <p>Pasifika attendance rate - 85.47%</p> <p>Maori attendance rate - 91.23%</p>
<b>School Organisation and Structures</b>	<p><b>ERO Report - November 2016</b></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 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><b>2020</b></p> <p>A distributive leadership continues, with an additional layer of leadership as team leaders and management develop coaching roles that support the profile of Relationship Based Learning.</p>
<b>Review of Charter and Consultation</b>	<p><b>Consultation Process:</b></p> <ul style="list-style-type: none"> <li>• In 2020 - 2023 consultation with the community will occur regularly throughout the year</li> <li>• Whanau and Fono meetings held with Maori and Pasifika families, where they are able to share their views and wishes for their children</li> <li>• Maori and Pasifika student meetings held to gain feedback for the teachers and the school</li> <li>• The Board of Trustees conducts community consultation when significant issues or policy arise or are reviewed. In 2019, parents were surveyed regarding school camp policy</li> <li>• The Health and PE consultation takes place bi-annually.</li> </ul>

## Strategic Section

<p><b>GOAL 1 - CATHOLIC CHARACTER</b> The students at St Peter Chanel Catholic School will receive a comprehensive education with special emphasis on their Catholic faith development.</p>
<p><b>GOAL 2 - TEACHERS AS LEADERS AND LEARNERS</b> To embed the principles of Relationship Based Teaching and Learning in all aspects of St Peter Chanel School.</p>
<p><b>GOAL 3 - STUDENTS' LEARNING</b> All students are engaged in their learning and achieving educational success and agency.</p>
<p><b>GOAL 4 - COMMUNITY ENGAGEMENT</b> The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities.</p>
<p><b>GOAL 5 - CULTURAL RESPONSIVENESS</b> Maori and Pasifika students achieve educational success.</p>

## Annual Plan

<p>Strategic Goal: <b>GOAL 1 - CATHOLIC CHARACTER</b> The students at St Peter Chanel Catholic School will receive a comprehensive education with special emphasis on their Catholic faith development.</p>	
<p><b>Core Strategies for Achieving Goals &amp; Actions</b> <b>2020 - 2023:</b></p>	
<p>Support all the school community on their spiritual journey, to ensure SPC school is a place to encounter the living God</p>	<p>Action group - SHINE Student Liturgy Leadership - music, prayer, altar serving, readings, welcoming Student prayer leadership - within class &amp; school masses/liturgies Daily Gospel/bible study - students have access to Gospel readings and how they relate to their lives.</p>
<p>Expect teachers to work closely with parents, whole school community and students to enhance Catholic character</p>	<p>Religious Education, classroom prayers, parents lead cultural masses and staff engagement, special masses (Grandparents Day, Mothers Day, Fathers Day).</p>
<p>Ensure the school has a connection with its parish</p>	<p>Church community &amp; parents invited and welcomed to weekly mass, SHINE group morning teas</p>

Respect the responsibilities of the Proprietor Appointees	Report regularly to proprietor appointees
Reflect and celebrate the heritage and culture of St Peter Chanel Catholic School	School Houses (Role model stories and explanations) Relate St Peter Chanel story to students
Ensure staff understand and value the special character of the school	Expectations of teachers in Catholic schools - staff meeting, planning, regular delivery of programme, observations, RE study, staff retreat, organising masses, termly Saturday community Masses
Acknowledge Charisms of Mission Sisters - Mission (respond to the call to follow Jesus and spread the Good News), Education (bring out what is within, bring to potential), and Service (doing work for showing God's love to others)	Imbedded in classroom programme
Support the vulnerable, the neglected and the marginalised	Fundraising -Mission Day, Mufti Day, Counselling, Welfare Support
Maintain Catholic Character - Leadership DRS	DRS to lead and facilitate staff meetings related to the RE programme DRS to lead weekly school singing DRS to promote relevant RE study Attend DRS meetings Active leadership - SHINE/Liturgy Group Liaise with church community and Catholic Office.
Develop and implement a purposeful method of monitoring class and achievement in RE	Teachers assess "knowledge" of the RE programme Staff to follow the RE yearly plan
Support the parish sacramental programme	Promoting the sacramental programme Providing follow up lessons at school.

**Resourcing**

RE PD Budget: \$2,000  
RE budget: \$1,000  
Welfare \$400  
Counsellor \$4000  
Timetabling, administration, personnel

**Who**

Proprietors Appointees  
Principal  
DRS  
All staff & students

**Outcomes:**

<b>GOAL 2 - TEACHERS AS LEADERS AND LEARNERS</b> To embed the principles of Relationship Based teaching and learning in all aspects of St Peter Chanel School	<b>Annual Goal:</b>
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To socialise the Relationship Based Learning profile with all staff.

**Annual Target: Where do we want to be by the end of 2020**

- School leaders to engage in developing accreditation as Relationship Based coaches
- RBL co-construction and facilitation protocols in meetings
- Teachers to be upskilled in the RBL profile and showing evidence of this within classroom practice
- Collaborative Inquiry planning to be strengthened within POD (teams).

**Core Strategies for Achieving Goals & Actions**

2020 - 2023:

When:	What:	Who:	Indicators of Progress:
<p><b>Term 1</b></p>	<ul style="list-style-type: none"> <li>• Staff to attend Waikato Catholic Kahui Aho (WCKA) workshops introducing RBL profile</li> <li>• School leaders to attend workshops gathering understanding and proficiency in participating in coaching conversations (School PD &amp; WCKA PD)</li> <li>• Leaders to practice by gathering data (filming), transcribing, moderating and peer coaching conversations</li> <li>• Co-construction and facilitation protocols to be initiated in POD meetings, with an intent to clarify learning and assessment.</li> <li>• Co-construction and facilitation protocols to be moderated following first meeting by PLD lead.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• School leaders</li> <li>• PLD facilitations</li> <li>• WCKA Within School Lead WSL/Across School Lead ASL</li> </ul>	<ul style="list-style-type: none"> <li>• New interaction protocols to be active in all meetings</li> <li>• Leaders engaged in the process, undertaking self review</li> <li>• Staff have an introductory understanding of the RBL profile.</li> </ul>
<p><b>Term 2</b></p>	<p>Continue as above, strengthening understanding and expertise.</p>	<p>As above</p>	<ul style="list-style-type: none"> <li>• Leaders to be accredited in facilitation of coaching conversations by PLD lead.</li> </ul>

			<ul style="list-style-type: none"> <li>Monitoring systems established for future for classroom RBL observations beginning Term 3.</li> <li>RBL observation manual to be created for SPC.</li> </ul>
<b>Term 3</b>	<p>Continue as above</p> <ul style="list-style-type: none"> <li>All staff will engage in classroom observations using the RBL profile.</li> </ul>	As above	<ul style="list-style-type: none"> <li>Observation process in all classes. (Data gathering, transcript/coding, moderation, conversation, goal setting, implementation of goal in planning/teaching).</li> </ul>
<b>Term 4</b>	As above	As above	<p>As above</p> <ul style="list-style-type: none"> <li>PLD lead to create graph to show evidence of discursive practice and teacher/student relationships.</li> </ul>

**Monitoring:**

- Student voice included in data collection (What are you learning today? How do you know how well you are going? What do you think are your next steps?)
- Protocols to be adhered to (in manual).

**Resourcing:**

- School PLD MOE funding
- WCKA PLD MOE funding
- Release time
- Text book: Teaching to the North East - Russell Bishop

**Outcomes:**

<p><b>GOAL 3 - STUDENTS' LEARNING</b> All students are engaged in their learning and achieving educational success and agency.</p>	<p><b>Annual Goal:</b> For students to develop an understanding of what Executive Functions are and how they help them to be responsible and successful learners.</p>
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**Annual Target: Where do we want to be by the end of 2020**

- All staff to participate in PLD to develop understanding of Executive Functions
- All 8 Executive Functions to be explicitly taught in class. (Response inhibition, cognitive flexibility, working memory, goal setting, organisation, time, planning/prioritising, and task initiation)
- Children to be able to articulate strengths and goals related to Executive Functions
- Teachers to recognise Executive Functions within the Key Competencies.

**Core Strategies for Achieving Goals & Actions****2020 - 2023:**

<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• PLD - Introduction to Executive Functions, Response Inhibition &amp; Cognitive Flexibility (3 per PLD sessions per term)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff (Teachers &amp; Support Staff)</li> <li>• Parents via newsletter/website</li> </ul>	<ul style="list-style-type: none"> <li>• Students can explain what EF's are &amp; why we need them.</li> <li>• Classroom wall display - strategy and examples of success.</li> <li>• Teachers using provided resources.</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• PLD - Working memory, organisation, time management &amp; goal setting (3 per PLD sessions per term)</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Students start to model EF's in classroom routines.</li> <li>• Teachers to provide opportunity for students to achieve success. (Scaffolding)</li> <li>• Students to develop self awareness of their own EF strengths and goals.</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• PLD - Task initiation, Planning/Prioritising, EF's in reading (3 per PLD sessions per term)</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Students to work towards own goals.</li> </ul>
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• PLD - EF's in Writing, EF's in Maths, Review of Year (3 per PLD sessions per term)/</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Student have had time to develop EF understanding and put goals into practise.</li> </ul>



**Monitoring:**

- EF Checklist (self assessment for students). Termly monitoring
- Evidence of EF in classroom practice, gathered during RBL observation
- Student voice and feedback - termly
- Teachers/students to report on EF/KC's

**Resourcing:**

- Executive Functions Toolkit for Classroom Teachers - Janet Stowell
- With Janet Stowell (RTL B whole school contract)

**Outcomes:****GOAL 4 - COMMUNITY ENGAGEMENT**

The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities.

**Annual Goal:**

To develop educationally powerful connections between students, parents and teachers.

**Annual Target: Where do we want to be by the end of 2020**

- To move from strong parent relationships to strong parent partnerships (learning focus)
- Reporting processes to reflect genuine partnerships

**Core Strategies for Achieving Goals & Actions**

2020 - 2023:

<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Re-evaluate our SPC understanding of learning partnerships</li> <li>• Review current reporting practices</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• School leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Staff consultation regarding current process.</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Formulate consultation approach to gather student and parent voice</li> <li>• Using gathered data to redefine SPC reporting processes</li> <li>• Reporting using agreed format</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Student/parent community consultation regarding process</li> <li>• Implementation plan reviewed</li> <li>• Feedback on process</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Use feedback to redefine process</li> </ul>	As above	<ul style="list-style-type: none"> <li>• To be confirmed</li> </ul>
<b>Term 4</b>	Continue as above.	As above	<ul style="list-style-type: none"> <li>• To be confirmed</li> </ul>

<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Feedback (before, during and after) from all stakeholders.</li> </ul>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Staff Meetings</li> <li>• Focus group meetings</li> <li>• Research - ERO reviews - Building genuine learning partnerships with parents.</li> </ul>
<p><b>Outcomes:</b></p>

<p><b>GOAL 5 - CULTURAL RESPONSIVENESS</b> Maori and Pasifika students achieve educational succes.</p>	<p><b>Annual Goal:</b> For all students, with a focus on Maori and Pasifika students, to recieve high quality education.</p>
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<p><b>Annual Target: Where do we want to be by the end of 2020</b></p> <ul style="list-style-type: none"> <li>• Address the disparity in education outcomes for Pasifika learners</li> <li>• Reject deficit explanations for learners learning - students are encouraged to be culturally located learners</li> </ul>
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**Core Strategies for Achieving Goals & Actions**  
**2020 - 2023:**

<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
<p><b>Term 1</b></p>	<ul style="list-style-type: none"> <li>• Deficit explanations to be challenged using the RBL profile and interaction protocols;</li> <li>• Deflect, challenge deficit explanations about student performance</li> <li>• Regular meetings with Pasifika student leaders to gather student voice and plan for student leadership - building relationships</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• School leaders</li> <li>• PLD facilitations</li> <li>• Pasifika students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Shift in positioning - Target pedagogies vs target students (using co-construction protocols - ongoing over the year).</li> <li>• Pasifika students leaders active participants in school environment and role models in classrooms.</li> </ul>

<b>Term 2</b>	<ul style="list-style-type: none"> <li>Teachers, read, discuss and engage with students and parents to develop their own understanding of culture, including their own and the types of cultures represented in their classrooms</li> </ul>	Continue as above.	<ul style="list-style-type: none"> <li>Knowledge that students are culturally located in different ways - (focussed/targeted PD sessions for all teachers using Tapasa to support, RBL co-construction meetings)</li> <li>Classrooms reflects cultures (Can students see themselves?, environment, texts, choice, funds of knowledge - student experts)</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>Teachers planning will show opportunities for students to make meaning using their own culture contexts beliefs and values</li> </ul>	Continue as above.	<ul style="list-style-type: none"> <li>Student outcomes Student engagement</li> </ul>
<b>Term 4</b>	Continue as above.	Continue as above.	<ul style="list-style-type: none"> <li>Evidence of teachers able to use knowledge of 3 dimensions of culture (surface, shallow and deep culture) in classroom interactions/planning/programme/as above/classroom observation &amp; student voice.</li> <li>Feedback from students, teachers parents - engagement questions.</li> </ul>

**Monitoring:**

- RBL coaching conversations held during term three/four
- Student outcomes - what can we do better? Where are the gaps, what do we need to change if this is not working?

**Resourcing**

- Tataiako : <https://educationcouncil.org.nz/required/Tataiako.pdf>
- Ka Hikitia Accelerating Success 2013-2017 The Maori Education Strategy
- Tapasa <https://goo.gl/HNvz1N>
- Tataiako- Cultural Competencies for Teachers of Māori Learners A resource for use with the Graduating Teacher Standards and Practising Teacher Criteria
- Teaching to the North East - Russell Bishop

**Outcomes:**

## **Other areas of school wide focus for continued development**

- School wide assessment and moderation practices - Regular and ongoing PD for all teaching staff.
- Curriculum - Regular and ongoing develop of classroom “best practice” and schoolwide inquiry planning.
- Support Programmes - Maintain current support programmes for students with identified needs
- Monitoring Systems - Strengthen and make relevant the mechanisms for tracking academic progress and development of individuals and groups of students.
- E-Learning - Embed e-learning as a tool for student learning.
- 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
- Sustainability of our Environment - Begin planning for re-development of school buildings and environment including student input.
- Property - Summarised from Property Plan: Use Diocesan Financial Assistance Scheme to offset building costs in planned redevelopment in school.