



ST PETER CHANEL
CATHOLIC SCHOOL

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

2021 -2024

Principals' endorsement:	16 th February 2021
Board of Trustees' endorsement:	16 th February 2021

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 mind-set
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	<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>	
Māori Medium status	<ul style="list-style-type: none"> • The special place of Maori in the community is recognised and valued through Kapa haka and Whanau Meetings • Teachers are developed in Maori competencies-Taitakio • Te Reo Maori is timetabled ensuring consistency across the school 	
Review of Charter and Consultation	<p><u>Consultation Process:</u></p> <ul style="list-style-type: none"> • In 2021 - 2024 consultation with the community will occur regularly throughout the year • Whanau and Fono meetings held with Maori and Pasifika families, where they are able to share their views and wishes for their children • Maori and Pasifika student meetings held to gain feedback for the teachers and the school • The Board of Trustees conducts community consultation when significant issues or policy arise or are reviewed. In 2020, parents were surveyed regarding school reporting policy • Regular, specific surveys relating to current developments and/or changes are enacted to gather student and parent feedback • The Health and PE consultation takes place bi-annually. 	

Strategic Section

<p>GOAL 1 - CATHOLIC CHARACTER The students at St Peter Chanel Catholic School will receive a comprehensive education with special emphasis on their Catholic faith development.</p>
<p>GOAL 2 - TEACHERS AS LEADERS AND LEARNERS To embed the principles of Relationship Based Teaching and Learning in all aspects of St Peter Chanel School.</p>
<p>GOAL 3 - STUDENTS' LEARNING All students are engaged in their learning and achieving educational success and agency.</p>
<p>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.</p>
<p>GOAL 5 - CULTURAL RESPONSIVENESS Maori and Pasifika students achieve educational success.</p>

Annual Plan

Strategic Goal:			
<p>GOAL 1 - CATHOLIC CHARACTER The students at St Peter Chanel Catholic School will receive a comprehensive education with special emphasis on their Catholic faith development.</p>		<p>Annual Goal: The students become more aware of the gift of Faith they receive through baptism and their daily encounter with Christ.</p>	
<p>Annual Target: Where do we want to be by the end of 2021</p> <ul style="list-style-type: none"> • Opportunities for students to learn and develop as Christ's witnesses through their actions and their gradual formation/growth of conscience in fundamental, permanent virtues • Partnership with parents who are the first educators • Use RBL (Relational Based Learning) profile to further enhance the Catholic ethos within the school community 			
<p>Core Strategies for Achieving Goals & Actions 2021 - 2024:</p>			
When:	What:	Who:	Indicators of Progress:
<p>Term 1-4</p>	<ul style="list-style-type: none"> • Support all the school community on their spiritual journey, to ensure SPC school is a place to encounter the living God 	<ul style="list-style-type: none"> • Priest • Staff • 	<ul style="list-style-type: none"> • Action group - SHINE • Student Liturgy Leadership • Student prayer leadership - within class & school Masses/liturgies • Daily Gospel/Bible study -

			<ul style="list-style-type: none"> • Weekly Mass • Service to humanity - Mission Day, response to needy • RBL profile, no deficit comments
Term 1-4	<ul style="list-style-type: none"> • Expect teachers to work closely with parents, whole school community and students to enhance Catholic character 	<ul style="list-style-type: none"> • DRS • Principal • Staff 	<ul style="list-style-type: none"> • R. E. outline to parents • Classroom prayers • Staff/Parents lead cultural Masses and staff engagement • Special Masses (Grandparents Day, Mothers Day, Fathers Day).
Term 1-4	<ul style="list-style-type: none"> • Ensure the school has a connection with its parish 	<ul style="list-style-type: none"> • DRS • Principal 	<ul style="list-style-type: none"> • Parish community & parents invited, welcomed to weekly Mass. • Staff on Parish rosters • SHINE group morning teas • Church maintenance
Term 1	<ul style="list-style-type: none"> • Respect the responsibilities of the Proprietor Appointees 	<ul style="list-style-type: none"> • DRS • Principal • Proprietor Appointees 	<ul style="list-style-type: none"> • Report and consult regularly to proprietor appointees - monthly BoT
Term 1 - 4	<ul style="list-style-type: none"> • Reflect and celebrate the heritage and culture of St Peter Chanel Catholic School 	<ul style="list-style-type: none"> • DRS • Principal 	<ul style="list-style-type: none"> • School Houses (Role model stories and explanations) • Relate St Peter Chanel story to students
Term 1 - 4	<ul style="list-style-type: none"> • Ensure staff understand and value the special character of the school 	<ul style="list-style-type: none"> • Principal • DRS • 	<ul style="list-style-type: none"> • Expectations of teachers in Catholic schools document studied and understood. • Staff meetings, planning, regular delivery of programme, observations, RE study, staff retreat, organising Masses, termly Saturday community Masses
Term 1 - 4	<ul style="list-style-type: none"> • Acknowledge Charisms of Mission Sisters - Mission (respond to the call to follow Jesus and spread the Good News), 	<ul style="list-style-type: none"> • DRS • Staff 	<ul style="list-style-type: none"> • Imbedded in classroom programme

	Education (bring out what is within, bring to potential), and Service (doing work for showing God's love to others)		
Term 1-4	<ul style="list-style-type: none"> Support the vulnerable, the neglected and the marginalised 	<ul style="list-style-type: none"> Principal Staff BoT 	<ul style="list-style-type: none"> Fundraising -Mission Day, Mufti Day Counselling Welfare Support Student enrolment non-selective
Term 1-4	<ul style="list-style-type: none"> Maintain Catholic Character - Leadership DRS 	<ul style="list-style-type: none"> DRS 	<ul style="list-style-type: none"> 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
Term 1-4	<ul style="list-style-type: none"> Develop and implement a purposeful method of monitoring class and achievement in RE 	<ul style="list-style-type: none"> DRS 	<ul style="list-style-type: none"> Teachers assess "knowledge" of the RE programme RBL student voice Staff to follow the RE yearly plan
Term 1-4	<ul style="list-style-type: none"> Support the parish sacramental programme 	<ul style="list-style-type: none"> DRS Principal Staff 	<ul style="list-style-type: none"> Promoting the sacramental programme Providing follow up lessons at school.

Monitoring:

- Monthly DRS reports to the Board of Trustees
- Regular 'voice' and data collected by DRS and team leaders
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Resourcing:

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

<p>Outcomes:</p> <ul style="list-style-type: none"> •

<p>GOAL 2 - TEACHERS AS LEADERS AND LEARNERS To embed the principles of Relationship Based teaching and learning in all aspects of St Peter Chanel School</p>	<p>Annual Goal: To socialise the Relationship Based Learning profile with all staff.</p>
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<p>Annual Target: Where do we want to be by the end of 2021</p> <ul style="list-style-type: none"> • Embed and tailor the RBL co-construction and facilitation protocols for SPC • Teachers continue to be upskilled in the RBL profile and show evidence of this within classroom practice • Socialisation (the spread, understanding of the SPC learning culture) for all stakeholders • Collaborative Inquiry planning strengthened within POD resulting in deeper curriculum knowledge and assessment of learning.

Core Strategies for Achieving Goals & Actions
2021 - 2024:

When:	What:	Who:	Indicators of Progress:
<p>Term 1</p>	<ul style="list-style-type: none"> • Staff to continue to access Waikato Catholic Kahui Aho (WCKA) workshops around RBL profile and impact coaching • SPC Impact Coaches to rehearse, refine and practice through leadership meetings and through cycles of coaching • System and Impact Coaches to continue gathering data (filming), transcribing, moderating and peer 	<ul style="list-style-type: none"> • All staff • School leaders • PLD facilitations • WCKA Within School Lead • WSL/Across School Lead • ASL 	<ul style="list-style-type: none"> • Attending Kahui Ako meetings and reporting back and adopting changes • Coaches display increased knowledge and skill in leading meetings and coaching conversations • Twice yearly RBL Feedback Loops & coaching conversations completed (T2 & 3). • Goals set from coaching conversations are based on the RBL framework • Monitoring of goals clearly recorded by teachers, their impact

	<p>coaching conversations for monitoring and improving student achievement</p> <ul style="list-style-type: none"> • Co-construction meetings held to build teacher knowledge and understanding around effective planning, teaching and assessment in order to best support our learners. • Part 1 (creating family-like contexts) and Part 2 (interactions that promote learning) of the RBL profile explored in more depth as a staff to enhance student engagement in learning. 		<p>coaches and system coaches.</p> <ul style="list-style-type: none"> • 2 x Termly co-construction meetings • RBL protocols to be active in all meetings • Goals set and monitored from each meeting. • 2 x termly workshops based on evidence from observation data. For example, power sharing, co-construction, prior learning, feedback, feedforward, executive functions. • Teachers show consideration of the cultural dimensions in their planning.
Term 2	Continue as above, strengthening understanding and expertise.	As above	<ul style="list-style-type: none"> • Additional staff to be accredited in facilitation of coaching conversations by PLD lead. • RBL protocols manual completed for SPC. • 1 observation /feedback loop completed. • DP to collate observation data to show evidence of discursive practice and teacher/student relationships for the Guiding Coalition.
Term 3	Continue as above	As above	<p>As above</p> <ul style="list-style-type: none"> • 1 observation /feedback Loop completed.
Term 4	As above	As above	<p>As above</p> <ul style="list-style-type: none"> • DP to collate observation data to show evidence of

			discursive practice and teacher/student relationships for the Guiding Coalition.
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<p>Monitoring:</p> <ul style="list-style-type: none"> • Team Leaders gather students' voices twice a term (What are you learning today? How do you know how well you are going? What do you think are your next steps? What does your teacher do that helps you learn?) • Observation data completed and put in school-shared folder • Protocols adhered to (in manual). • Observation data collated twice a year for the Guiding Coalition
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<p>Resourcing:</p> <ul style="list-style-type: none"> • WCKA PLD MOE funding • Three days surplus PLD with Cognition • Release time in house • Texts: Teaching to the North East - Russell Bishop, Being in our shoes...Teaching practices (RbL Learning teaching series), Collaborative Impact Program - Learning and activation resource, New Voices (RbL Learning Foundation Series), Visible Learning - Feedback - John Hattie & Shirley Clarke
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<p>Outcomes:</p> <ul style="list-style-type: none"> •

<p>GOAL 3 - STUDENTS' LEARNING All students are engaged in their learning and achieving educational success and agency.</p>	<p>Annual Goals: For students to continue to grow their use of Executive Functions which will assist them to become self-managing learners. Our Year 7 & 8 students will have accelerated progress in writing to achieve the expected curriculum levels or above.</p>
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<p>Annual Targets: Where do we want to be by the end of 2021</p> <ul style="list-style-type: none"> • 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) • Students to be able to articulate strengths and goals related to Executive Functions • Students to be able to articulate: What are you learning today? How do you know how well you are going? What do you think are your next steps? What does your teacher do that helps you learn? • All Year 7 and 8 students will show improvement in written language across the curriculum

Core Strategies for Achieving Goals & Actions

2021 - 2024:

When:	What:	Who:	Indicators of Progress:
<p>Term 1</p>	<ul style="list-style-type: none"> • 'Write that Essay' programme introduced to Year 7 and 8 students and all staff. • Executive Functions are integrated in classroom programmes. • Teachers to recognise Executive Functions within the Key Competencies. • Teachers planning will reflect student needs based on assessment (formative). 	<ul style="list-style-type: none"> • All staff (Teachers & Support Staff) • Parents via newsletter/website • Teachers 	<ul style="list-style-type: none"> • Staff PD completed and followed up in the classroom. • Planning reflects Executive Functions. • Evidenced in classroom routines and organisation. • Classroom wall display - strategy and examples of success. • Teachers using provided resources. • Setting up classroom routines. • Students are able to talk about the impact of EF's/competencies. • Team leaders regularly reviewing classroom teachers planning & outcomes. • Learning intentions and success criteria are visible and understood by students. • Regular feedback / feedforward to students on LI & SC through conferencing.
<p>Term 2</p>	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Students are able to talk about EF's

			<p>and how it impacts their learning.</p> <ul style="list-style-type: none"> • Students to develop self-awareness of their own EF strengths and goals. • As above
Term 3	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above
Term 4	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above

<p>Monitoring:</p> <ul style="list-style-type: none"> • EF Checklist (self-assessment for students). Termly monitoring. • RBL observation • Team Leaders gather students' voices twice a term (What are you learning today? How do you know how well you are going? What do you think are your next steps? What does your teacher do that helps you learn?) • Teachers/students to report on EF/KC's in Term 2 & 4 reporting to parents • Team leaders monitoring team members planning • E-asttle Time 1 (EOY 2020) and Time 2 (EOY 2021) Focus on overall scores, as well as specific area e.g. sentence structure. • Write that Essay Feedback Reports
<p>Resourcing:</p> <ul style="list-style-type: none"> • Executive Functions Toolkit for Classroom Teachers - Janet Stowell • Chromebooks available to all Year 7 and 8 students (an additional 35 chrome-books to be purchased) • Write that Essay Programme
<p>Outcomes:</p> <ul style="list-style-type: none"> •

<p>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.</p>	<p>Annual Goal: To develop educationally powerful connections between students, parents and teachers.</p>				
<p>Annual Target: Where do we want to be by the end of 2021</p> <ul style="list-style-type: none"> • To move from strong parent relationships to strong parent partnerships (learning focus) • Reporting processes to reflect genuine partnerships 					
<p>Core Strategies for Achieving Goals & Actions 2021 - 2024:</p> <table border="1"> <tr> <td>When:</td> <td>What:</td> <td>Who:</td> <td>Indicators of Progress:</td> </tr> </table>		When:	What:	Who:	Indicators of Progress:
When:	What:	Who:	Indicators of Progress:		

Term 1	<ul style="list-style-type: none"> • Re-evaluate our SPC understanding of learning partnerships • Review current reporting practices • Parent education via school web page • Teachers prioritise building learning partnerships with parents of students who are at risk of not meeting curriculum expectations. 	<ul style="list-style-type: none"> • All staff • School leaders 	<ul style="list-style-type: none"> • Staff consultation regarding current process. • Following 5 & 6 year old assessments, teacher and parent conferencing. • Curriculum expectations at each level on the webpage. • At risk students have regular communication about what is working and what they all (the child, the parent and the teacher) do next.
Term 2	<ul style="list-style-type: none"> • Continue to gather student and parent voice • Using gathered data to redefine SPC reporting processes • Reporting using agreed format 	As above	<ul style="list-style-type: none"> • Student/parent community consultation regarding process • Implementation plan reviewed • Feedback on process
Term 3	<ul style="list-style-type: none"> • Use feedback to redefine process 	As above	<ul style="list-style-type: none"> • To be confirmed
Term 4	Continue as above.	As above	<ul style="list-style-type: none"> • To be confirmed

Monitoring:

- Feedback from reporting (before, during and after) from all stakeholders.
- Parent voice about website use and content
- Tracking of target students & specific communication with parents

Resourcing

- Time
- Staff Meetings
- Focus group meetings & surveys
- Research - ERO reviews - Building genuine learning partnerships with parents.

Outcomes:

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GOAL 5 - CULTURAL RESPONSIVENESS

Maori and Pasifika students achieve educational success.

Annual Goal:

For all students, with a focus on Maori and Pasifika students, to receive high quality education.

Annual Target: Where do we want to be by the end of 2021

- Address the disparity in education outcomes for Pasifika learners
- Reject deficit explanations for learners learning - students are encouraged to be culturally located learners

Core Strategies for Achieving Goals & Actions**2021 - 2024:**

When:	What:	Who:	Indicators of Progress:
Term 1	<ul style="list-style-type: none"> • Deficit explanations to be challenged using the RBL profile and interaction protocols; • Deflect, challenge deficit explanations about student performance • Regular meetings with Pasifika student leaders to gather student voice and plan for student leadership - building relationships • Teachers planning will show opportunities for students to make meaning using their own culture contexts beliefs and values 	<ul style="list-style-type: none"> • All staff • School leaders • PLD facilitations • Pasifika students and families 	<ul style="list-style-type: none"> • Shift in positioning - Target pedagogies vs target students (using co-construction protocols - ongoing over the year). • Pasifika student leaders active participants in school environment and role models in classrooms. • Student outcomes Student engagement
Term 2	<ul style="list-style-type: none"> • 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 	Continue as above.	<ul style="list-style-type: none"> • Knowledge that students are culturally located in different ways. • Classrooms reflects cultures (Can students see themselves in environment, texts, choice, funds of knowledge - student experts)
Term 3	<ul style="list-style-type: none"> • Continue as above 	Continue as above.	<ul style="list-style-type: none"> • Continue as above
Term 4	<ul style="list-style-type: none"> • Continue as above. 	Continue as above.	<ul style="list-style-type: none"> • Feedback from students, teachers parents - engagement questions.

<p>Monitoring:</p> <ul style="list-style-type: none"> • RBL coaching conversations held during the year • Student outcomes - what can we do better? Where are the gaps, what do we need to change if this is not working? • Parent and student voice collection
<p>Resourcing</p> <ul style="list-style-type: none"> • 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
<p>Outcomes:</p> <ul style="list-style-type: none"> •

Other areas of school wide focus for continued development

Area of Focus	Outcomes
School wide assessment and moderation practices - Regular and ongoing PD for all teaching staff.	•
Curriculum - Regular and ongoing development 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.

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