



ST PETER CHANEL
CATHOLIC SCHOOL

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

2022 -2025

Principals' endorsement:	16 th February 2022
Board of Trustees' endorsement:	16 th February 2022

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	<p>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.</p> <p>Requirements for schools to meet obligations towards Te Tiriti o Waitangi are contained within the New Zealand Education Act 1989. In relation to Te Tiriti o Waitangi we highlight and acknowledge: Section 61 (3)</p> <p>A school charter must contain the following sections: (a) a section that includes - (i) the aim of developing, for the school, policies and practices that reflect New Zealand’s cultural diversity and unique position of the Maori culture; and (ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parent ask for it.</p>	
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 within life.</p>	
Māori Medium status	<p><u>The unique position of Maori culture</u></p> <p>At St Peter Chanel Catholic School we acknowledge New Zealand’s cultural diversity and the unique position of Maori as tangata whenua. Te Tiriti o Waitangi is one of eight principles in The New Zealand Curriculum that provides a foundation for the school’s decision making.</p> <ul style="list-style-type: none"> ● The special place of Maori in the community is recognised and valued through Te Reo, Kapa haka and Whanau Meetings. ● Teachers are developed in Maori competencies -Taitakio. ● Te Reo Maori is timetabled and integrated ensuring consistency across the school. ● We promote Maori achievement and equal opportunities for all members of the school community. ● We respect each person’s culture and their right to follow their cultural direction. 	
National Education Learning Priorities	<p><u>NELP’s</u></p> <p>The NELP’s set out the Government’s priorities for education they believe will ensure the success and wellbeing of all learners</p> <ol style="list-style-type: none"> 1. Learners at the Centre <ul style="list-style-type: none"> ● Places of learning are safe, free from racism, discrimination and bullying 	

	<ul style="list-style-type: none"> ● Have high aspirations for every learner and support these by partnering with whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 2. Barrier Free Access ● Reduce barriers to education for all, including for Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs ● Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy 3. Quality Teaching and Leadership ● Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning ● Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 4. Future of Learning and Work ● Collaborate with industries and employers to ensure learners/akonga have the skills, knowledge and pathways to succeed in work ● Support learners/akonga to see the connection between what they are learning and the world of work ● Break down ethnic, gender and socioeconomic stereotypes around education and career paths
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<p>Leading & Teaching in the North East</p>	<p>St Peter Chanel Catholic School follows the RbL (Relationships-based Learning) approach which impacts on all aspects of school life. The approach embodies all priorities included in the NELP's.</p> <ul style="list-style-type: none"> ● Leaders of Learning Create a family-like context for learning by: <ul style="list-style-type: none"> - Rejecting deficit explanations for learners learning - Caring for and nurturing the learner, including their language and culture - Voicing and demonstrating high expectations - Ensuring all learners can learn in a well-managed environment to promote learning - Knowing what learners need to learn - Know what teachers and staff need to learn to be successful. ● Leaders of Learning; <ul style="list-style-type: none"> - Draw on learners' prior learning - Use formative assessment feedback - Use formative feed-forward - Use co-construction processes involving teachers and students - Use power sharing strategies which promotes self-determining learners - Voice and demonstrate high expectations for learners learning and well-being - Ensure all learners learn in a well-managed environment - Know their learners and their learning. ● Leaders of Learning monitor learners' progress and the impact of the processes of learning by assessing how well learners are able to; <ul style="list-style-type: none"> - Set goals for their learning - Articulate how they prefer to learn or how they learn (pedagogy) - Understand the role and function of institutional structures that support learning - Be initiators of, and take responsibility for, their own learning and the learning of others (leadership) - Include others in the learning context and interactions (spread) - Provide evidence of how well they are going and what progress they are making - Take ownership of their own learning.
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Review of Charter and Consultation	<p><u>Consultation Process:</u></p> <ul style="list-style-type: none"> ● In 2022 - 2025 consultation with the community will occur regularly throughout the year ● Whanau and Fono meetings or personal approach 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 ● 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.
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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

<p>Strategic Goal:</p>	
<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 2022:</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. 	

Core Strategies for Achieving Goals & Actions

2022 - 2025:

When:	What:	Who:	Indicators of Progress:
Term 1-4	<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 - Weekly Mass Service to humanity - Mission Day, response to those in need RBL profile, no deficit comments RBL - student voice collected
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). (Covid dependant)
Term 1-4	<ul style="list-style-type: none"> Ensure the school has a connection with its parish (Disrupted due to Covid) 	<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 Promotion of service and mission
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.
Term 1 - 4	<ul style="list-style-type: none"> Acknowledge Charisms of Mission Sisters - Mission 	<ul style="list-style-type: none"> DRS Staff 	<ul style="list-style-type: none"> Imbedded in classroom programme and the school

	(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)		ethos
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 RBL - all students feel accepted, heard, supported
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 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 DRS to report on RE programme achievement
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

Resourcing:

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

Outcomes:

<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 continue to socialise the Relationship Based Learning profile with all staff.</p>
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<p>Annual Target 2022:</p> <ul style="list-style-type: none"> • Further 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 to be strengthened within POD resulting in deeper curriculum knowledge and assessment of learning.
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Core Strategies for Achieving Goals & Actions
2022 - 2025:

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 coaching conversations for monitoring and improving student achievement • Co-construction meetings held to build teacher knowledge and understanding around effective planning, teaching and assessment in order to best support our learners 	<ul style="list-style-type: none"> • All staff • School leaders • PLD facilitations • WCKA Within School Lead • WSL/Across School Lead ASL • Guiding Coalition Team 	<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 are clearly recorded by teachers, their impact coaches and system coaches. • 2 x Termly co-construction meetings • RBL protocols to be active in all meetings • Goals set and monitored from each meeting.

	<ul style="list-style-type: none"> 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. Guiding Coalition meet to analyse data 		<ul style="list-style-type: none"> 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. Guiding Coalition trained to look at data, set goals, and support change.
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 to be continually updated 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.

Monitoring:

- 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 to be adhered to (in manual).
- Observation data collated twice a year for the Guiding Coalition

Resourcing:

- WCKA PLD MOE funding
- PLD with Cognition - RbL training provider
- 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

Outcomes:

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GOAL 3 - STUDENTS' LEARNING

All students are engaged in their learning and achieving educational success and agency.

Annual Goals:

- For students to continue to grow their use of Executive Functions which will assist them to become self managing learners.
- Institutionalise the use of the Writer's Toolbox throughout the school.
- Introduce Better Start Literacy Approach - professional development for teachers and learning programme for students

Annual Targets 2022:

- 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 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 students will show improvement in written language across the curriculum
- Better Start embedded in junior school literacy programme.

Core Strategies for Achieving Goals & Actions

2022 - 2025:

When:	What:	Who:	Indicators of Progress:
Term 1	<ul style="list-style-type: none"> ● 'The Writer's Toolbox' programme used in all classrooms ● Better Start Literacy Approach used in all junior classes ● 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/students 	<p>Staff PD completed and followed up in the classroom. Class observations and student voice data</p> <ul style="list-style-type: none"> ● Teachers and teaching assistants complete training ● Students data as evidence of effectiveness ● 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 review 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.
Term 2	<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 and how it impacts their learning. ● Students 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

Monitoring:

- Executive Function Checklist (self assessment for students). Termly monitoring.
- RBL observations
- 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.

Resourcing:

- Executive Functions Toolkit for Classroom Teachers - Janet Stowell
- Chromebooks available to all Year 7 and 8 students (an additional 35 chromebooks to be purchased)
- The Writer's Toolbox Programme.

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 2022:

- Move from strong parent relationships to strong parent partnerships (learning focus)
- Reporting processes to reflect genuine partnerships.

Core Strategies for Achieving Goals & Actions

2022 - 2025:

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 processes • 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's 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 	As above	<ul style="list-style-type: none"> • Student/parent community consultation regarding process • Implementation plan

	<ul style="list-style-type: none"> processes Reporting using agreed format 		<ul style="list-style-type: none"> 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 2022:

- 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

2022 - 2025:

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 	<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 students are active participants in the school environment and role models in classrooms. Student outcomes Student engagement Data gathered through student voice

	using their own culture contexts beliefs and values		
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?, 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.

Monitoring:

- 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

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

Area of Focus	Outcomes
School wide assessment and moderation practices - Regular and ongoing PD for all teaching staff.	<ul style="list-style-type: none">
Curriculum - Regular and ongoing development of classroom "best practice" and schoolwide inquiry planning.	<ul style="list-style-type: none">
Support Programmes - Maintain current support programmes for students with identified needs	<ul style="list-style-type: none">
Monitoring Systems - Strengthen and make	<ul style="list-style-type: none">

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.	•