



# ST ANNE'S

## CATHOLIC SCHOOL



*Living our faith through our actions*

EST. 1906

# 2018 TŪTOHINGA

**VISION:** St Anne's learners show **GRIT** / Ka whakaturia e ngā ākonga o Hato Ani te NIWHA  
 Gospel values / Whakapono  
 Regulated learning / Ako Tika  
 Initiative/Innovation / Auaha  
 Team Player Attributes / Kotahitanga

<b>GRIT / NIWHA</b>	<b>Gospel Values / Whakapono</b>	<b>Regulated Learning / Ako Tika</b>	<b>Initiative / Auaha</b>	<b>Team Player Attributes / Kotahitanga</b>
Courageous Resilient Confident Determined Perseverance	Love of God Love of others Service Respect Forgiveness	Self-motivated Resourceful Connected Life-long learner Aware of own learning needs	Critical and creative thinker Culturally aware Problem solver Able to take on responsibility Actively involved	Relates well to others Supports and encourages others Good communication skills

### VALUES

At our school we encourage and model the values, principles and intent of the New Zealand Curriculum.  
 We place a particular emphasis on the Gospel Values of Ihu Karaiti.  
 We aim to 'live our faith through our actions' / 'Mā te mahi e whakatinana ai te whakapono'

<p><b>We do this by;</b>  <b>Doing what Jesus said / Āna kōrero</b>          Through study of the parables, sermons, statements and answers Jesus made throughout his ministry and putting these values into action.  <b>Doing what Ihu did / Āna mahi</b>          Through study of Jesus' actions of healing, forgiveness, standing up for others and service, and putting these values into action.  <b>Doing what Jesus told us to do / Āna whakahau</b>          Through study of Jesus' commandments of love, Eucharist and evangelisation, and putting these values into action.</p>	<p>Our kura (school) takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for ngā ākonga (the students).</p> <p>When developing policies and practices we reflect New Zealand's cultural diversity and the unique position of the Māori culture.</p> <p>This charter has been developed in consultation with our school community.</p>
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### STRATEGIC AIMS

To provide an innovative, child centred and researched based bilingual learning environment, where students are achieving and making accelerated progress in relation to the New Zealand Curriculum and their individual learning success, with a focus on collaboration (mahi ngātahi), hauora and self-regulated learning (ako tika).	The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungatanga).	To have an actively involved school, parish and parent community that values, nurtures and is involved with students' learning and hauora through effective engagement, personal development and communication (atawhai, kotahitanga).
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This Charter document should be read and considered in conjunction with a number of key documents.

These include:

The annual plan	The policy framework	Special Character self-review
5 and 10 year property plans/programmes	The budget	Staff meeting and briefing minutes and planning
Professional development plans	The board's three year work plan	

Strategic aim:	2018	2019	2020
<p>To provide an innovative, child centred and researched based bilingual learning environment, where students are achieving and making accelerated progress in relation to the New Zealand Curriculum and their individual learning success, with a focus on collaboration (mahinga tāhaki), wellbeing (hauora) and self-regulated learning (rangatiratanga).</p>	<p><b>Curriculum/Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>-Target students and priority students identified and targets made for them by all teachers. Data feed to the board monthly. (national priorities- reading/writing/mathematics)</li> <li>-All 'at risk' students to have ILP created and used</li> <li>-Focus on priority learners effectively through using our CaAP tool to choose appropriate interventions for students including ALL (Accelerating Literacy Learning) school wide</li> <li>-Implement and continue to review St Anne's New Curriculum / Te Marautanga hou o Hato Ani</li> <li>-Storytelling to be used twice and integrated in the curriculum</li> <li>-Develop GATE programme</li> <li>-CoL-Science- using the Thinking with Evidence tool we will tailor professional development to meet the individual needs of schools and teachers</li> <li>-CoL-PLD on the Learning Progressions Framework for assessment</li> <li>-CoL-Develop our use with the <i>Progress and Consistency Tool</i> for use in assessment</li> </ul> <p><b>Digital Fluency (Collaboration, Regulated Learning)</b></p> <ul style="list-style-type: none"> <li>-Increase device to student ratio</li> <li>-Increase digital competency throughout the school through professional development with Cyclone (National Priority-Digital literacy)</li> </ul> <p><b>Māori Language/Culture (Hauora of Māori, Acceleration)</b></p> <ul style="list-style-type: none"> <li>-Increase amount and importance of the Māori language as treaty partners by increasing instruction of and in te reo Māori (Level 4a/5h for years 5-8, Level 5/2h for years 1-4)</li> <li>-Increase staff te reo and tikanga knowledge</li> <li>-Set up radio for sharing of learning and developing oral language</li> <li>-Embed the tātaiako into our documents and teaching</li> </ul>	<p><b>Curriculum/Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>-ALL used naturally as an intervention in all classes</li> <li>-Implementing revised curriculum adding changes where necessary</li> <li>-Storytelling part of curriculum</li> <li>-GATE programme being used</li> <li>-PaCT tool continued to be developed</li> </ul> <p><b>Digital Fluency</b></p> <ul style="list-style-type: none"> <li>-One to one devices available in the senior school and continue to reduce ratio in the junior school</li> <li>-Increasing fluency with use</li> </ul> <p><b>Māori Language/Culture</b></p> <ul style="list-style-type: none"> <li>-Increase instruction in te reo to near the final aim of bilingual 30-50% or afternoons (Level 3/7.5+hrs for years 5-8, Level 4a/3hrs+ for years 1-4)</li> <li>-Increasing competence in all staff</li> </ul>	<p><b>Curriculum/Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>-Imbedded new curriculum</li> </ul> <p><b>Digital Fluency</b></p> <ul style="list-style-type: none"> <li>-One to one devices</li> <li>-Fluency in use</li> </ul> <p><b>Māori Language/Culture</b></p> <ul style="list-style-type: none"> <li>-Increase instruction in te reo to the final aim of bilingual 30-50% or afternoons (Level 3/7.5+hrs for years 5-8, Level 4a/3hrs+ for years 1-4)</li> </ul>
<p>The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungatanga).</p>	<p><b>Catholic Social Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>-Increase PD hours and knowledge by completing TH504-Catholic Social Teaching</li> <li>-Become familiar with the Religious Education Bridging Document (REBD)</li> <li>-Compete requirements of Religious Education Self-Review (Growth in Knowledge)</li> </ul>	<p><b>Catholic Social Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>-Continue to develop understanding and use of the Religious Education Bridging Document (REBD)</li> <li>-Follow up any next steps from self-review</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain PD hours by completing another paper in the Diploma of Religious Studies</li> </ul>

	<ul style="list-style-type: none"> <li>-Instil the charism of the Mission Sisters (contemplation, communion, mission)</li> <li>-Actively have units with justice, including involving community</li> <li>-Continue to study of Jesus' actions of healing, forgiveness, standing up for others and service and putting these values into action</li> <li>-Continue to study of Jesus' commandments of love, Eucharist and evangelisation and putting these values into action</li> </ul> <p><b>Prayer Life</b></p> <ul style="list-style-type: none"> <li>-Staff to be involved in the spiritual renewal programme being offered by the parish</li> <li>-Increase BOT prayer life</li> </ul>		
<p>To have an actively involved school, parish and parent community that values, nurtures and is involved with students' learning and hauora through effective engagement, personal development and communication (atawhai, kotahitanga).</p>	<p><b>Communication of Learning</b></p> <ul style="list-style-type: none"> <li>-Use 'Seesaw' and 'Google Classroom' to help share and create learning with parents</li> <li>-Have parent meetings including use of Seesaw, Google Classroom, Mathletics, Reading Eggs and reading together</li> <li>-Offer Māori workshops for teachers, parents and community, especially with seniors</li> <li>-Increase and immerse bicultural (and multicultural) elements into our school</li> <li>-Distribute Learning Cluster transition booklets and visit preschools to discuss transition</li> <li>-Introduce learning challenges that can be done as a family and are future focused (Years 5-8 homework GRIT challenges)</li> <li>-Set up radio for sharing of learning and developing oral language</li> <li>-Review current reporting to parents method and alter as needed</li> </ul> <p><b>Hauora</b></p> <ul style="list-style-type: none"> <li>-Clarify and consistently use the reviewed restorative justice Catholic behaviour management programme</li> <li>-Follow up Pastoral Care next steps from self-review (see that document)</li> <li>-Develop the senior students ability to help solve problems with their peers and younger students through a Catholic peer mediation programme</li> </ul> <p><b>Parish Support</b></p> <ul style="list-style-type: none"> <li>-Support First Communion programme</li> <li>-Support events by putting them in our newsletter and promoting</li> </ul>	<p><b>Communication of Learning</b></p> <ul style="list-style-type: none"> <li>-Refine home learning challenges</li> <li>-Align our charter more with that of the CoLs achievement aims</li> <li>-Continue to 'inform, form, and transform' our community through our newsletter</li> <li>-Work with the parish to improve Māori use from day to day</li> <li>-Use Māori naturally in the school/community setting including the newsletter</li> <li>-Continue the relationship with preschools by visits and work programmes</li> </ul>	<ul style="list-style-type: none"> <li>-More involvement of community in courses by staff as we walk alongside (Māori, ICT etc)</li> </ul>

# Annual Section

## *Strategic aim:*

To provide an innovative, child centred and researched based bilingual learning environment, where students are achieving and making accelerated progress in relation to the national standards and their individual learning success, with a focus on collaboration (mahi ngātahi), hauora and self-regulated learning (rangatiratanga).

## *Annual aim:*

To improve student outcomes, hauora and self-regulation

## *Baseline data:*

12% of students year 4-6 are below standard. As we have an intervention at this level we will target this group of students. It will also help in writing where 22% are not at standard in this year group.

Of all of our data, writing is showing the lowest results. With 33.5% of students not achieving standard (66.5% at or above). Māori are achieving the highest in this area with 93% at or above. The statistic we will focus on the most is european students with 40% below standard and european boys over 50% are not achieving standard. Target groups are being formed to help with our writing statistics. Each class will have a target group in writing.

We have 28.3% of students not at standard in mathematics and 10% above. We would like to make a shift at both ends, both extension and with those not achieving.

## *Targets:*

- To use our CaAP tool to choose appropriate interventions for students including ALL (Accelerating Literacy Learning) school wide
- To increase digital fluency to enhance current practice and open different ways to learn and teach
- To increase te reo matatini across the staff, students and community to further extend our cultural responsiveness

## Student achievement targets in Reading

1 – For the year **4-6 students** who are not currently on track to meet the national standards to make more than one year's progress in accordance with the New Zealand Curriculum in reading through an phonics based senior intervention

## Student achievement targets in Writing

-For those students who are not at standard in **all year groups** to make more than one year's progress in accordance with the New Zealand Curriculum through the use of the ALL programme

## Student achievement targets in Mathematics

2-For those achieving above standard to be extended and to continue to make accelerated progress.

3-For those students who are currently at or above standard to make more than one year's progress in accordance with the New Zealand Curriculum through the use of the ALL programme

CoL Achievement Challenges are being looked at due to the time between collating data and the PLD coming out and the Professional Learning Development.

## *CoL Achievement Challenges:*

- To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students
- To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10
- To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students
- To lift achievement in Science for year 9 & 10 Māori and Pasifika students

-Hauora - increasing students ability to manage self, transition between institutions and grow in resilience  
 -Catholic Character - develop capacity of our teachers, and enhance our educational pathways - therefore having a direct influence on the educational success of our students

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
<b>Curriculum/Teaching and Learning</b>			
-Target students and priority students identified and targets made for them by all teachers. Data feed to the board monthly. (national priorities- reading/writing/mathematics)	Principal, D.P.		Term 1-4
-All 'at risk' students to have ILP created and used	D.P.		Term 1-4
-Focus on priority learners effectively through using our CaAP tool to choose appropriate interventions for students including ALL (Accelerating Literacy Learning) school wide	UC+, Lead teacher, Josh Halkett		Term 1-4
-Implement and continue to review St Anne's New Curriculum / Te Marautanga hou o Hato Ani	Principal, D.P.		Term 1-4
-Storytelling to be used twice and integrated in the curriculum	Josh Halkett		Term 2-4
-Develop GATE programme	Principal, teacher		Term 2-3
-CoL-Science- using the Thinking with Evidence tool we will tailor professional development to meet the individual needs of schools and teachers	Across School, Josh Halkett		Term 2-4
-CoL-PLD on the Learning Progressions Framework for assessment	Across School, Josh Halkett		Term 2-4
-CoL-Develop our use with the <i>Progress and Consistency Tool</i> for use in assessment	Across School, Josh Halkett		Term 2-4
<b>Digital Fluency (Collaboration, Regulated Learning)</b>			
-Increase device to student ratio	Principal, Josh Halkett	\$15,000	Term 1
-Increase digital competency throughout the school through professional development with Cyclone (National Priority-Digital literacy)	Emma (Cyclone), principal, Josh Halkett		Term 1
<b>Māori Language/Culture (Hauora of Māori, Acceleration)</b>			
-Increase amount and importance of the Māori language as treaty partners by increasing instruction of and in te reo Māori (Level 4a/5h for years 5-8, Level 5/2h for years 1-4)	Principal, Judi Parker, Kaumatua Pete	\$7000	Term 1-4
-Increase staff, BOT and community te reo and tikanga knowledge	Principal		Term 1-4
-Embed the tātaiako into our documents and teaching	Principal		Term 1-4

*Strategic aim:*

The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungatanga).

*Annual aim:*

For our community to be more active in their faith (works, prayer life, social justice).

*Baseline data:*

The Catholic education office has identified that a problem throughout New Zealand in teaching faith development is the lack of knowledge and understanding of teachers in Religious Studies.

When consulted the staff acknowledged they need more time for prayer and prayer development.

*Targets:*

- Increase students and teachers knowledge on Catholic social justice
- For students to more active in their share of their faith 'faith through our actions'
- For students to be able to improve their knowledge of what Jesus said, did and told us to do
- Increase community prayer life

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
<b>Catholic Social Teaching and Learning</b>			
-Increase PD hours and knowledge by completing TH504-Catholic Social Teaching	DRS, CEO advisor	\$2500	Term 1-2
-Become familiar with the Religious Education Bridging Document (REBD)	DRS, CEO advisor		Term 1-4
-Compete requirements of Religious Education Self-Review (Growth in Knowledge)	Principal		Term 1-4
-Instil the charism of the Mission Sisters (contemplation, communion, mission)	Staff		Term 1-4
-Actively have units with justice, including involving community	D.P.		Term 1-4
-Continue to study of Jesus' actions of healing, forgiveness, standing up for others and service and putting these values into action	DRS		Term 1-4
-Continue to study of Jesus' commandments of love, Eucharist and evangelisation and putting these values into action	DRS		Term 1-4
<b>Prayer Life</b>			
-Staff to be involved in the spiritual renewal programme being offered by the parish	DRS		Term 1-4
-Increase BOT prayer life	Principal, Sr Kathleen, Fr Dan		Term 1-4

**Strategic aim:**

To have an actively involved school, parish and parent community that values, nurtures and is involved with students' learning and hauora through effective engagement, personal development and communication (atawhai, kotahitanga).

**Annual aim:**

To increase the school community's communication, knowledge and involvement in learning and hauora.

**Baseline data:**

When parents approached informally by the principal on how parents knew or saw evidence of learning and could discuss, juniors said through regular support of reading at home. Parents of seniors (and juniors) said through 'Learning Conferences' and when books are returned at the end of the year.

**Targets:**

- Increase parental/community understanding and involvement in all learning
- Increase teacher/parental/students/parish/community knowledge and use of te reo Māori and ICT

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
<b>Communication of Learning</b>			
-Use 'Seesaw' and 'Google Classroom' to help share and create learning with parents	Emma (Cyclone)	\$15,000	Term 1
-Have parent meetings including use of Seesaw, Google Classroom, Mathletics, Reading Eggs and reading together	Emma, principal		Term 1
-Offer Māori workshops for teachers, parents and community, especially with seniors	Judi Parker	\$500	Term 1-4
-Increase and immerse bicultural (and multicultural) elements into our school	Principal	\$7000	Term 1-4
-Distribute Learning Cluster transition booklets and visit preschools to discuss transition	Principal		Term 1
-Introduce learning challenges that can be done as a family and are future focused (yr 5-8 homework GRIT challenges)	Principal, teacher	\$1000	Term 1-2
-Set up radio for sharing of learning and developing oral language	Principal	\$1000	Term 1-4
-Review current reporting to parents method and alter as needed	Principal, D.P.		Term 2-3
<b>Hauora</b>			
-Clarify and consistently use the reviewed restorative justice/Catholic behaviour management programme	Principal		Term 3-4
- Follow up Pastoral Care next steps from self-review (see that document)	Principal, DRS		Term 1-4
-Develop the senior students ability to help solve problems with their peers and younger students through a Catholic peer mediation programme	Josh Halkett	\$300	Term 1-2
<b>Parish Support</b>			
-Support First Communion programme	DRS		Term 1-2
-Support events by putting them in our newsletter and promoting	Principal, DRS		Term 1-4