



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

2019 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

GRIT / NIWHA	Gospel Values / Whakapono	Regulated Learning / Ako Tika	Initiative / Auaha	Team Player Attributes / Kotahitanga
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'

We do this by;

Doing what Jesus said / Āna kōrero

Through study of the parables, sermons, statements and answers Jesus made throughout his ministry and putting these values into action.

Doing what Ihu did / Āna mahi

Through study of Jesus' actions of healing, forgiveness, standing up for others and service, and putting these values into action.

Doing what Jesus told us to do / Āna whakahau

Through study of Jesus' commandments of love, Eucharist and evangelisation, and putting these values into action.

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).

When developing policies and practices we reflect New Zealand's cultural diversity and the unique position of the Māori culture.

This charter has been developed in consultation with our school community.

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).

This Charter document should be read and considered in conjunction with a number of key documents.

These include:

The annual plan

5 and 10 year property plans/programmes

Professional development plans

The policy framework

The budget

The board's three year work plan

Special Character self-review

Staff meeting and briefing minutes and planning

Strategic aim:	2019	2020	2021
<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 (mahi ngātahi), wellbeing (hauora) and self-regulated learning (rangatiratanga).</p>	<p>Curriculum/Teaching and Learning</p> <ul style="list-style-type: none"> -Review, teach and accelerate students in ‘the Arts’ -Provide music tuition for GATE students and interested students -Develop the whakataukī ‘Kia kawea tātou e te rēhia’ as a reason for doing things and for sharing learning and developing our key competencies -Increase oral and written language ability through a targeted group focused on drama, storytelling and English using spirals of inquiry. -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) -All ‘at risk’ students to have ILP created and used -Focus on priority learners effectively through using our CaAP tool to choose appropriate interventions for students including ALL (Accelerating Literacy Learning) school wide -Develop GATE programme <p>Digital Fluency (Collaboration, Regulated Learning)</p> <ul style="list-style-type: none"> -Complete optimum device ratio -Increase digital competency throughout the school through professional development with Cyclone (National Priority-Digital literacy) -Prepare for the digital technologies curriculum <p>Māori Language/Culture (Hauora of Māori, Acceleration)</p> <ul style="list-style-type: none"> -Increase amount and importance of the Māori language as treaty partners by increasing instruction of and in te reo Māori (Level 4a/4b for years 2-8, Level 5 for years 1) -Increase staff te reo and tikanga knowledge through school wide learning / focuses -Establish an extension te reo Māori group for GATE learners in Māori and to those of Māori descent. The group will support and increase language use in the school -Introduce Māori readers and Ora Ake home learning programme 	<p>Curriculum/Teaching and Learning</p> <ul style="list-style-type: none"> -‘The Arts’ curriculum embedded and used -CaAP tool embedded and used -GATE programme embedded and used -Review physical and health curriculum plans -Review social sciences curriculum plans <p>Digital Fluency</p> <ul style="list-style-type: none"> -Embed the use of digital learning -Begin teaching the digital technologies curriculum <p>Māori Language/Culture</p> <ul style="list-style-type: none"> -Increase instruction in te reo Māori to half afternoons or the equivalent (45 minutes) -Increasing competence in all staff -Refine the new Ora Ake challenges (Tapa Whā - Mahi Kāinga) -Refine Māori readers 	<p>Curriculum/Teaching and Learning</p> <ul style="list-style-type: none"> -Review mathematics curriculum plan <p>Digital Fluency</p> <ul style="list-style-type: none"> -One to one devices -Fluency in use <p>Māori Language/Culture</p> <ul style="list-style-type: none"> -Increase instruction in te reo Māori to the final aim of bilingual 30-50% or afternoons in some rooms -Evolve the Ora Ake challenges -Expand level of Māori readers
<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>To develop a community where all members integrate their faith and their life in the spirit of hope filled Christian Witness - Te Whakaatu Karaitiana</p> <ul style="list-style-type: none"> -Increase PD hours and knowledge by either completing or supporting staff completing ‘What Catholics believe’ -Actively support the two staff members who are Catechumens 	<p>Christian Witness - Te Whakaatu Karaitiana</p> <ul style="list-style-type: none"> -Follow up any next steps from self-review <p>Encounter with Christ -Te Tūtaki ki a te Karaiti</p>	<p>Encounter with Christ - Te Tūtaki ki a te Karaiti</p> <ul style="list-style-type: none"> -Follow up any next steps from self-review

	<ul style="list-style-type: none"> -Increase involvement of students and whānau at Mass through increasing ability and confidence in reading, singing, and playing instruments -Increase involvement of whānau in prayer life through assembly, the radio, Seesaw, and ideas such as buddy classes -Increase understanding of our school, how we work and how we are Christian Witnesses with the local preschools -Alter our behaviour management document to include more faith based conversation, including peer mediation programme <p>Curriculum</p> <ul style="list-style-type: none"> -Implement our new homework challenges programme -Using the Religious Education Bridging Document (REBD) and the charisms of the Mission Sisters (contemplation, communion, mission), rewrite our statement in our Curriculum Document including an RE assessment schedule (review suggestion) 	<ul style="list-style-type: none"> -Review how the school encourages and facilitates the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God -Maintain PD hours and increase knowledge by completing another paper in the Diploma of Religious Studies 	<p>Growth in Knowledge - Te Whakatipu mā te Mātauranga</p> <ul style="list-style-type: none"> -Review how the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church -Maintain PD hours and increase knowledge by completing another paper in the Diploma of Religious Studies
<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>Communication of Learning</p> <ul style="list-style-type: none"> -Use 'Seesaw' and 'Google Classroom' more effectively to help share and create learning with parents -Have parent meetings including use of Seesaw, Google Classroom, Mathletics, Reading Eggs and reading together -Increase the amount of radio use and what it is used for including sharing of learning and developing oral language <p>Hauora / Home learning</p> <ul style="list-style-type: none"> -Implement the new Ora Ake challenges (Tapa Whā - Mahi Kāinga) -Organise badges, certificates and 'Ora Ake' trip -Establish Māori readers in all rooms <p>Community Wide Involvement in Learning</p> <ul style="list-style-type: none"> -Form connections with Star of the Sea school as a sister school -Form a whare mātoro within rooms -Create a whare tapere at the school for assemblies, drama, music, art etc. -Perform at the whare tapere and in the community with a focus on the arts this year due to our school wide theme 'Kia kawea tātou e te rēhia' 	<p>Communication of Learning</p> <ul style="list-style-type: none"> -Continue to advance skills of Seesaw -Parent meetings for new students on all updates -Maintain radio use <p>Hauora / Home learning</p> <ul style="list-style-type: none"> -Refine the new Ora Ake challenges (Tapa Whā - Mahi Kāinga) -Refine the 'Ora Ake' trip and Māori gift for those who achieve two years of challenges -Refine Māori readers <p>Community Wide Involvement in Learning</p> <ul style="list-style-type: none"> -Continue the connections and events with Star of the Sea school -Use whare mātoro naturally within rooms -Use whare tapere at the school for assemblies, drama, music, art etc. -Continued the increased involvement in shared learning in the community 	<p>Communication of Learning</p> <ul style="list-style-type: none"> -Continue to advance skills of Seesaw -Parent meetings for new students on all updates -Maintain radio use <p>Hauora / Home learning</p> <ul style="list-style-type: none"> -Evolve the Ora Ake challenges -Expand level of Māori readers <p>Community Wide Involvement in Learning</p> <ul style="list-style-type: none"> -Continued sharing and working with Star of the Sea and our community

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 accelerate targeted student outcomes, digital fluency and Māori language ability.

Baseline data:

Reading:

87.5% of year 7 students are 'at curriculum level' with 0% above

Writing:

24% of students are below their curriculum level with only 13% above. Target groups are being formed to help with our writing statistics. Each class will have a target group in writing.

Mathematics:

87.5% of year 7 students are 'at curriculum level' with 0% above

Digital Fluency:

Below is the ranking for teachers at our school from Emma Planicka (Digital Learning PLD Ltd).

National Priorities monitoring (Digital Fluency - based on enabling e-Learning)												
Total no. of teachers:	Pre-Emerging		Emerging		Engaging		Extending		Empowering		Variance from total:	Commentary (if total teacher variance):
	Last report:	This report:	Last report:	This report:	Last report:	This report:	Last report:	This report:	Last report:	This report:		
Digital Fluency	1	0	4	1	1	5	2	2			0	

Targets:

- Using the school's inquiry process, increase / accelerate oral and written language ability through targeted groups focused on drama, storytelling and English.
- 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 **7 students** who are at the national curriculum level to make more than one year's progress in accordance with the New Zealand Curriculum to be above standard

Student achievement targets in Writing

-For those students who are not at standard in **years 4-8** to make more than one year's progress in accordance with the New Zealand Curriculum through the use of the ALL programme and increased use of drama and storytelling

Student achievement targets in Mathematics

2 – For the year **7 students** who are at the national curriculum level to make more than one year's progress in accordance with the New Zealand Curriculum to be above standard

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>
Curriculum/Teaching and Learning (Acceleration)			
-Review, teach and accelerate students in ‘the Arts’	D.P.		Term 1-4
-Provide music tuition for GATE students and interested students	Principal, Elly Alridge (Mrs A’s Music School)		Term 1-4
-Develop the whakataukī ‘Kia kawea tātou e te rēhia’ as a reason for doing things and for sharing learning and developing our key competencies	Principal, all staff		Term 1-4
-Increase oral and written language ability through a targeted group focused on drama, storytelling and English using spirals of inquiry.	D.P.		Term 1-4
-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		Term 1-4
-All ‘at risk’ students to have ILP created and used	D.P.		Term 1-3
-Focus on priority learners effectively through using our CaAP tool to choose appropriate interventions for students including ALL (Accelerating Literacy Learning) school wide	D.P.		Term 1-4
-Develop GATE programme	Principal, D.P.		Term 1-4
Digital Fluency (Collaboration, Regulated Learning)			
-Complete optimum device ratio	Principal, Emma Planicka		Term 1
-Increase digital competency throughout the school through professional development with Cyclone (National Priority-Digital literacy)	Principal, Emma Planicka		Term 1-2
-Prepare for the digital technologies curriculum	Principal		Term 4
Māori Language/Culture (Hauora of Māori)			
-Increase amount and importance of the Māori language as treaty partners by increasing instruction of and in te reo Māori (Level 4a/4b for years 2-8, Level 5 for years 1)	Principal, Judi Parker	\$8000	Term 1-4
-Increase staff te reo and tikanga knowledge through school wide learning / focuses	Principal		Term 1-4
-Establish an extension te reo Māori group for GATE learners in Māori and to those of Māori descent. The group will support and increase language use in the school	Principal		Term 1
-Introduce Māori readers and Ora Ake home learning programme	Principal, Josh Halkett, Judi Parker	\$2000	Term 1

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:

To develop a community where all members integrate their faith and their life in the spirit of hope filled Christian Witness - Te Whakaatu Karaitiana

Baseline data:

Two staff members need to complete the paper 'What Catholics believe'.

During weekend Mass, our students are only involved as Altar Servers. We have eight of these.

Targets:

- Increase students and teachers knowledge in Catholic doctrine
- Increase involvement of students in the Mass (especially in the weekend) using developing skills from school music, English and Māori work
- Increase involvement of the community in our faith
- Review our school documents, and revising with more emphasis on our faith

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
To develop a community where all members integrate their faith and their life in the spirit of hope filled Christian Witness - Te Whakaatu Karaitiana			
-Increase PD hours and knowledge by either completing or supporting staff completing 'What Catholics believe'	DRS		Term 1-2
-Actively support the two staff members who are Catechumens	DRS, Principal, All Staff		Term 1-2
-Increase involvement of students and whānau at Mass through increasing ability and confidence in reading, singing, and playing instruments	Principal, DRS, Elly Alridge (Mrs A's Music School)		Term 1-4
-Increase involvement of whānau in prayer life through assembly, the radio, Seesaw, and ideas such as buddy classes	Senior teachers	\$1000	Term 1-4
-Increase understanding of our school, how we work and how we are Christian Witnesses with the local preschools	Principal		Term 1-4
-Alter our behaviour management document to include more faith based conversation	Principal, DRS, D.P.		Term 1
Curriculum			
-Implement our new homework challenges programme	Principal, Josh Halkett	\$2000	
-Using the Religious Education Bridging Document (REBD) and the charisms of the Mission Sisters (contemplation, communion, mission), rewrite our statement in our Curriculum Document including an RE assessment schedule (review suggestion)	DRS, Principal, D.P.		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:

We had 94% families actively participating with 'Seesaw' an online portfolio.

Radio is being used for 25 minutes, once a week.

Māori readers have been used in one classroom for homework for one week.

We have meet with Star of the Sea as staff or school once per year for last two years.

Targets:

-Increase parental/community understanding and involvement in all learning

-Revise our home learning programme by implementing the Ora Ake challenges (Tapa Whā - Mahi Kāinga) and Māori readers to our home learning programme

-Introduce the whare tapere / mātoro model to our school

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Communication of Learning			
-Use 'Seesaw' and 'Google Classroom' more effectively to help share and create learning with parents	Emma Planicka (Digital Learning PLD Ltd)	\$10,000	Term 1-2
-Have parent meetings including use of Seesaw, Google Classroom, Mathletics, Reading Eggs and reading together	Principal, D.P.		Term 1, 3
-Increase the amount of radio use and what it is used for including sharing of learning and developing oral language	Principal		Term 1-4
Hauora / Home learning			
-Implement the new Ora Ake challenges (Tapa Whā - Mahi Kāinga)	Principal, senior school teachers		Term 1-4
-Organise badges, certificates and 'Ora Ake' trip	Principal, Josh Halkett	\$2000	Term 1-4
-Establish Māori readers in all rooms	Principal		Term 1-4
Community Wide Involvement in Learning			
-Form connections with Star of the Sea school as a sister school	Principal		Term 1-4
-Form a whare mātoro within rooms	Individual teachers		Term 1-4
-Create a whare tapere at the school for assemblies, drama, music, art etc.	Principal	\$10,000	Term 1-4
-Perform at the whare tāpere and in the community with a focus on the arts this year due to our school wide theme 'Kia kaweā tātou e te rēhia'	DRS, All teachers		Term 1-2

**Ō TĀTOU
WHĀINGA**

SUMMARY OF OUR GOALS

Aim #1 / Whāinga #1 *Learning / E ako ana*

- Using the school's inquiry process, increase / accelerate oral and written language ability through targeted groups focused on drama, storytelling and English.
- 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

Whāinga #2 / Aim #2 *Āhuatanga motuhake / Special Character*

-Increase students and teachers knowledge in Catholic doctrine

-Increase involvement of students in the Mass (especially in the weekend) using developing skills from school music, English and Māori work

-Increase involvement of the community in our faith

-Review our school documents, and revising with more emphasis on our faith

Aim #3 / Whāinga #3

Community / Hapori

-Increase parental/community understanding and involvement in all learning

-Revise our home learning programme by implementing the Ora Ake challenges (Tapa Whā - Mahi Kāinga) and Māori readers to our home learning programme

-Introduce the whare tāpere / mātoro model to our school