



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

2020 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'

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| <p>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 Īhu 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.</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

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| 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:

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| 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: | 2020 | 2021 | 2022 |
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| <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</p> <ul style="list-style-type: none"> -Increase knowledge and achievement in mathematics. -Embed learning in the arts and accelerate students in the area. -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. -Continue to develop GATE programme and monitoring. -Increase pasifika support (resources and staffing). <p>To develop our digital technologies curriculum building on from our digital fluency learning.</p> <ul style="list-style-type: none"> -Prepare for and begin teaching the digital technologies curriculum. -Maintain optimum device ratio. <p>Increase Māori Language ability / achievement overall</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). 30minute explicit teaching and 15minutes natural use. -Establish a new 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. | <p>Curriculum</p> <ul style="list-style-type: none"> -The mathematics curriculum learning embedded. -GATE programme embedded and used. -Review physical and health curriculum plans. <p>Digital</p> <ul style="list-style-type: none"> -Embed the use of digital learning -Embed the digital technologies curriculum. -Maintain optimum device ratio <p>Increase Māori Language ability / achievement overall</p> <ul style="list-style-type: none"> -Increase instruction in te reo to half an hour explicit teaching and 30 minutes natural use. | <p>Curriculum</p> <ul style="list-style-type: none"> -Review social sciences. <p>Digital</p> <ul style="list-style-type: none"> -Fluency in use -Maintain optimum device ratio <p>Increase Māori Language ability / achievement overall</p> <ul style="list-style-type: none"> -Increase instruction in te reo to the final aim of bilingual 30-50% or afternoons in some rooms |
| <p>The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungata nga).</p> | <p>Encounter with Christ -Te Tūtaki ki a te Karaiti</p> <ul style="list-style-type: none"> -Increase PD hours and knowledge by either completing or supporting staff completing 'Understanding the Old Testament'. -Increase involvement of students and whānau at Mass through increasing ability and confidence in reading and through developing the confidence and regularity of the school choir. -Increase involvement of whānau in prayer life through fortnightly prayer assemblies run by each class. -Staff/BOT to be involved in a diocesan spiritual renewal programme. Advertise and encourage whanau to attend. -CYT to provide retreat opportunities for senior class. -'Faith team' to have more opportunities for spiritual development. -Continue weekly class masses and regularly invite parish priests to be involved in classroom learning programmes. - Implement revised Peer Mediation Programme. | <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. <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. | <p>Growth in Knowledge - Te Whakatipu mā te Mātauranga</p> <ul style="list-style-type: none"> -Follow up any next steps from self-review. <p>Christian Witness - Te Whakaatu Karaitiana</p> <ul style="list-style-type: none"> Review how the school develops a community where all members integrate their faith and their life in the spirit of hope filled Christian Witness. |

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| | <ul style="list-style-type: none"> - Increase amount of te reo Māori used in classroom prayers through learning a range of Māori prayers, responses and waiata. <p>Christian Witness - Te Whakaatu Karaitiana</p> <ul style="list-style-type: none"> -Continue relationships with our preschools. -Continue radio broadcasting. Work with students to refine script and add more prayer and hymns from classes into the broadcast. -Create a songbook of songs the students know to choose from for class masses. | | |
| <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>Develop a culture of the whakataukī 'Kia kaweā tātou e te rēhia' through various events throughout the year.</p> <ul style="list-style-type: none"> -Create exciting performances and events to encourage our community to attend and be entertained. -Continue to develop the students' skills in presentation by use of the whare tapere that is being built. <p>Create a genuine bicultural and bilingual environment.</p> <ul style="list-style-type: none"> -Introduce a new learning programme in the senior school that focuses on 'day to day' kōrero and tikanga. -Continue and develop Māori readers programme that is part of home learning and other means to bring te reo Māori into the home. -Introduce to staff via PLD suitable 'day to day' kōrero and tikanga that they can bring to their classrooms. -Visit preschools with students competent in Māori language, share learning and discuss pathways. -Create bilingual prayer services in the classroom and church. -Create a traditional based Māori 'play and chill' area around the tapere. <p>Establish and strengthen our restructured community of learning.</p> <ul style="list-style-type: none"> -Organise regular meetings and create a structure of communication. -Share learning between schools through invitations to various events. | <p>Develop a culture of the whakataukī 'Kia kaweā tātou e te rēhia'.</p> <ul style="list-style-type: none"> -Continue to use the tapere and skills of presentation creatively. <p>Bicultural and bilingual environment.</p> <ul style="list-style-type: none"> -Reflect on and refine kōrero and tikanga programme to enhance previous outcomes. -Continue and develop Māori readers programme that is part of home learning and other means to bring te reo Māori into the home. -Provide individualised Māori PLD. -Make bilingual prayer services in the classroom and church the norm. -Use and model the traditional based Māori 'play and chill' area around the tapere. <p>Community of learning.</p> <ul style="list-style-type: none"> -Continue to develop the relationship between our restructured CoL to enhance support between schools. -Base sport and inter school competitions between schools. | <p>Develop a culture of the whakataukī 'Kia kaweā tātou e te rēhia'.</p> <ul style="list-style-type: none"> -Continue to use the tapere and skills of presentation creatively. <p>Bicultural and bilingual environment.</p> <ul style="list-style-type: none"> -Continue to work towards a 50/50 model of teaching and learning. <p>Community of learning.</p> <ul style="list-style-type: none"> -Continue to develop the relationship between our restructured CoL to enhance support between schools. |

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, learning and teaching in digital technologies and Māori language ability.

Baseline data:

Māori Language:

NZCER Te Reo Māori adaptive test

Room 5-(excluding extension group) 0.43 stage gains, Room 6-(excluding extension group) 0.14 stage gains, Room 7-(excluding extension group) 0.37 stage gains
Extension group- 1.125 stage gains (Two of which have achieved the highest stage possible with 2 and 3 stage gains.)

Reading targets:

1-25.4% of boys are 'below curriculum level'

2-30.5% of pasifika students are 'below curriculum level' with 8.3% above, this is our lowest group. Second language is a main reason for this, however it is an area of concern/focus.

Writing target:

1-24.8% of students are below their curriculum level. Target groups are being formed to help with our writing statistics. Each class will have a target group in writing.

Mathematics target:

1-26.3% of students are 'below curriculum level' which is the highest of our three focus areas.

Other Curriculum Area Targets:

-To develop our digital technologies curriculum building on from our digital fluency learning.

-Increase Māori Language ability / achievement overall

Student achievement targets in Reading

1 – For **boys** who are **below** the national curriculum level to make more than one year's progress in accordance with the New Zealand Curriculum to be above standard.

2 – For **pasifika students** who are **below** or **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

1 -For those **students** who are **below** standard 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 (whole school focus)

1- For the **students** who are **below** the national curriculum level to make more than one year's progress in accordance with the New Zealand Curriculum to be above standard.

| <i>Actions to achieve targets</i> | <i>Led by</i> | <i>Budget</i> | <i>Timeframe</i> |
|---|----------------------------|---------------|------------------|
| Accelerate targeted student outcomes | | | |
| -Increase knowledge and achievement in mathematics. | D.P. / PLD provider | PLD | Term 1-4 |
| -Embed learning in the arts and accelerate students in the area. | Within School Leader (WSL) | \$2000 | 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, all staff | \$30 p/s | 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. | Principal | | Term 1-4 |
| -Continue to develop GATE programme and monitoring. | Principal | | Term 1-4 |
| - Increase pasifika support (resources and staffing) | Staff support teacher | \$15000 | Term 1-4 |
| To develop our digital technologies curriculum building on from our digital fluency learning. | | | |
| -Prepare for and begin teaching the digital technologies curriculum. | Principal, PLD provider | | Term 1-2 |
| -Maintain optimum device ratio. | Principal | | Term 1 and 4 |
| Increase Māori Language ability / achievement overall | | | |
| -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). 30minute explicit teaching and 15minutes natural use. | Principal, WSL | Release | Term 1-2 |
| -Establish a new 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 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:

To develop a community that encourages and facilitates the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God.

Baseline data:

Two staff members need to complete the paper 'Understanding the Old Testament'.

Student involvement in weekend masses is minimal. They have the opportunity to be involved as altar servers and in the school choir.

Targets:

- Increase involvement of whānau in prayer life and develop student confidence with proclaiming their faith.
- Increase students and teachers knowledge in Catholic doctrine.
- Provide opportunities for spiritual development for all members of the school community.
- Develop a strong parish/school relationship, working alongside our new priests.
- Increase the amount of te reo Māori in prayer.
- Increase involvement of students in the sacraments (especially through Mass in the weekend) by providing opportunities, supporting sacraments, developing skills that can be used during them (reading ability and singing ability (choir)).

| <i>Actions to achieve targets</i> | <i>Led by</i> | <i>Budget</i> | <i>Timeframe</i> |
|---|----------------|---------------|------------------|
| Encounter with Christ -Te Tūtaki ki a te Karaiti | | | |
| -Increase PD hours and knowledge by either completing or supporting staff completing 'Understanding the Old Testament'. | DRS | | Terms 1-2 |
| -Increase involvement of students and whānau at Mass through increasing ability and confidence in reading and through developing the confidence and regularity of the school choir. | Principal, DRS | | Terms 1-4 |
| -Increase involvement of whānau in prayer life through fortnightly prayer assemblies run by each class. | All teachers | | Terms 1-4 |
| -Staff/BOT to be involved in a diocesan spiritual renewal programme. Advertise and encourage whanau to attend. | Principal, DRS | | Terms 1-2 |
| -CYT to provide retreat opportunities for senior class. | DRS | | Terms 1-2 |
| -'Faith team' to have more opportunities for spiritual development. | DRS | | Terms 1-4 |
| -Continue weekly class masses and regularly invite parish priests to be involved in classroom learning programmes. | All teachers | | Terms 1-4 |
| - Implement revised Peer Mediation Programme. | DRS | | Term 1 |
| - Increase amount of te reo Māori used in classroom prayers through learning a range of Māori prayers, responses and waiata. | All teachers | | Terms 1-4 |
| Christian Witness - Te Whakaatu Karaitiana | | | |
| -Continue relationships with our preschools. | Principal | | Terms 1-4 |
| -Continue radio broadcasting. Work with students to refine script and add more prayer and hymns from classes into the broadcast. | Principal | | Terms 1-4 |
| -Create a songbook of songs the students know to choose from for class masses. | DRS | | Term 1 |

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; mana of the means the school shares learning, relationships with other school communities and the way it addresses the Treaty of Waitangi.

Baseline data:

-At present we have on average four parents join our assemblies. Feedback from last year’s mini production was that children gained so much confidence and can more events like this happen-parents. The same was said from children.

Māori use and knowledge data (from NZCER Taku Reo Student Survey):

Section: Speaking Māori at Home

This section has us at almost identical to national averages throughout the year groups. Family mainly never use and if so, sometimes. One or two in each survey use often, which we assume, are motivated or Māori parents. The main thing that is bluntly obvious is that there is VERY LITTLE MĀORI USE AT HOME.

Section: Across the Whole School

In 5/7 of these cultural questions, we are out performing the national average by a significant amount. A little lower scores on average in year 4, possibly due to question confusion. High responses, well above national norms in singing and speaking te reo Māori in assemblies, and pōwhiri to welcome people and signs in te reo Māori not too bad (perhaps not 100% due to school sign being only in English. However, a few signs still exist that are not bilingual (reception, radio).

Low results: We are below norms in all age groups in ‘hearing Māori spoken in the playground’, this tells us, and they are learning and improving but not using much. Also, really low results for speaking Māori with friends. This tells us, we need to do work on day-to-day use and simple phrases.

-Our CoL has split into three smaller groups due to the high number of schools in the CoL. We have only made contact with each other once since this occurred.

Targets:

-Develop a culture of the whakataukī ‘Kia kawea tātou e te rēhia’ through various events throughout the year.

-Create a genuine bicultural and bilingual environment at our school.

-Establish and strengthen our restructured community of learning.

| <i>Actions to achieve targets</i> | <i>Led by</i> | <i>Budget</i> | <i>Timeframe</i> |
|--|-----------------|---------------|------------------|
| Develop a culture of the whakataukī ‘Kia kawea tātou e te rēhia’ through various events throughout the year. | | | |
| -Create exciting performances and events to encourage our community to attend and be entertained. | WSL / DRS | \$2000 | Terms 1-4 |
| -Continue to develop the students’ skills in presentation by use of the whare tapere that is being built. | WSL / Principal | | Terms 1-4 |
| Create a genuine bicultural and bilingual environment at our school. | | | |
| -Introduce a new learning programme in the senior school that focuses on ‘day to day’ kōrero and tikanga. | Principal/ WSL | | Terms 1-4 |
| -Continue and develop Māori readers programme that is part of home learning and other means to bring te reo Māori into the home. | WSL | | Terms 1-4 |
| -Introduce to staff via PLD suitable ‘day to day’ kōrero and tikanga that they can bring to their classrooms. | Principal/ WSL | | Terms 1-4 |
| -Visit preschools with students competent in Māori language, share learning and discuss pathways. | Principal | | Term 1 |
| -Create bilingual prayer services in the classroom and church. | DRS | | Terms 1-4 |
| -Create a traditional based Māori ‘play and chill’ area around the tapere. | WSL / Principal | \$? | Terms 1-4 + 2021 |
| Establish and strengthen our restructured community of learning. | | | |
| -Organise regular meetings and create a structure of communication. | Principal | | Terms 1-4 |
| -Share learning between schools through invitations to various events. | Principal | | Terms 1-4 |