



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

2021

TŪTOHINGA / CHARTER

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 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.

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

<i>Strategic aim:</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
<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>Mathematics Development -Increase knowledge and achievement in mathematics through school wide PLD with Sarah Cobb (Mathematically Minded). -Create target and priority students to monitor and accelerate.</p> <p>Accelerating Learning in Literacy (ALL) -Accelerate learning in reading and writing through early phonics based intervention and the Better Start programme. -Develop teacher knowledge and capacity in this area. -Use the ALL programme throughout the school during a term. -Using the Kāhui Ako’s storytelling resources coming out, develop confidence in Māori storytelling.</p> <p>Create a genuine bicultural and bilingual environment. -Provide professional development opportunities for staff (Poupou Reo, Te Ahu, Staff Meetings, Kohanga visits, model lessons) -Using a place based theme, learn more about early NZ and how it affects us today. -Begin some classes in a level 3 (Māori Immersion Level) bilingual environment with support offered by principal. -All other classes to provide a minimum of three hours a week moving to bilingual speaking by the teacher throughout the day. -Establish regular ‘Whānau hui’ to hear the wawatas (wants) of the community. -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. -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 whare tapere. -Recruit a teacher aide to support teaching in each class.</p>	<p>Mathematics -The mathematics curriculum learning embedded.</p> <p>Accelerating Learning in Literacy -Embed knowledge in the Better Start programme. -Continue to implement the Māori (place based) storytelling.</p> <p>Bicultural and bilingual environment. -Provide more professional development opportunities for staff. -Half the school at level 3 MLP bilingual environment. -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>	<p>Curriculum -Review social sciences.</p> <p>Bicultural and bilingual environment. -Continue to provide development opportunities for teachers. -Classrooms all bilingual and developing over the year. -All work provided in both languages. -Continue to work towards a 50/50 model of teaching and learning.</p>
<p>The community of St Anne’s Catholic School are actively</p>	<p>Te whakatipu mā te mātauranga - Growth in Knowledge - Increase PD hours and knowledge by either completing or supporting staff completing ‘Interpreting the New Testament’</p>	<p>Christian Witness - Te Whakaatu Karaitiana</p>	<p>Encounter with Christ -Te Tūtaki ki a te Karaiti</p>

<p>encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungatanga).</p>	<ul style="list-style-type: none"> - Provide initial and ongoing support for our new teacher in the teaching of the Religious Education curriculum. - Increase involvement of whānau in prayer life through fortnightly prayer assemblies run by each class and the web series run by Room 6. - In consultation with the diocese, develop a school-wide sexuality education programme, set in the context of the teaching of the Catholic Church. - Design a school fundraising or action day each term to raise awareness and action for justice within the school and wider community - Provide the 'Faith team' to have regular opportunities for spiritual development. - Increase amount of te reo Māori used in classroom prayers through learning a range of Māori prayers, responses and waiata. - Integrate and increase known Māori karakia and waiata into class and whole school Masses. 	<p>Review how the school develops a community where all members integrate their faith and their life in the spirit of hope filled Christian Witness.</p> <p>Growth in Knowledge - Te Whakatipu mā te Mātauranga -Follow up any next steps from self-review.</p>	<p>Review how the school develops 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.</p> <p>Christian Witness - Te Whakaatu Karaitiana -Follow up any next steps from self-review.</p>
<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>Create an up-to-date and smooth communication of learning, support and links. -Create an 'active' website that is up-to-date, contains in depth information about the school, links, communication etc. -Move to an online curriculum. -Develop a digital learning and digital technologies strategic plan. -Assist families to have access to online learning. -Provide new and easy events for families to attend to share learning. -Strengthen links with preschools and kohanga reo.</p> <p>Strengthen our connections with schools within our Kāhui Ako and our teina school (Star of the Sea) to enhance learning, hauora and our faith. -Organise a range of inter school competitions together. -Share learning between schools through invitations to various events. -Work together on the implementation of the hub goals of Better Start, Storytelling and Cultural Responsiveness PLDs.</p>	<p>Communication of Learning -Complete the online curriculum. -Embed the strategic plan.</p> <p>Community of learning / Kāhui Ako -Continue to develop the relationship between our restructured CoL to enhance support between schools.</p>	<p>Communication of Learning -Adapt and improve our online learning.</p> <p>Community of learning / Kāhui Ako -Continue to develop the relationship between our restructured CoL to enhance support between schools.</p>

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 in mathematics and literacy and create a genuine bicultural and bilingual environment.

Baseline data:

Mathematics Development

In the construction of our 2019 Analysis of Variance, the St Anne's Board of Trustees, discussed the data for our aims. They also looked at our OTJ data for curriculum levels using our achievement data. Mathematics showed to be our lowest area of general achievement out of reading, writing and mathematics. The BOT formed our 2020 charter with specific targets within mathematics and also wanted to have a general focus on mathematics as know we have not had as a priority subject for over five years. Our staff have had input into this proposal also through discussions throughout the 2019 year of strengths and weaknesses. Whilst all teachers enjoyed teaching mathematics, all teachers felt they were unsure if they were teaching using the best pedagogy. We have also used student voice to contribute to this proposal. However, due to Covid and staff changes, we delayed the start of this PLD.

2020 also had Mathematics having the most students below curriculum expectations with 31% below, compared to writing 20% and reading 16%.

Accelerating Learning in Literacy

100% of our junior school have had some experience in phonics but none in Better Start.

Half of the staff understand and can use ALL effectively.

Create a genuine bicultural and bilingual environment

Teachers are at levels 2 through 6 of the Te Ahu o te Reo levels.

All classrooms are at level 4b of Māori Language Immersion Levels.

Targets:

- To accelerate targeted student outcomes in mathematics
- To accelerate targeted student outcomes in literacy
- Create a genuine bicultural and bilingual environment

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Mathematics Development			
-Increase knowledge and achievement in mathematics through school wide PLD with Sarah Cobb (Mathematically Minded).	Principal / Sarah Cobb	PLD	Term 1-4
-Create target and priority students to monitor and accelerate.	Principal / Sarah Cobb		Term 1-4
Accelerating Learning in Literacy			Term 1-4
-Accelerate learning in reading and writing through early phonics based intervention and the Better Start programme.	Deputy Principal		Term 1-4
-Develop teacher knowledge and capacity in this area.	Principal / Deputy		Term 1-4
-Use the ALL programme throughout the school during a term.	Principal		Term 1-4

-Using the Kāhui Ako's storytelling resources coming out, develop confidence in Māori storytelling.	ASL		Term 1-4
Create a genuine bicultural and bilingual environment.			
-Provide professional development opportunities for staff (Poupou Reo, Te Ahu, Staff Meetings, Kohanga visits, model lessons)	Principal, PLD providers		Term 1-4
-Using a place based theme, learn more about early NZ and how it affects us today.	Principal		Term 1-4
-Begin some classes in a level 3 Māori Immersion Level (MIL) bilingual environment with support offered by principal.	Principal		Term 2-4
-All other classes to provide a minimum of three hours a week moving to bilingual speaking by the teacher throughout the day.	Principal		Term 1-4
-Establish regular 'Whānau hui' to hear the wawatas (wants) of the community.	Principal / BOT	\$1k	Term 1-4
-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	\$1k	Term 1-4
-Introduce to staff via PLD suitable 'day to day' kōrero and tikanga that they can bring to their classrooms.	Principal		Term 1-4
-Visit preschools with students competent in Māori language, share learning and discuss pathways.	Principal	\$3k	Term 1
-Create bilingual prayer services in the classroom and church.	DRS		
-Create a traditional based Māori 'play and chill' area around the whare tapere.	Principal / BOT	Grants	Term 1-4
-Recruit a teacher aide to support teaching in each class.	Principal	\$13k	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:

To assist our school community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.

Baseline data:

One new staff member who has not taught the Religious Education Curriculum before.
Sexuality to be taught in term 3. There is currently no school-wide programme for this.
Teachers to complete 'Interpreting the New Testament' in Term 3

Targets:

- Increase involvement of whānau in prayer life and develop student confidence with proclaiming their faith.
- Increase students and teachers' knowledge in Catholic doctrine.
- Increase the amount of te reo Māori in classroom prayer.
- Raise awareness and action for justice within the school and wider community.
- Develop a school-wide sexuality education programme, set in the context of the teaching of the Catholic Church.
- Ensure new teachers are provided with initial and ongoing support to enable them to understand the Catholic culture of the school and to effectively integrate a Catholic perspective across the curriculum.

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Te whakatipu mā te mātauranga - Growth in Knowledge			
- Increase PD hours and knowledge by either completing or supporting staff completing 'Interpreting the New Testament'.	DRS		Terms 3
- Provide initial and ongoing support for our new kaiako in the teaching of the Religious Education curriculum.	DRS		Terms 1-4
- Increase involvement of whānau in prayer life through fortnightly prayer assemblies run by each class and the web series run by Room 6.	All teachers		Terms 1-4
- Develop a school-wide sexuality education programme, set in the context of the teaching of the Catholic Church.	Principal, DRS		Terms 1-2
- Design a school fundraising or action day each term to raise awareness and action for justice within the school and wider community.	DRS		Terms 1-4
- Provide the 'Faith team' to have regular opportunities for spiritual development.	DRS		Terms 1-4
- 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
- Integrate and increase known Māori karakia and waiata into class and whole school Masses.	All teachers		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 communication and connections within the school and wider school community.

Baseline data:

- Website was last updated five years ago. It is only used from time to time due to its complexity.
- We have no strategic school plan for digital technologies and digital learning.
- Around 50% of families are able to access online learning easily.

Targets:

- Create an up-to-date and smooth communication of learning, support and links.
- Strengthen our connections with schools within our Kāhui Ako and our teina school (Star of the Sea) to enhance learning, hauora and our faith.

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Create an up-to-date and smooth communication of learning, support and links.			
-Create an 'active' website that is up-to-date, contains in depth information about the school, links, communication etc.	Principal	\$1000	Terms 1-4
-Move to an online curriculum.	Principal	\$1000	Terms 1-4
-Develop a digital learning and digital technologies strategic plan.	Principal		
-Assist families to have access to online learning.	Principal		Terms 1-4
-Provide new and easy events for families to attend to share learning.	All Staff		Terms 1-4
-Strengthen links with preschools and kohanga reo.	Principal		Terms 1-4
Strengthen our connections with schools within our Kāhui Ako and our teina school (Star of the Sea) to enhance learning, hauora and our faith.			
-Organise a range of inter school competitions together.	ASL	Kāhui Ako	Terms 1-4
-Share learning between schools through invitations to various events.	ASL	Kāhui Ako	Terms 1-4
-Work together on the implementation of the hub goals of Better Start, Storytelling and Cultural Responsiveness PLDs.	ASL	Kāhui Ako	Terms 1-4