



**St Therese
School**



**CHARTER 2017-2019
2017**

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ST THERESE SCHOOL CHARTER 2017-2019

MISSION STATEMENT

To create passionate, lifelong learners, with a strong faith, skills and knowledge to be successful members of their communities.

VISION

Students will be successful as both learners and global citizens, able to use their skills to live confidently and make meaning in a complex changing world. They will become the people that God wants them to be.

OVERARCHING ST THERESE SCHOOL GOALS

FAITH

Faith is the essence of our school, underpinning all our thoughts and actions. Like St Therese we do little things well and with great joy.

KNOWLEDGE

This goal inspires our love of learning. Success for the future begins with the skills and passion for knowledge we learn at St Therese School.

GROWTH

At St Therese School our special talents are celebrated, as we take on challenges with courage and grace.

COMMUNITY

Our school is about belonging. St Therese School is like a family where each culture is embraced and celebrated.

VALUES

FAITH HOPE LOVE

Compassion, Stewardship, Excellence, School charism, Innovation, Inquiry, Curiosity, Diversity, Equity, Community, Participation, Harmony, Integrity, Respect for all life, Reverence

KEY COMPETENCIES

THINKING, USING LANGUAGE SYMBOLS & TEXT, MANAGING SELF, RELATING TO OTHERS, PARTICIPATING & CONTRIBUTING

At St Therese School, we will teach these competencies to enable our students to live, learn, work and contribute as active participants in our community. The school acknowledges that these competencies are the key to learning at school and in the future. Students will be challenged and supported to develop these in a wide range of authentic contexts.

Cultural Diversity and Maori Dimension

How St Therese School will reflect New Zealand's cultural diversity:

St Therese School is a school with a culturally diverse community. Each ethnic group will be welcomed, recognised and valued and seen as an important part of the school's community. The BOT will seek to employ staff from a variety of cultural backgrounds to reflect this diversity.

How St Therese School will reflect the unique position of Maori culture:

The school will recognise the unique place of Maori as Tangata Whenua of Aotearoa New Zealand. As such, the school will encourage participation and success through programmes to meet the needs of our Maori students.

How we will incorporate tikanga Maori into the school's curriculum:

The Religious Education programme incorporates aspects of Tikanga Maori into the curriculum. Teachers' planning integrates a Maori perspective into the curriculum. Maori culture is celebrated in cultural festivals and community celebrations. Our Maori tutor will continue to work with our Kapa Haka students to continue their Te Mana Tikitiki journey and lead us at all school events.

What we will do to provide instruction in Te Reo Maori:

Careful consideration by the BOT with regard to personnel with the necessary skills and qualifications, and credibility with the local Maori, will be given. Further considerations will include the availability of funding, accommodation within the existing school structure and the availability of a range of resources to support this programme.

The steps we will take to discover the views and concerns of the school's Maori community:

The school will consult with Maori parents on all strategic planning issues as they impact upon Maori students.
Student-led learning conversations will take place formally and informally
An annual Hui will be held
The Principal will personally consult parents of Maori students regarding achievement, tikanga and te reo issues as they arise.

STRATEGIC GOALS 2017 - 2019

STRATEGIC GOAL 1: SPECIAL CATHOLIC CHARACTER

To fulfil the teaching mission of the Church by living and teaching the values of Jesus Christ.

2017 The school is a community where gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.

2018 The Religious Education programme is soundly managed and professionally delivered.

2019 With Christ the Good Shepherd as its model, the school community nurtures, supports and cares for individuals.

STRATEGIC GOAL 2: TEACHING AND LEARNING

To strengthen the school's concept curriculum through collaborative innovative pedagogies and inquiry approaches that promotes strong social responsibility and citizenship, underpinned by digital fluencies and technologies.

STRATEGIC GOAL 3: LEARNERS

To strengthen student agency and understanding of themselves as learners, through the development of a growth mindset and learner dispositions.

STRATEGIC GOAL 4: RESPONSIVE CURRICULUM

To improve mathematical outcomes for students through a focus on discourse, problem solving and alignment of the curriculum.

STRATEGIC GOAL 5: RECIPROCAL CONNECTEDNESS (WHANAUNGATANGA)

To increase parent/whanau engagement across all facets of school life.

To use an inquiry process, as member of the Auckland Catholic Community of Learning, to enable a seamless transition pathway for learners from Year 0-13.

STRATEGIC GOAL 6: PRIORITISING AND STRENGTHENING WELL-BEING.

To be highly responsive to the wellbeing and safety of all students and staff.

STRATEGIC GOAL 1 SPECIAL CATHOLIC CHARACTER

To fulfil the teaching mission of the Church by living and teaching the values of Jesus Christ, through the Religious Education programme.

2017 The school is a community where gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.

2018 The Religious Education programme is soundly managed and professionally delivered.

2019 With Christ the Good Shepherd as its model, the school community nurtures, supports and cares for individuals.

2017	2018	2019
<p>KEY DIMENSION - COMMUNITY</p> <p>Community Strategic Goals</p> <ul style="list-style-type: none"> • Promotion of Gospel values • Promotion of prayer, liturgy and celebrations • School/parish collaboration • Social Justice and Service 	<p>KEY DIMENSION - RELIGIOUS EDUCATION</p> <p>RE Strategic Goals</p> <ul style="list-style-type: none"> • Sound management of RE • Curriculum development and integration • Resource audit 	<p>KEY DIMENSION - PASTORAL CARE</p> <p>Pastoral Care Strategic Goals</p> <ul style="list-style-type: none"> • Collaborative, respectful relationships • Commitment to cultural diversity and awareness • Clear behavioral guidelines and safe environment • Pastoral Care Organisation
<p>REVIEW / REPORTING</p> <ul style="list-style-type: none"> • Community Key Dimension report to BOT and CSO in consultation with parents, students, teachers and wider community • Monthly report to BOT • New webpage for RE and Maori 	<p>REVIEW / REPORTING</p> <ul style="list-style-type: none"> • RE Key Dimension report to the BOT and CSO in consultation with parents, students, teachers and wider community –at end of the year • Monthly report to BOT 	<p>REVIEW / REPORTING</p> <ul style="list-style-type: none"> • Pastoral Care Key Dimension report to BOT and CSO in consultation with parents, students, teachers and wider community • Monthly report to BOT
<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Staff meetings (RE focus) • Cluster meetings • RE appraisal • New to Catholic Schools if needed • DRS and Principal’s Conferences 	<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Staff meetings (RE focus) • Cluster meetings • RE appraisal • New to Catholic Schools if needed • DRS and Principal’s Conferences 	<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Staff meetings (RE focus) • Cluster meetings • RE appraisal • New to Catholic Schools if needed • DRS and Principal’s Conferences

STRATEGIC GOAL 2: TEACHING AND LEARNING

To strengthen the school's concept curriculum through collaborative innovative pedagogies and inquiry approaches that promote strong social responsibility and citizenship, underpinned by digital fluencies and technologies.

2017- 2019 PERFORMANCE INDICATORS

- Staff have a strong understanding of the school's concept curriculum and how that leads to authentic action.
- The outcomes from a review of our learning inquiry model are implemented. Students play a significant role in this review.
- Consistent inquiry approach school wide.
- Staff have consistent understandings of collaborative innovative pedagogies.
- Model displayed visually in every classroom.
- Consistent inquiry approach school wide.
- Understanding and evidence of collaboration- planning and implementation and evaluation.
- A seamless integration of technologies into the learning programme.
- Students make decisions about what they learn, how they learn and how they show they have learnt it.
- Staff have received professional development in digital fluencies and technologies
- Staff practice is informed by current research, e.g. Alan November, Guy Claxton, Carol Dweck, John Hattie, Robert Marzano
- Teachers use differentiation and a variety of teaching strategies to engage students
- Ensure the learning environment is engaging, supports participation and agency in learning.

STRATEGIC GOAL 3: LEARNERS

To strengthen student agency and understanding of themselves as learners, through the development of a growth mindset and learner dispositions.

2017- 2019

PERFORMANCE INDICATORS

- Staff and students have a clear understanding of the difference between student agency and voice and the expectations of this. 2018
- Learner tools and dispositions are used confidently across the school. 2017
- Staff are familiar with Carol Dweck's research on Growth Mindset. - 2017
- Students have developed a strong growth mindset to learning and can articulate how this helps them with their learning. - 2017
- Students can articulate what helps them learn and what are the barriers to their learning. 2017
- Effective learner dispositions are identified, displayed and used by students school wide. 2017

STRATEGIC GOAL 4: RESPONSIVE CURRICULUM

To improve outcomes for students through a focus on an inquiry approach, involving discourse, critical thinking and alignment of the curriculum, e.g. Mathematics, Science and Maori

2017-2019

PERFORMANCE INDICATORS

- Higher percentage of students meeting or exceeding national standards
- Higher percentage of Maori and Pacifica students meeting or exceeding national standards.
- Effective integration and quantity of digital technologies to add value to the curriculum
- Effective identification and tracking of student achievement and adaption/enhancement of learning programmes to meet their needs
- Teaching practices are consistent with a culturally responsive curriculum
- All students have equitable access to the curriculum
- Effective intervention programmes, that raise and extend student outcomes
- Ensure individual success is celebrated
- Parents/Whanau have access to the curriculum.

STRATEGIC GOAL 5: RECIPROCAL CONNECTEDNESS (WHANAUNGATANGA)

5.1 To increase parent/whanau engagement across all facets of school life.

5.2 To work effectively with the Auckland Catholic Community of Learning schools, to enable a seamless transition pathway for learners from Year 0-13.

2017-2019

PERFORMANCe INDICATORS

5.1

- An increased number of parents attending curriculum and community meetings/hui/fono
- Productive parent/ whanau interactions, which result in parents having a greater understanding of their child's learning, needs, passions and how they can support their child at home.
- Parents support their children to attend school regularly.
- Parents/whanau are actively engaged in their child's learning, e.g. open days, parent share their expertise.
- Cultural events well attended (50% of the families represented).
- Strong active support and participation from the Board of Trustees.

5.2

- Improved consistency of methodologies in assessment and interpretation of data.
- Increased achievement levels for priority learners (male, Maori and Pacific Island students)
- Valid and reliable data is transferred from one school to the other.
- Staff are regularly updated on the process and outcomes of the Community of Learning.

STRATEGIC GOAL 6: PRIORITISING AND STRENGTHENING WELL-BEING.

To be highly responsive to the wellbeing and safety of all students and staff.

**2017-2019
PERFORMANCE INDICATORS**

- The Student Wellbeing at School Survey (NZCER) is used to identify areas of concern and improvement.
- The values programme is strongly underpinned by the values held and modelled by the 4 saints the houses are named after.
- Students and parents/whanau are aware that they have access to a Social Worker.
- Students have strong social and emotional resilience.
- The majority of staff have current First Aid certificates.
- All staff have a good working knowledge of the processes needed to comply with the Health and Safety legislation and the Venerable Children's Act.
- Processes for the early identification of students with wellbeing needs have been established.
- The school continues to promote healthy eating and a reduction in sugar intake.
- Leaders are clear role models for promoting and responding to student wellbeing.

ANNUAL PLAN 2017

STRATEGIC GOAL 1 SPECIAL CATHOLIC CHARACTER-PASTORAL CARE

To fulfil the teaching mission of the Church by living and teaching the values of Jesus Christ.

2017 The school is a community where gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.

2018 The Religious Education programme is soundly managed and professionally delivered.

2019 With Christ the Good Shepherd as its model, the school community nurtures, supports and cares for individuals.

Outcomes	Actions	Who?	Timeframe	Resources	Evidence
School Evaluation Domains	Actions	Who/ Resources	Timeframe	Monitoring Points/ Measurement	Evaluation and Reporting
<p>ONE SUSTAINABILITY</p> <p>To continue to develop the Pastoral Care goals from 2016.</p>	<p>Continually review Pastoral Care policies and procedures to ensure they reflect Gospel Values</p> <p>Continue to reinforce positive self-worth, incorporating and promoting Gospel Values through the 'Stand Tall' Programme.</p> <p>Continue to promote zero tolerance of violence. Each staff meeting will have a 'student safety' component and encourage students to be aware of expectations and take responsibility for their own behaviour.</p> <p>Our BT will be strongly supported by every teacher and receive adequate time to observe and embed effective teaching practice.</p> <p>Ensure that the pastoral care system makes use of support from church, government, local authority and social service agencies for maximum use of available resources /facilities / funds for student well-being.</p>	<p>Susan, Laura</p> <p>All Staff</p> <p>Stand Tall sheets</p> <p>All Staff</p> <p>RE/Health Plans.</p> <p>Student survey</p> <p>All Staff</p> <p>BT time to observe/discuss</p> <p>CSO TNCS</p> <p>RE101</p> <p>Susan, Laura</p> <p>All Staff, SWIS, CSO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2017</p> <p>Ongoing</p>	<p>Assembly Awards</p> <p>Discipline processes are just, reasonable, respectful and consistent.</p> <p>The school provides an environment for students that is safe - physically, emotionally, socially, spiritually and culturally.</p> <p>The way pastoral care is organized, is of benefit to all members of the school community. Needs are met in a timely and respectful way.</p>	

<p>TWO COMMUNITY</p> <p>Spirituality</p>	<p>The individual and communal spirituality of the whole school community is promoted and nurtured:</p> <ul style="list-style-type: none"> • Review and refine prayer units. • Invite parents for morning prayers. • Incorporate the RE concept into the learning for each term. 	<p>All staff</p>	<p>Ongoing</p>	<p>An awareness of the presence of God is nurtured through opportunities to pray in a range of styles suited to different personalities and individual stages of development.</p> <p>Links are explicitly fostered between the community's love of God, and the building of authentic relationships, to establish the Kingdom of God at St Therese School.</p>	
<p>THREE COMMUNITY</p> <p>Evangelisation</p>	<p>The school is a faith community which endeavours to spread the Good News by word and witness:</p> <ul style="list-style-type: none"> • Provide opportunities for year 8 students to work in the community as part of their Social Awareness programme. • Welcome new families into the community, regardless of faith background and religious beliefs. 	<p>All staff</p>	<p>2017</p>	<p>The school proclaims the mission and Gospel of Jesus Christ.</p> <p>All members of the school are encouraged to be examples of Christians living in faith and service.</p> <p>The orientation process is sensitive to the background and needs of all new members of the school community.</p>	
<p>FOUR COMMUNITY</p> <p>Partnership</p>	<p>Education is a collaborative responsibility:</p> <ul style="list-style-type: none"> • Foster respectful relationships among Principal, Board, staff, students, and families/whanau. • Promote collaboration between St Therese School and Catholic secondary schools. • Develop a marketing programme to foster links with local Catholic early childhood services. • Communicate with parents using e-mails and digital portfolios about RE, via website and newsletters. 	<p>All staff and school community</p> <p>Susan</p>	<p>2017</p>		<p>The school maintains strong working relationships throughout the community.</p> <p>Our year 8 students are welcomed into the Catholic secondary school of their choice. The school accommodates new Catholic children.</p> <p>All families are aware of the RE programme and expectations. Parents have up to date</p>

					information via the website.
FIVE COMMUNITY Values	The school identifies and actively promotes gospel values: <ul style="list-style-type: none"> • Teach, model and promote values with students learning how to face ethical issues from a Catholic perspective. • Uphold excellence in the learning process as a strong Catholic value. 	All staff	2017		All staff respect and reflect the Catholic Special Character of the school in all curriculum areas and in all school activities. Students see excellence in learning as part of their faith journey.
SIX COMMUNITY School Culture	Catholic Special Character is visible in the relationships and the artistic expressions, seen throughout the school: <ul style="list-style-type: none"> • Provide a welcoming physical environment at STS. • Display student work which includes Catholic Special Character material. • Purposefully teach the students about the House saints as well as the meaning of the school goals, motto and crest. 	All Staff	2017	Foyer display board upgraded regularly Term 1 – start year with Learning on Charism. Reinforced in Term 3 – Communion of Saints Strand	Catholic symbols proclaim the Special Character, are understood by the children and are obvious to everyone. Students understand the goals, the reason for house names and the lives of the saints allocated to each house.
SEVEN COMMUNITY Leadership	Leadership effectively shapes the faith-based vision, direction, values and outcomes of the school programme: <ul style="list-style-type: none"> • Acknowledge the Catholic Special Character of the school in all communications. • Ensure that newsletters contain items of a spiritual nature. • Collaborate with the DRS to develop the Catholic Special Character of the school. 	Susan & Laura	2017	Newsletters	The school creates opportunities to foster and communicate the Catholic Special Character to the community.
EIGHT COMMUNITY Stewardship	The school accepts responsibility for delivering education with a Catholic Special Character: <ul style="list-style-type: none"> • Understand, follow, and review Catholic Special Character roles on a regular basis. 	Susan, DRS	2017		The Special Catholic Character of the school is actively supported, promoted and nurtured in all areas of our community.

	<ul style="list-style-type: none"> • Include the Catholic Special Character mission statement in school promotional material. • Maintain strong ties with families to ensure that no one eligible to attend is denied a Catholic education on the basis of inability to pay attendance dues. • Recognise qualifications relevant to Catholic Character when making appointments e.g, Certificate in Catechetics, Diploma in REetc. 	<p>Susan, DRS</p> <p>Susan</p> <p>Susan</p>			
<p>NINE</p> <p>COMMUNITY</p> <p>Social Justice</p>	<p>The school promotes social justice:</p> <ul style="list-style-type: none"> • Develop students' ability to critique society, through teaching and learning. • Actively encourage students to choose and organise fundraising opportunities of their choice. • Invite presentations on key environmental issues from experienced people. • Further develop the year 8 Social Awareness programme. 	All staff	2017		<p>The idea that students are international citizens as well as citizens of New Zealand, responsible for the earth, God's creation, is promoted.</p> <p>Social Awareness becomes part of the Inquiry process.</p>
<p>TEN</p> <p>COMMUNITY</p> <p>Collaboration with Parish</p>	<p>SG 10.1 The school collaborates with the parish of which it is a part:</p> <ul style="list-style-type: none"> • Co-operate with the parish regarding preparation for and reception of Sacraments • Participate in school/parish liturgies and provide resources for the decoration of the church. • Endeavour to provide opportunities for students to contribute actively to the life of the parish. • Partner with the Parish for opportunities to use the hall for school community events and sport. 	<p>Susan</p> <p>Laura</p>	2017		<p>The school enjoys a collaborative relationship with the parish.</p>

STRATEGIC GOAL 2: TEACHING AND LEARNING

To strengthen the school's concept curriculum through collaborative innovative pedagogies and inquiry approaches that promotes strong social responsibility and citizenship, underpinned by digital fluencies and technologies.

School Evaluation Domains	Actions	Who/ Resources	Timeframe	Monitoring Points/ Measurement	Evaluation and Reporting
1. Stewardship 2. Leadership for Equity and Excellence 3. Educationally powerfully connections and relationships 4. Responsive Curriculum, Effective teaching and opportunity to learn 5. Professional capability and collective capacity 6. Evaluation, inquiry and knowledge building for improvement and innovation.	Facilitate Staff Professional Learning and Development in developing a concept curriculum and in developing their understanding of collaborative innovative pedagogies and implications of this for teaching practice.	Susan and Laura to facilitate staff PLD: <i>Taking the complexity out of Concepts</i> by Andrea Muller, Alan November, Guy Claxton, Carol Dweck, John Hattie & Robert Marzano	31 January 2017 and ongoing in Term 1	Staff reflection at the end of the day. Changes made to planning. Growth Mindset actively incorporated into classroom practice	
	Review current teaching practice in relation to inquiry learning. Implement the recommendations from the review. Inform parents about inquiry learning via an open afternoon-BOT to support and encourage attendance.	All staff	Term 2- Review Term 3- Implementation Term 4- Consistent use	Observations through the appraisal process. Evidence in planning and in teaching practice. By the beginning of Term 4 consistent use of the St Therese Inquiry Model.	
	Work with staff building understanding of digital fluencies and how to implement in the classroom.	Laura and Susan	Ongoing	Observation of teaching practice, linked to the appraisal cycle and the teachers' inquiries. Feedback from teachers. Evidence in planning.	

STRATEGIC GOAL 3: LEARNERS

To strengthen student agency and understanding of themselves as learners, through the development of a growth mindset and learner dispositions.

Outcomes	Actions	Who?	Timeframe	Resources	Evidence
1. Stewardship 2. Leadership for Equity and Excellence 3. Educationally powerful connections and relationships 4. Responsive Curriculum, Effective teaching and opportunity to learn 5. Professional capability and collective capacity 6. Evaluation, inquiry and knowledge building for improvement and innovation.	<ul style="list-style-type: none"> Work with staff to familiarise them with Carol Dweck's research on Growth Mindset. Incorporate Growth Mindset into the classroom Parent meeting to explain Growth mindset and how they can help at home Students have developed a strong growth mindset to learning and can articulate how this helps them with their learning. Students can articulate what helps them learn and what are the barriers to their learning. 	Susan & Laura All staff parents	Start in Term 1 Ongoing	Readings: Robert Steinberg - definition of mindset http://mindsetonline.com/whatisit/about/ Po Bronsen - How not to talk to your children Dweck – How can teachers develop students' motivation & success	<ul style="list-style-type: none"> Staff have a sound understanding of a growth Mindset Growth Mindset actively incorporated into classroom practice. Students have developed a strong growth mindset to learning and can articulate how this helps them with their learning.
	<ul style="list-style-type: none"> Staff given PD to ensure effective learner dispositions are identified, displayed and used by students school wide. Students are taught how to use learner tools and dispositions 	Susan & Laura	Term 1 2017	Reading: http://www.nzcer.org.nz/system/files/set2006_2_023.pdf https://literacy.nz.wordpress.com/2012/06/15/defining-learning-dispositions/ TKI Video: http://nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Learning-to-learn/Developing-learning-dispositions	<ul style="list-style-type: none"> Students can articulate what helps them learn and what are the barriers to their learning. Learner tools and dispositions are used confidently across the school.

	<ul style="list-style-type: none">• Staff and students have a clear understanding of the difference between student agency and voice and the expectations of this. - 2018				

STRATEGIC GOAL 4: RESPONSIVE CURRICULUM

To improve mathematical outcomes for students through a focus on discourse, problem solving and alignment of the curriculum.

Outcomes	Actions	Who?	Timeframe	Resources	Evidence
1. Stewardship 2. Leadership for Equity and Excellence 3. Educationally powerful connections and relationships 4. Responsive Curriculum, Effective teaching and opportunity to learn 5. Professional capability and collective capacity 6. Evaluation, inquiry and knowledge building for improvement and innovation.	<ul style="list-style-type: none"> Higher percentage of students meeting or exceeding national standards Higher percentage of Maori and Pacifica students meeting or exceeding national standards. Ensure individual success is celebrated 				<ul style="list-style-type: none"> Higher percentage of students meeting or exceeding national standards Higher percentage of Maori and Pacifica students meeting or exceeding national standards.
	<ul style="list-style-type: none"> Effective identification and tracking of student achievement and adaption/enhancement of learning programmes to meet their needs 				
	<ul style="list-style-type: none"> Effective integration and quantity of digital technologies to add value to the curriculum 				
	<ul style="list-style-type: none"> Teaching practices are consistent with a culturally responsive curriculum All students have equitable access to the curriculum 				<ul style="list-style-type: none"> Ensure individual success is celebrated
	<ul style="list-style-type: none"> Effective intervention programmes, that raise and extend student outcomes 				
<ul style="list-style-type: none"> Parents/Whanau have access to the curriculum. 					

STRATEGIC GOAL 5: RECIPROCAL CONNECTEDNESS (WHANAUNGATANGA)

To increase parent/whanau engagement across all facets of school life.

To use an inquiry process, as member of the Auckland Catholic Community of Learning, to enable a seamless transition pathway for learners from Year 0-13.

Outcomes	Actions	Who?	Timeframe	Resources			
1. Stewardship 2. Leadership for Equity and Excellence 3. Educationally powerfully connections and relationships 4. Responsive Curriculum, Effective teaching and opportunity to learn 5. Professional capability and collective capacity 6. Evaluation, inquiry and knowledge building for improvement and innovation.	5.1 <ul style="list-style-type: none"> An increased number of parents attending curriculum and community meetings/hui/fono Parnts/whanau are actively engaged in their child's learning, e.g. open days, parent share their expertise. Productive parent/ whanau interactions, which result in parents having a greater understanding of their child's learning, needs, passions and how they can support their child at home. Parents support their children to attend school regularly. Cultural events well attended (50% of the families represented). Strong active support and participation from the Board of Trustees. 				<ul style="list-style-type: none"> An increased number of parents attending curriculum and community meetings/hui/fono 		
	5.2 <ul style="list-style-type: none"> Improved consistency of methodologies in assessment and interpretation of data. Increased achievement levels for priority learners (male, Maori and Pacific Island students) 				<ul style="list-style-type: none"> Increased achievement levels for priority learners (male, Maori and Pacific Island students) 		
	<ul style="list-style-type: none"> Staff are regularly updated on the process and outcomes of the Community of Learning. Valid and reliable data is transferred from one school to the other. 						

STRATEGIC GOAL 6: PRIORITISING AND STRENGTHENING WELL-BEING.

To be highly responsive to the wellbeing and safety of all students and staff.

Outcomes	Actions	Who?	Timeframe	Resources	Evidence
7. Stewardship 8. Leadership for Equity and Excellence 9. Educationally powerfully connections and relationships 10. Responsive Curriculum, Effective teaching and opportunity to learn 11. Professional capability and collective capacity 12. Evaluation, inquiry and knowledge building for improvement and innovation.	<ul style="list-style-type: none"> The Student Wellbeing at School Survey (NZCER) is used to identify areas of concern and improvement. The values programme is strongly underpinned by the values held and modelled by the 4 saints the houses are named after. The majority of staff have current First Aid certificates. 	All staff	Ongoing		<ul style="list-style-type: none"> The Student Wellbeing at School Survey (NZCER) is used to identify areas of concern and improvement. The majority of staff have current First Aid certificates.
	<ul style="list-style-type: none"> Processes for the early identification of students with wellbeing needs have been established. 	All staff SWIS Nurse	Ongoing		
	<ul style="list-style-type: none"> Leaders are clear role models for promoting and responding to student wellbeing. 				
	<ul style="list-style-type: none"> All staff have a good working knowledge of the processes needed to comply with the Health and Safety legislation and the Venerable Children's Act. 	Susan			
	<ul style="list-style-type: none"> Students have strong social and emotional resilience. 	School Nurse All staff Parents			
	<ul style="list-style-type: none"> The school continues to promote healthy eating and a reduction in sugar intake. 	All staff			
	<ul style="list-style-type: none"> Students and parents/whanau are aware that they have access to a Social Worker. 				

2017 BUSINESS AS USUAL ANNUAL PLAN FOR ST THERESE SCHOOL

NAG 1	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	Literacy	Refer separate annual strategic action plan	
	Numeracy	Refer separate annual strategic action plan	
	Other curriculum area initiatives	Refer separate annual strategic action plan	
	Inquiry learning	Refer separate annual strategic action plan	
	NZC implementation	Refer separate annual strategic action plan	
	Curriculum integration	Refer separate annual strategic action plan	
	Assessment	Refer separate annual strategic action plan	
	Students at risk	Refer separate annual strategic action plan	
	GATE, CWSN and NESB programmes	Refer separate annual strategic action plan	
	Regular, quality physical activity	Refer separate annual strategic action plan	
	Consultation with Maori re achievement	Through BOT	
	Consultation with Pacifica re achievement	Through BOT	
	Consultation with other ethnic minorities	Individual discussions	
	Tikanga and Te reo Maori programmes	Refer Cultural Diversity and Maori Dimension	
	Language education (Yr 7+)	Refer separate annual strategic action plan	
	Career Education (Yr 7+)	Refer Teacher Curriculum Planning Checklist	
NAG 2	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	School review	Refer review plan	
	Policy and procedure review	Refer review plan	
	Vision review	Refer separate annual strategic action plan	
	Strategic plan review	Refer separate annual strategic action plan	
	Develop annual plan		
	Develop student achievement targets	Refer Targets	
	Curriculum learning area reviews	Curriculum Review Folder	
	Reports to BOT	Monthly, referenced to the annual plans and targets.	
	Reports to BOT – student achievement	Reading, writing, numeracy	
	Reports to BOT re Maori achievement	Reading, writing, numeracy	
	Reports to BOT re Pasifika achievement	Reading, writing, numeracy	
	Reporting to parents	Meet the teachers BBQ – Feb; Interim reports – Mar; Student-led conferences-July; Written-June, Dec; Portfolios-Ongoing.	
	Community consultation	Meeting to develop new 3 year strategic plan in November	

NAG 3	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	Professional development programme	Report to BOT	
	New staff induction	Welcoming Liturgy / Whole staff orientation day / buddy system	
	Staffing initiatives for this year	BT programme	
	Staff appraisal – teaching and non-teaching	Refer separate annual strategic action plan	
	Good employer practices	Refer BOT reports	
	BOT training	Refer BOT reports	
NAG 4	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	Prepare annual budget	Principal to prepare for BOT approval by Feb meeting	
	Allocate funds to reflect charter goals	See Budget	
	Regular reviewing of financial situation with BOT	Principal to present monthly report to BOT	
	Maintenance of school buildings and grounds	Refer 10 year Property Plan	
	Develop property to reflect charter goals	Refer Capital Expenditure Budget and Property Plan	
	Planned major asset purchases	Refer Capital Expenditure Budget	
NAG 5	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	Provide a safe physical and emotional environment	Refer to Strategic Plan	
	Anti-bullying initiatives	Refer Behaviour Management Policy	
	Student management	Refer Behaviour Management Policy	
	Community health consultation (every two years)	2016	
	Healthy eating	Refer separate annual strategic action plan	
NAG 6	NAG FOCUS AREA	STRATEGIES FOR THE YEAR	ACTIONED
	Attendance initiatives	Phone regarding absent students, Involve SWiS / truancy officer where needed	
	Ensure that correct procedures are followed re:		
	Stand downs and/or suspensions	Principal to follow MOE Guidelines if needed	
	Staff salary increments.	Principal to prepare documentation	
	Teacher registration	Jane to check	
	Management of truancy	Jane to oversee	
	Police vetting of non-teaching staff and contractors	Jane to check	
	Mandatory reporting to Teachers Council re competency and/or serious misconduct	Principal to follow MOE procedures if needed	