

Sacred Heart School Petone

**CHARTER
2020**

CHARTER

Introduction

The Board of Trustees has prepared this Charter as part of its strategic planning, which includes consultation with the Petone and Catholic Communities. Sacred Heart Board of Trustees intends to follow the National Education Guidelines as well as endeavouring to meet community aspirations.

The Board intends that this Charter will be central to the School's on-going self review process.

Mission Statement

Education within the Catholic faith.

Vision Statement

Sacred Heart School, in partnership with parents and caregivers, will develop the talents of each child. We will value and encourage the spiritual, emotional, and cultural identity of each child. We will support and foster academic growth and physical well being. Through our influence and example our students will become caring, confident, connected, actively involved, lifelong learners.

National Education Goals

The Sacred Heart School Board of Trustees will follow the National Education Guidelines as determined by the Ministry of Education.

Strategic Aims

Ensure that the Catholic Special Character of Sacred Heart School is pervasive, based on RISE values, life skills, gospel stories and demonstrated in all aspects of school life which will ensure that every child will be a confident, connected, actively involved, lifelong learner

Ensure the provision of our local curriculum covers all students including those with Special Needs, and special abilities and continues to have a focus on the Digital Curriculum

Develop and foster an effective partnership between the school, parents and community which leads to further community involvement in all aspects of school life including fundraising

Cultural Diversity, Consultation with the Māori and Pasifika Communities and Instruction in Tikanga and Te Reo Māori

Cultural Diversity

- Sacred Heart School values its cultural diversity and ensures that this is reflected in the day to day life of the school.
- Pasifika students constitute a significant percentage of our school population.
- Respect for the culture of each ethnic group is practised and expected in our school community.
- Sacred Heart School recognises the unique position of Māori as tāngata whenua.
- A policy statement on the Treaty of Waitangi gives voice to ensuring the school meets its responsibilities in meeting the principles of the Treaty of Waitangi.

Instruction in Tikanga and Te Reo Māori

- All students have the opportunity to participate in waiata, and karakia in te reo Māori.
- Students in Years 7 & 8 learn basic conversation in te reo Māori.
- Tikanga Māori is included in Inquiry planning for all classes.
- Procedures for Te Reo me ona Tikanga Māori and Tagata Pasifika provide guidance for teachers
- A te Ao Maori Curriculum has been developed and implemented

Assessment and Reporting Procedures for Māori Students

- The Principal reports separately to the Board of Trustees on Māori and Pasifika achievement in Reading, Writing and Mathematics.
- The Board of Trustees reports to the Māori and Pasifika communities on the achievement of Māori and Pasifika students as part of a consultation process aimed at raising achievement levels of Māori and Pasifika students.

**Sacred Heart School Petone
Strategic Plan 2020-2022**

Sacred Heart Primary Strategic Aims 2020-2022:

As a result of community consultation the board has identified the following strategic aims:

Aims	2020 -2022
<p>Special Character</p> <p>Ensure that the Catholic Special Character of Sacred Heart School is pervasive, based on RISE values, life skills, gospel stories and demonstrated in all aspects of school life which will ensure that every child will be a confident, connected, actively involved, lifelong learner</p>	<ol style="list-style-type: none"> 1. Review the Graduate Profile to see if it represents the skills we would like our students to have when they leave. 2. Develop a series of Gospel stories to illustrate how Jesus showed our RISE values. 3. Develop a set of skills to be taught through class programmes eg emotional intelligence, mindfulness, resilience, risk taking, social justice, empathy, well-being and hauora 4. Continue to work on assessment of Religious Education focusing on both knowledge and the affective domain. 5. Build on our relationship with the Parish and the church community, looking for new ways to encourage families to become involved. 6. Ensure 2 internal reviews of Special Character occur.
<p>Curriculum</p> <p>Ensure the provision of our local curriculum covers all students including those with Special Needs, and special abilities and continues to have a focus on the Digital Curriculum</p>	<ol style="list-style-type: none"> 1. All students continue to show progress against the appropriate level of the curriculum each year. 2. Develop a local curriculum with an emphasis on sustainability and the digital curriculum 3. Explore how the school can stretch students who achieve beyond the curriculum level for their age. 4. Continue to identify and provide programmes for students with identified learning needs. 5. Continue to work on transition to college so our students enjoy success in their transition process. 6. Explore how the school can provide the opportunity for students to learn a musical instrument 7. Develop a careers programme and activities which utilise the skills of the community. 8. Review the school reporting process to ensure it is tailored to each child and focuses on goals, progress and social aspects of school. 9. Introduce the Kura Ahurea programme which complements our Te Ao Maori Curriculum
<p>Community Involvement</p>	<ol style="list-style-type: none"> 1. Build on FOSH success and develop an effective and sustainable fundraising model and strategy. 2. Review suitability of current playground/environment and create a long term plan around requirements 3. Build on relationships in the community and ensure more participation in school events

<p>Develop and foster an effective partnership between the school, parents and community which leads to further community involvement in all aspects of school life including fundraising</p>	<ol style="list-style-type: none">4. Better promote our parent's groups eg FOSH, Whanau Support Group and Pasifika Parents Group through increasing visibility and better understanding of relevance and purpose5. Build on and refine our relationships within the wider community including community organisations with similar values, who could help provide service opportunities.6. Continue to develop working relationships with our Kahui Ako7. Review and develop new communication strategies and methods for increased effectiveness8. Ensure the design and content of our communication is simple and effective.9. Ensure all parents have access to and understand LINC-ED our reporting system.
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ANNUAL PLAN

2020

Strategic Aim 1:

Ensure that the Catholic Special Character of Sacred Heart School is pervasive, based on RISE values, life skills, gospel stories and demonstrated in all aspects of school life which will ensure that every child will be a confident, connected, actively involved, lifelong learner

Baseline data: Community consultation took place in Term 4, 2019 and from the feedback received from the community, staff and Board of trustees the targets below have been set to work on over the next 3 years.

Targets:

1. Review the Graduate Profile to see if it represents the skills we would like our students to have when they leave.
2. Develop a series of Gospel stories to illustrate how Jesus showed our RISE values.
3. Develop a set of skills to be taught through class programmes eg emotional intelligence, mindfulness, resilience, risk taking, social justice, empathy, well-being and hauora
4. Continue to work on assessment of Religious Education focusing on both knowledge and the affective domain.
5. Build on our relationship with the Parish and the church community, looking for new ways to encourage families to become involved.
6. Ensure 2 internal reviews of Special Character occur.

Actions to achieve targets	Led by	Budget	Timeframe	Completion
1. Internal review of Te Whakatupu ma te Matauranga- Growth in Knowledge.	Principal/ DRS		September 2020	
2. Develop a set of Gospel stories to show how Jesus showed our RISE Values	Principal/Staff		TOD then ongoing all year	
3. Continue to develop our Assessment of RE based on both knowledge and the affective domain.	Principal/Staff		TOD then ongoing all year	
4. Build on our relationship with the parish and find ways to encourage families to participate more.	Principal/ DRS/ Staff/ BOT		Ongoing all year	

5. Begin to develop a set of skills to be taught through class programmes eg emotional intelligence, mindfulness, resilience, risk taking, social justice, empathy, well-being and hauora	Principal /Staff		TOD then ongoing all year	
6. Review the Graduate Profile to see if it represents the skills we would like our students to have when they leave.	Leadership team/ Staff		Ongoing all year	

Strategic Aim 2:

Ensure the provision of our local curriculum covers all students including those with Special Needs, and special abilities and continues to have a focus on the Digital Curriculum

Baseline data:

Community consultation took place in Term 4, 2019 and from the feedback received from the community, staff and Board of trustees the targets below have been set to work on over the next 3 years. Priority students and those needing extension have been identified from the previous year's achievement data.

Targets:

1. All students continue to show progress against the appropriate level of the curriculum each year.
2. Develop a local curriculum with an emphasis on sustainability and the digital curriculum

3. Explore how the school can stretch students who achieve beyond the curriculum level for their age.
4. Continue to identify and provide programmes for students with identified learning needs.
5. Continue to work on transition to college so our students enjoy success in their transition process.
6. Explore how the school can provide the opportunity for students to learn a musical instrument
7. Develop a careers programme which utilises the skills of the community.
8. Review the school reporting process to ensure it is tailored to each child and focuses on goals, progress and social aspects of school.
9. Introduce the Kura Ahurea programme which complements our Te Ao Maori Curriculum

Actions to achieve targets	Led by	Budget	Timeframe	Completion
1. Monitor all students to ensure they are making the appropriate progress for their age and curriculum level	Class Teachers			
2. Identify priority students from 2019 achievement data. Identify areas of weakness.	Principal/ Management Team/ SENCO		Dec 2019	
3. Review priority students once testing is completed and update Special Needs register.	SENCO/Staff		Feb 2020	
4. Develop learning programmes for priority students. Plan and deliver an instructional programme based on student needs and monitor priority students at syndicate and school wide levels.	SENCO/ Class teacher		Feb 2020	
5. Work on our Transition to college processes through this workstream in our kahui Ako	DP/ ASL Teacher		Beginning Term 1 then ongoing	
6. Explore ways for the students to learn a musical instrument	Principal/ Teacher in charge of music		Term 2 2020	

7. Develop a careers programme and activities which utilise the skills and talents of the school community	Principal / DP		Term 2 2020	
8. Review the school reporting process to ensure it is tailored to each child and focuses on goals, progress and social aspects of school	Leadership team		Jan 2020 then ongoing	
9. Introduce the Kura Ahurea programme and combine it with our Te Ao Maori Curriculum	Whole Staff/ TOA		Term1 onwards	

Strategic Aim 3:

Develop and foster an effective partnership between the school, parents and community which leads to further community involvement in all aspects of school life including fundraising.

Baseline Data:

Community consultation took place in Term 4, 2019 and from the feedback received from the community, staff and Board of trustees the targets below have been set to work on over the next 3 years.

Targets:

1. Build on FOSH success and develop an effective and sustainable fundraising model.
2. Review suitability of current playground/environment and create a long term plan around requirements
3. Build on relationships in the community and ensure more participation in school events

4. Better promote our parent's groups eg FOSH, Whanau Support Group and Pasifika Parents Group through increasing visibility and better understanding of relevance and purpose
5. Build on and refine our relationships within the wider community including community organisations with similar values, who could help provide service opportunities.
6. Continue to develop working relationships with our Kahui Ako
7. Review and develop new communication strategies and methods for increased effectiveness
8. Ensure the design and content of our communication is simple and effective.
9. Ensure all parents have access to and understand LINC-ED our reporting system.

Actions to achieve targets	Led by	Budget	Timeframe	Completion
1. Build on the successes of our FOSH Group and develop a sustainable fundraising programme and strategy	BOT/FOSH/ Principal		Ongoing all year	
2. Review the suitability of our current playground and develop a plan around future requirements and fundraising for this project	Property Committee/ BOT		Ongoing all year	
3. Work on ways to encourage more school families to come to school events	Principal /leadership Team/ Staff/ BOT		Ongoing all year	
4. Develop strategies to advertise our school groups and promote these to encourage new members	Principal/ BOT		Ongoing all year	
5. Work within the Kahui Ako and build on our strong start, developing relationships with the other schools	Whole Staff		Ongoing all year	
6. Investigate community organisations who could offer service initiatives for the students. Develop a register. Start utilising these groups	Principal/ DP/ AP & DRS		Ongoing all year	
7. Look at how we communicate and determine which is the most effective channel of communication	Principal		Term 1 then ongoing	

8. Develop templates for notices emails etc so that teachers are clear what is expected of them	Whole staff		Term 1 then ongoing	
9. Ensure all parents have access to LINC-ED and monitor use. Start the term with a parent meeting to explain the reporting processes.	Leadership Team		Term 1 then ongoing	