



# School Charter

## Strategic and Annual Plan for

### St James Catholic School

2020 - 2022

Principals' endorsement:	T Sheehan April 30 2020
Board of Trustees' endorsement:	Board Of Trustees Meeting April 29 2020
Submission date to Ministry of Education:	April 30 2020

## St James Catholic School School 2019 - 21 Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Live the Truth
<b>Vision</b>	<p>To grow Catholic, Christian, young people,          who are confident, connected lifelong learners,          inspired by the teachings of Jesus,          and who make a positive difference in their community.</p>
<b>Values</b>	<p style="color: red;">SAINTS</p> <p>"Live The Truth"</p> <p>They are kind and respectful to themselves, each other and the environment.</p> <p style="color: red;">Strive. Acceptance. Integrity. Nurture. Talents. Service.</p>
<b>Principles</b>	

**Māori Dimensions  
and Cultural Diversity**

St James' Catholic School recognises the importance of Aotearoa/New Zealand's unique bi-cultural diversity. The Board demonstrates its recognition of New Zealand's cultural ancestry and the role that Maori culture plays in today's community through;

Teaching Tikanga Maori and Te Reo throughout all curriculum areas. Consulting with Mana-Whenua Iwi, Rangitane O Manawatu.

We are reflecting the unique place of Maori within our policy documentation and curriculum statements. The continuing development of policies and practices that reflect New Zealand's cultural diversity. We Consult with the Diocesan Maori Advisor.

Analysing the progress and achievement of Maori students. Establishing staff professional learning needs and providing regular opportunities for professional learning and dialogue. Using the approaches in Kahikitia - Managing for Success and Tataiako - Cultural Competencies for Teachers of Maori Learners.

Taking all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori, for learners whose parents ask for it.

Providing all learners with experiences and understandings in cultural traditions, language and local history.

We are providing authentic opportunities for Maori cultural enrichment, e.g. kapa haka, wananga, hangi, marae visits, whanau hui.

The Board will respond to any request for instruction in Te Reo Maori by:

Advising the parent of the current level of Te Reo and Tikanga Maori available at our school. Offering to explore possibilities for extending the current provision including dual enrolment with The Correspondence School. Consulting with the Diocesan Maori Advisor. Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori. Advising parents where the nearest school is which provides a higher level of instruction in Te Reo and Tikanga Maori.

The school community recognises the contribution of diverse cultural groups to the richness of the learning environment.

The school welcomes and promotes the expression of cultural manifestations within the school community by;

Providing a list of liaisons from different cultural/lingual backgrounds for new families arriving at the school. Participation in multi-cultural masses organised by the Parish.

We are embracing multiculturalism as part of the connected curriculum.

We are providing unique opportunities for our diverse ethnic communities.

<p><b>Special Character / Māori Medium status</b></p>	<p>St James' Catholic School was established in 1958 by the Sisters of Mercy.</p> <p>Our school is a family/whanau school that recognises and respects the dignity of each person as made in the image and likeness of God.</p> <p>St James was chosen by Jesus to be one of the twelve apostles, given the mission to proclaim the Good News, and authority to heal and cast out demons. To be named one of the twelve, James' must have had faith and commitment. He was a close and respected friend of Jesus.</p> <p>The community at St James' Catholic School shows it "Lives the Truth" through service to others as St James' the apostle of Christ did, and the Sisters of Mercy do today. St James's Feast Day is July 25th. We also celebrate the Feast Day of St Joachim and St Anne on this day.</p> <p>The St James' Catholic School community has strong links with the Cathedral of the Holy Spirit Parish. Staff and many families are actively involved in parish life.</p> <p>Our school logo is a shield on which are the words: Veritatem Vivere-Live the Truth. Christ is the "Truth", and He calls us to be His example of LOVE/AROHA. He calls us to "show our faith by our actions." James 18: 2</p>
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<b>Baseline Data or School Context</b>	
<b>Students' Learning</b>	see data below
<b>Student Engagement</b>	Generally learner engagement is high. We have no truancy and attendance rates overall are satisfactory. PB4L and our Gospel SAINTS Values continue to support our behaviour - we remain in Tier One for 2020.
<b>School Organisation and Structures</b>	In 2020 we are staffed at 9.68. We have a MOU with Arahunga School to support three learners. New principal appointed September 2019.
<b>Review of Charter and Consultation</b>	<p>The current Charter and Strategies were reviewed and revised in 2017 and are due for revision in 2020.</p> <p>All learning programmes draw inspiration from the New Zealand Curriculum and the Religious Education Curriculum of Aotearoa New Zealand. Teacher pedagogy has been co constructed with staff on evidence based, best practice and can be found in the St James' Catholic School Curriculum Folder.</p> <p>The School will consult and report to the community on the progress and achievement of Maori and Pasifika learners.</p> <p>The School will regularly monitor learner progress and achievement and report to the school community / parents on individual learners.</p> <p>Programmes will be supported by the School's self review cycle, policies and procedures, asset management and financial plans, job descriptions, performance management systems and health and safety strategies.</p>

## Strategic Section

Years	At/Above Reading	At/Above Writing	At/Above Mathematics
2017	82%	76%	82%
2018	83.3%	74%	74%
2019	70%	71%	85%

<b>Strategic Goals</b>	<b>Core Strategies for Achieving Goals 2018 - 2021</b>
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<p><b>Students’ Learning</b></p>	<p>From our vision - <i>Learning experiences are purposeful and take place through meaningful, learner led and learner centred, real life contexts. Through an engaging learning environment, high expectations, and positive relationships, our learners “learn how to learn” and are supported to be the best they can be. Their successes are nurtured and celebrated.</i></p>	<p><b>Authenticity:</b> Learning concepts and contexts are rich, real and authentic. PG 4 Vision</p> <p><b>Interdisciplinary Skills:</b> Learners are developing skills and attitudes to become thinkers, team members, self-managers, communicators, researchers/investigators. PG 4 and last line Vision</p> <p><b>Collaboration:</b> Encourage educationally powerful partnerships for learning among learners, staff, home and school. PG 3 Vision</p> <p><b>Learner Voice:</b> We listen to learners’ voices. PG 2 Vision</p> <p><b>Culturally Responsive: Ako</b> - Cultural relationships for responsive pedagogy. Adaptive expertise driving deliberate acts - curriculum, policies, practices. Home and school collaborations. All learners have the opportunity to learn Te Reo Maori, me ona Tikanga and Sign Language PG 2 Vision</p> <p><b>Learner Choice:</b> Guided choice is an integral part of learners' learning experiences. PG 2 and 4 Vision</p> <p><b>Goal Focused:</b> Learners are supported to set and reflect on their goals and have opportunities to share and celebrate examples of their progress and achievement. PG 4 Vision</p> <p><b>Learners Learning from each other:</b> Learners see themselves as learners. They recognise who they are, and how, where, and with whom they learn most effectively. Nurturing each other is encouraged at every opportunity so that they can learn from each other. PG 2 and 4 Vision</p> <p><b>Growing through Learning Challenges:</b> Learners understand that when authentic learning is taking place, we often experience challenges before we get better. They are supported to embrace and persevere through these challenges, see mistakes as learning opportunities, appreciate and use feedback and recognise that striving will lead to growth. PG 4 Vision</p> <p><b>Live the Truth</b> Learners show their faith by their actions, modelling their lives on Jesus Christ. Guided by our Gospel Values - SAINTS- Strive, Acceptance, Integrity, Nurture, Talents, Service. Their encounter with Jesus Christ deepens through rich and varied prayer and service experiences. PG 1 and 2 Vision</p> <p><b>Hauora:</b> Learners are nurtured in a caring, safe and respectful whole-school environment which endeavours to meet their physical, mental, emotional, social, and spiritual needs. PG's 1 and 2 Vision</p> <p><b>Māori Achieving Success as Māori:</b> Our Māori learners have their identity, language and culture secured. They are supported to realise their potential. PG 2 and 4 Vision</p> <p><b>High Expectations:</b> Learners achieve their potential, regardless of their circumstances. PG 2 and 4 Vision</p> <p><b>Relationships:</b> Positive, respectful relationships between learners their families/whanau, parish community and teachers are the foundation for successful learning. Ako, manaakitanga, whanaungatanga PG 3 Vision</p> <p><b>Inclusive:</b> All learners are welcome and are supported to take part in all aspects of school life. Diversity is accepted, respected and celebrated. PG 2 Vision</p> <p><b>Responsibility:</b> Learners build capacity to initiate, manage and maintain their learning. They are explicitly taught the skills and given the tools to manage this process. PG 4 Vision</p>
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<p><b>Student Engagement</b></p>		<p>Close attention is paid to attendance data and its relationship to achievement. There has been a focus on future proofing learning since 2016 where staff have inquired collaboratively into Making Learning Personal through the lenses of Universal Design for Learning, Mathematical Inquiry Communities and STEM/Play Based Learning. There is greater significance placed on accessing student voice across the school.</p> <p>In 2018 we successfully trialled a teacher/parent intervention for target learners (learners whose progress needs accelerating). Educationally powerful conversations (EPC) will continue each Term 2019 onwards.</p> <p>Our Whanau Group engages family/whanau and community participation in this group is continually increasing.</p> <p>We are in our third year of Positive Behaviour for Learning School Wide (PB4L) Journey Tier 1.</p> <p>The focus areas for 2020 is to build on 2019:</p> <ul style="list-style-type: none"> <li>• Continue to embed PB4L</li> <li>• Continue engaging specific parents in the parent/teacher intervention work to accelerate progress for their children</li> <li>• PLD in Mathematics</li> <li>• PLD in Mathematics in accelerating progress for learners who are well below - 2020 training for second ALiMteacher to begin and begin to spread the ALIM methods/ideas across the school</li> </ul>
<p><b>School Organisation and Structures</b></p>		<p>Alter timetable to allow for daily repetition of core teaching and learning programmes - English, Mathematics, Religious Education</p>



<p><b>Personnel</b></p>	<p>When appointing new caretaker increase caretaker hours to 20 per week</p> <p>Re-design appraisal processes to align with Teacher Council best practice</p>	
<p><b>Property</b></p>	<p>Complete tree removal and tidy by LS10/Sandpit</p> <p>Remove Birch tree (at neighbour's request)</p> <p>Install new doors in LS5</p> <p>Install new stormwater drain by western boundary</p> <p>Demolish and rebuild Library Terms 2,3 and 4</p> <p>Relocate Lundia to LS4 -</p> <p>Complete Sandpit build by end of Term 1</p>	

<b>Finance</b>	<p>Achieve a surplus Budget 2020</p> <p>Re-provision release time to be within MOE financed limits</p> <p>Work with Open Book Solutions to train school staff in Xero</p> <p>Update and improve financial reporting to Board</p> <p>Re-work staff release provisions to avoid banked staffing overuse</p>	
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### **Annual School Improvement Plan – SUMMARY**

<b>Domain</b>	<b>Strategic Goal</b>	<b>Target</b>	<b>Short Report</b>
<b>Students' Learning</b>	<p>Accelerate progress for all learners in Mathematics</p> <p>Two teachers take part in ALiM training</p>		
<b>Student Engagement</b>			
<b>School Organisation and Structures</b>	<p>Re-set daily timetable to ensure learning focus in the morning - English, Mathematics, Religious Education</p>		

### Improvement Plan - Domain: Learning

**Strategic Goal** Improve Mathematics results

**Annual Goal -**

**Baseline data and Annual Target**

Year 5 - The group of 15, Year 5 learners, (6 boys and 9 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.)

*Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies** *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
	Whole school Professional Development in Mathematics. Teachers only day 90 minute session focusing on starting the year with some revision of last years learnings. Re-application for PLD provider financial support by March 13	Leadership team All teachers Maths advisor	identify where support and training is required for staff clarify teaching and learning elements in Mathematics
Term 1	All teachers able to log into PaCT and begin learning the PaCT site, layout etc Begin using the LPFs and their illustrations of the typical learning pathways learners take to help make make best-fit decisions and next steps. Record learners information in our Priority Learner Pathway documents	Leadership team All teachers Maths advisor Learners	By the end of term one, teachers will: have begun using the LPFs and PaCT to inform teaching and learning programmes taken part in two Professional Development sessions re LPFs and PaCT. learners will be taking part in Mathematics lessons everyday.

Terms 2 and 3	<p>All teachers to use the LPFs to assist with teaching and learning programmes</p> <p>Use PaCT to make OTJs in Mathematics and review the process and information as a staff</p> <p>Take full part in Mathematic professional development including staff meetings, in-class lessons and post lesson discussions with staff buddy and advisor</p>	<p>Leadership team</p> <p>All teachers</p> <p>Maths advisor</p> <p>Learners</p>	<p>By the end of Term 3:</p> <p>Sharing of progress at Team and staff meetings</p> <p>PaCT entires and reporting evidence</p> <p>Reporting to parents</p> <p>Staff Meeting minutes</p>
Term 4	<p>Use PaCT to make dependable Mathematic judgements about learners progress</p>		<p>Whole school PaCT OTJs are reviewed looking for trends.</p> <p>Planning of teaching and learning programmes informed for 2021</p>
<p><b>Monitoring</b> Reviews at team and leadership team meetings during reporting cycle Term 2 and Term 4</p>			
<p><b>Resourcing</b> Cost is \$5000 for Maths Advisor. Professional Learning Financial Support Applied for March 2020.</p>			

### Improvement Plan - Domain: Learning

**Strategic Goal** Develop the use of the Religious Education Bridging Document

**Annual Goal** Read, un-pack and begin using in class and school

**Baseline data and Annual Target - Begin to use the REBD to teach Religious Education and develop readiness for the trialling of the New RE curriculum resources in 2021. Offer learners encounter with Christ.**

*Where are we now?* As at start of 2020 the RE Curriculum is being rewritten with new lessons being trialled in 2021 and 2022. The bridging document enables St James' to teach Religious Education in response to learners needs.

**Key Improvement Strategies** *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 2 and 3	Use the Religious Education Bridging Document (REBD) support materials to develop an understanding of the opportunities the REBD provides.	Principal, DRS, Leadership team	All staff to become aware of the REBD and the opportunities it offers. Develop understanding of the updated REBD and the 'Bridge' metaphor as the new curriculum is created. REBD page 5
Term 4	School wide planning and assessment expectations re-clarified in light of the REBD professional learning. Reporting to parents to reflect up-dated emphasis.		

<b>Monitoring</b>	Staff and Team meeting minutes, class learning and teaching programmes		
<b>Resourcing</b>	Time spent at staff and team meetings		

Improvement Plan - Domain: Learning			
Strategic Goal Writing		Annual Goal Accelerate the progress of the priority group	
Baseline data and Annual Target			
<p>The group of 11, After Year 2 learners, (7 boys and 4 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.)</p> <p>The group of 13, Year 5 learners, (6 boys and 7 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.)</p>			
Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.			
Key Improvement Strategies What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?			
When	What (examples) Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;	Who	Indicators of Progress What will we see?
Terms 1-4	STEPS WEB programme	LA funded by Board - Licences funded by Board and 20 free licences during the COVID Lockdown	
Terms 1-4	Spelling Skills: Learners will be engaged in direct instruction - this will include letter formation, phonological knowledge and dictation which will support them to become better readers and writers. This will be taught 4 times a week.		

Terms 1-4	Regular feedback and feedforward is in learners writing books and the feedback and feedforward is about their goals. Highlighter strategy to be consistently used.		
Monitoring - Monitored at Team meetings through out the year and at Senior Staff meetings each term.			
Resourcing Board supplying STEPS WEB 17 licences and some are free during the lockdown \$800			

Improvement Plan - Domain: Learning			
Strategic Goal Reading		Annual Goal Accelerate the progress of the priority group	
Baseline data and Annual Target			
<p>The group of 9, After Year 2 learners, (6 boys and 3 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.)</p> <p>The group of 11, Year 5 learners, (3 boys and 7 girls), who are Well Below and Below the end of year expectation for their time at school, will have made accelerated progress (one year or more progress.)</p>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>



	Each teacher to identify 3-5 learners to be a focus for parent/teacher accelerated intervention. Practices will be evidenced based.	All teachers	Educationally Powerful Conversations to be held each term.
	Daily reading lessons for at risk learners supported by home learning.	All teachers	
	Use of online reading programme - PM Online and updating Rainbow Readers to work with the new 'pens'	SENCO Teachers	
Monitoring Check learning outcomes at Team meetings. Leadership meetings once per term.			
Resourcing Rainbow Reading Pens and Resources - \$800			

<b>Other 2020 Key Improvement Strategies to Achieve Strategic Vision</b>			
Property (summarised from property plan)	Short Report	Finance	Short Report
<p>Tree maintenance - prune the cedar by LS10 to remove debris over boundary and allow for construction of the sandpit.</p> <p>Remove three trees beside the courts to eliminate tree fall on the courts - health and safety.</p> <p>Install sliding doors in LS5.</p> <p>Install new stormwater drain from old fort to outside PTFA shed - to assist drainage from the back corner.</p> <p>Netball Courts - install new goals, mark lines and repaint, remove old basketball goals.</p>		Engage with 'Open Book Solutions' - receive training for Admin and Principal, - improve Xero templates and use for reporting to Board	
Personnel	Short Report	Community Engagement	Short Report

Employ new caretaker to commence end of Term 1			
Employ two teaching staff due to parental leave vacancies			