



St Michael's Catholic School

Charter 2016



Be it known to all that enter here that Christ is the reason for this school. Christ is the unseen but ever present teacher in its classes, and the model and inspiration for children, parents and teachers”

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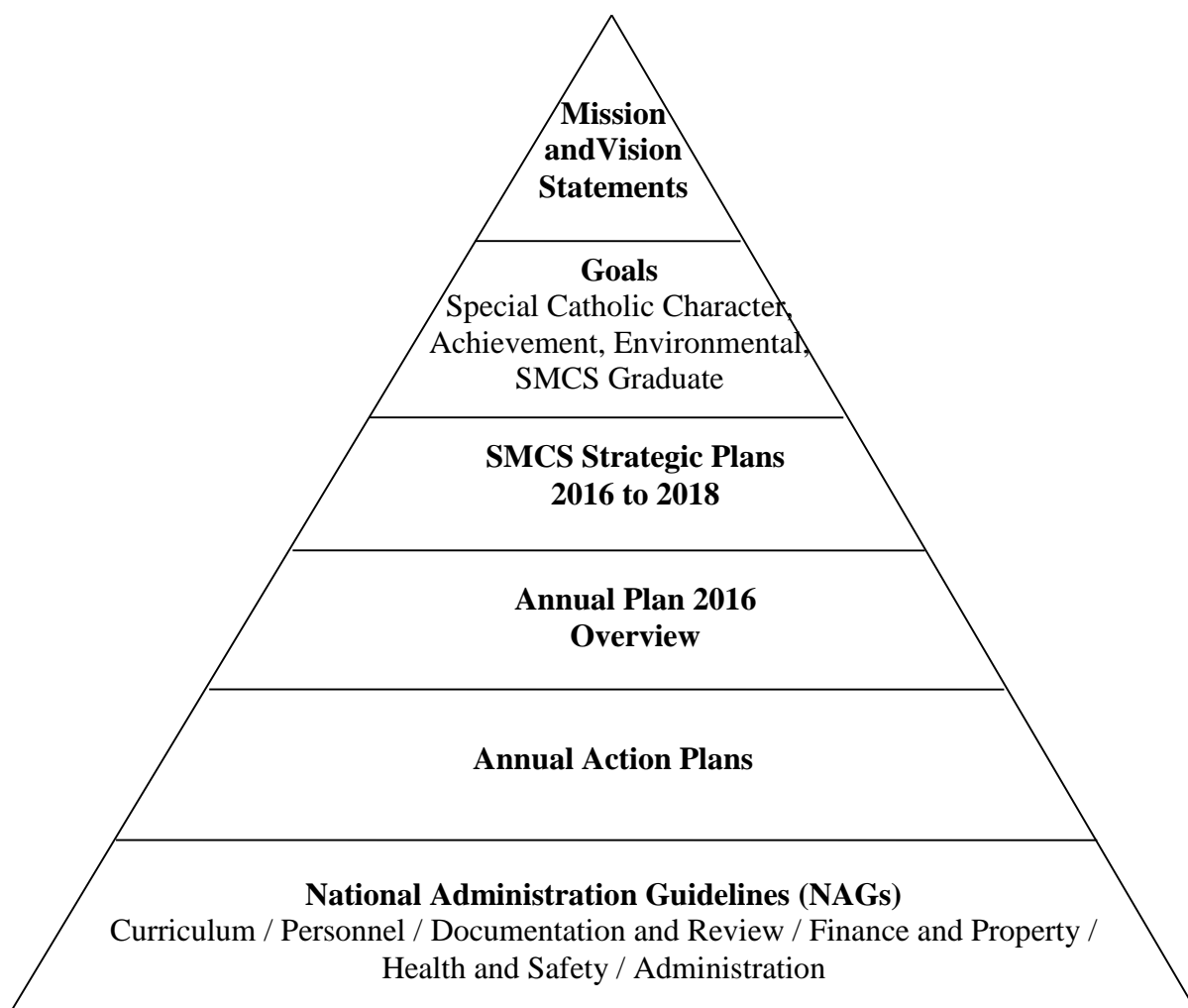
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St Michael's Catholic School Charter 2016

Charter Overview

Introduction

The following diagram sets out St Michael's Catholic School Charter framework. Each tier of the pyramid should flow in logical sequence to the next tier and all information should relate back to the Mission and Vision statements, the three goals: Special Catholic Character, Achievement and Environmental, and the development of the St Michael's School Graduate.



St Michael's Catholic School Charter 2016

Mission Statement

“Be it known to all that enter here that Christ is the reason for this school. Christ is the unseen but ever present teacher in its classes, and the model and inspiration for children, parents and teachers”

Vision

Vision St Michael's is a Catholic School, where all are committed to creating a loving, caring and joy-filled environment which is inspired by Jesus Christ. St Michael's is a place where all children are challenged both academically and spiritually, and encouraged to achieve to their full potential in all areas of life.

Goals

a) Special Catholic Character Goals

b) Achievement Goals

c) Environmental Goals

a) Special Catholic Character Goals

- To develop in each child a knowledge, understanding and respect for the Catholic faith and a love of Jesus
 - To know about the Josephite Charism through Mary Mackillop and how this can positively impact our daily actions
 - Pastoral care shaped by the Catholic character of the school is fostered amongst children and the wider school and Parish community
 - To live our Catholic faith
-

b) Achievement Goals

- To give effect to the New Zealand Curriculum, by embedding and sustaining effective teaching practices
- Use National Standards across the curriculum to ensure our children are attaining and exceeding targets
- To have in place effective data collection, analysis and measurement systems to accurately monitor performance against targets
- To raise levels of achievement of Maori and Pasifika students who are underperforming in literacy and numeracy
- To fully engage students with special needs in school activities & provide them with the programmes required to achieve to the best of their potential
- In conjunction with our core curriculum, provide resources and teaching programmes that encompass gifted and talented, sports, special needs, cultural and religious education
- To effectively integrate ICT into regular, daily practice

c)
Environmental Goals

- The BOT will effectively govern SMCS
 - To create, sustain and develop an environment, both physical and emotional, that is conducive to learning
 - To develop learning environments & classroom programmes to promote a sustainable environment
 - To recruit, develop and retain the highest quality personnel both teaching and support
 - To prepare children for their next stage of learning in an environment that encourages high standards of achievement and a love of learning
 - To provide an environment where everyone in our School community feels safe and is aware of their rights and responsibilities
 - To continually move forward, through innovation, creativity and endeavour
-

Values

a) Mary MacKillop Values

As a school founded by the Sisters of St Joseph under the leadership of Mary MacKillop, we are called to follow her values:

- Make Room for All
- Listen to God's Call
- Do Your Bit
- An Attitude of Gratitude

b) Curriculum Values

New Zealand Curriculum values to be encouraged, modelled and explored are:

- Excellence
 - Innovation, inquiry and curiosity
 - Diversity
 - Equity
 - Community and participation
 - Ecological sustainability
 - Integrity and
 - Respect
-

Outcomes:

The St Michael's Graduate

Self-confident
Mature
Christ Like
Student

The St Michael's Catholic School Graduate:

Grace
Respect
Awe
Drive
Using gifts and talents
Academic knowledge
Taking Action
Enthusiasm

- Live in Mary MacKillop's way
- Be Christ-like to others
- Be faith-filled, inspired by Jesus Christ to live by the values of the Gospel
- Achieve to their full potential in all areas of life
- Be an independent, confident, life-long learner

St Michael's Uniqueness & Cultural Diversity

Areas that make our School Unique

The following areas make our school unique and are important to the community:

Catholic Character

Josephite Charism

Knowledge of Mary MacKillop's story

Strong Parish/school relationships – Masses, meditation, sacramental programme

Home/school partnerships – strong parental support, pastoral care systems, food banks, outreach to families in need (PTA)

New Zealand's Cultural Diversity

Our school shall reflect New Zealand's cultural diversity. St Michael's children are encouraged to value differences in each other by:

- Celebrating cultural days
- Participating in school exchanges with multi-cultural schools
- By experiencing integration of Te Reo and Tikanga Maori whenever appropriate in class programmes

The school comprises NZ European 63.9%, Maori 2.2%, Pasifika 4.0%, Filipino 10.3%, Asian 7.1%, other 12.5%.

Maori Dimension

Maori Culture The unique position of the Maori culture has been discussed. From our meetings, Maori parents have identified their children's desire for identity – their place in the world, sense of belonging and connection, integration, understanding and acceptance. Maori spirituality is an integral part of our Religious Education programme.

Steps to Incorporate Tikanga Maori St Michael's takes the following steps to incorporate Tikanga Maori (Maori culture and protocol) into the school's curriculum:

- Fully integrating Tikanga Maori and Te Reo into all classroom practices
- Fully integrating Tikanga Maori in to the Religious Education programme including prayer, liturgies, Masses etc
- Including Tikanga Maori in whole school and syndicate assemblies
- Involving parents and children in cultural activities – haka, songs, literature
- Producing art that represents Maori myths, legends and culture
- Language Support Teacher
- Development of school kawa (own protocols & processes for welcome, special events, powhiri etc)

Provision for Instruction in Te Reo Maori Parents of full time students who ask for instruction in Te Reo Maori will be referred to the St Michael's Board of Trustees, who will discuss the application and respond to the request taking in to consideration current finances, personnel and property.

Views and Concerns of the School's Maori Community The following step will be taken to discover the views and concerns of the school's Maori communities:

- Annual consultation with Maori parents with implementation where possible of requests

St Michael's Catholic School

Strategic Plans 2016 to 2018

Strategic Overview

Special Catholic Character

- 1) To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum
-

Achievement

- 2) To give effect to the New Zealand Curriculum
 - 3) Every child attending SMCS will make progress towards meeting and exceeding the National Standards in literacy and numeracy
 - 4) A broad range of assessment practices will be an integral part of all classroom programmes so as to improve the quality of curriculum delivery and student learning outcomes across the school
 - 5) To continue to raise levels of achievement of Maori and Pasifika students.
 - 6) To fully engage students with special needs in school activities & provide them with the programmes required to achieve to the best of their potential
 - 7) To provide resources and teaching programmes that encompass gifted and talented.
 - 8) To effectively integrate ICT's into regular, daily practice
 - 9) Students and Teachers will gain an understanding of the language, arts and culture of another country, China. Mandarin Language Assistant will give weekly lessons to all classes.
-

Environmental

- 10) The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life
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The St Michael's Catholic School Board of Trustees will be conducting a deep strategic review of the Charter along with extensive staff and community consultation during 2016.

Special Catholic Character

Goal 1

To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum.

2016	2017	2018
<p>Meet the requirements of the Special Catholic Character National Review cycle – Pastoral Care/Catholic Community.</p> <p>Review Exit & Graduate Survey documents</p> <p>August 27th, Foundation stone laid for SMCS</p> <p>2017 Centenary celebrations planning</p>	<p>Meet the requirements of the Special Catholic Character National Review cycle – RE Curriculum</p> <p>RE Curriculum – External Catholic Character Review</p> <p>Review Exit & Graduate Survey documents</p> <p>February, 100th Year Centenary for SMCS</p>	<p>Meet the requirements of the Special Catholic Character National Review cycle – Pastoral Care/Catholic Community.</p> <p>Begin implementing recommendations from RE External Review</p>
<p>Continue to ensure the Josephite Charism is explicit to all students</p>	<p>Continue to ensure the Josephite Charism is explicit to all students</p>	<p>Continue to ensure the Josephite Charism is explicit to all students</p>
<p>Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred</p>	<p>Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred</p>	<p>Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred</p>

Achievement

Goal 2 To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practice

2016	2017	2018
Deepen an understanding of the 4 Mary MacKillop values, interweave with NZC values	Explicit use of the Mary MacKillop Values at the Centenary celebrations	Mary MacKillop values, consistently interwoven with NZC values
Review NZC/ SMCS curriculum Action development points from review...focus on Mathematics Curriculum review.	Review NZC/ SMCS curriculum Action development points from review...focus on The Literacy Curriculum.	Review NZC/ SMCS curriculum Action development points from review...focus on Science curriculum
Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.	Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.	Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.
Continue to ensure consistency of curriculum planning	Review consistency of curriculum planning	Continue to ensure consistency of curriculum planning
Ensure integration of Writing through all curriculum areas & continue with cross school moderation	Review as part of Literacy focus, integration of Writing through all curriculum areas	Ensure integration of Writing through all curriculum areas & continue with cross school moderation Implement key communication of Literacy news
Evaluate effectiveness of whole school PD around Performance Management. Review & refine the implementation & continuation of blended e-learning across school & the BYOD programme throughout Senior School.	Review & evaluate effectiveness of whole school PD around Performance Management. Review & refine the implementation & continuation of blended e-learning across school & the BYOD programme throughout Senior School.	Action development plan from review & continue to evaluate effectiveness of whole school PD around Performance Management. Review & refine the implementation & continuation of blended e-learning across school & the BYOD programme throughout Senior School.

Goal 3 Every child attending SMCS will make a shift towards meeting and exceeding the National Standards in Literacy and Numeracy

2016	2017	2018
National Standards		

Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary
Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards
Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards
Report to BOT on literacy and numeracy achievement against National Standards	Report to BOT on literacy and numeracy achievement against National Standards	Report to BOT on literacy and numeracy achievement against National Standards
Students to continue to identify own learning pathways	Students to continue to identify own learning pathways	Students to continue to identify own learning pathways
Targets from 2016 will be reported to MOE	Targets from 2016 will be reported to MOE	Targets from 2016 will be reported to MOE

Goal 4 A broad range of assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

2016	2017	2018
Continue to effectively analyse data to support robust Formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices
Review use of e-asTTle across the Senior School.	Review use of e-asTTle across the Senior School.	Review use of e-asTTle across the Senior School.
Review appropriate assessment tools and take action where needed	Review appropriate assessment tools and take action where needed	Review appropriate assessment tools and take action where needed
Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices

Goal 5 Raise level of achievement of Maori and Pasifika in literacy and numeracy

2016	2017	2018
Continue with 2016 plan	Continue with 2016 plan	
Review and evaluate planning incorporating Te Reo – make changes where necessary	Review and evaluate planning incorporating Te Reo – make changes where necessary	Review and evaluate planning incorporating Te Reo – make changes where necessary
Review and evaluate planning incorporating aspects of Tikanga – make	Review and evaluate planning incorporating aspects of Tikanga – make	Review and evaluate planning incorporating aspects of Tikanga – make

changes where necessary	changes where necessary	changes where necessary
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Goal 6 To fully engage students with special needs in school activities & provide them with the programmes required to achieve to the best of their potential

2016	2017	2018
Learners with special education needs will be fully engaged & supported in all areas	Learners with special education needs will be fully engaged & supported in all areas	Learners with special education needs will be fully engaged & supported in all areas
Communication between school & home will be open & robust	Communication between school & home will be open & robust	Communication between school & home will be open & robust

Goal 7 To provide resources and teaching programmes that encompass gifted and talented.

2016	2017	2018
Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary
Review G & T programme. Make changes based on review.	Review G & T programme. Make changes based on review.	Review G & T programme. Make changes based on review.
Review Enrichment programme. Make changes based on review	Review Enrichment programme. Make changes based on review	Review Enrichment programme. Make changes based on review

Goal 8 Teachers and students will effectively integrate ICT's into regular, daily classroom practices

2016	2017	2018
An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom
Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways
Review the use of ICT's in the classroom programme and implement any changes. Review & refine Portable devices/BYOD processes.	Review the use of ICT's in the classroom programme and implement any changes.	Review the use of ICT's in the classroom programme and implement any changes.

Goal 9

Students and Teachers will gain an understanding of the language, arts and culture of another country, China.

2016	2017	2018
All children will learn Mandarin weekly in partnership with the Confucius Institute and Mandarin Language Assistant.	Continue with Mandarin in Schools Programme	Continue with Mandarin in Schools Programme

Environmental

Goal 10 The Board of Trustees will effectively govern St Michael’s Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life & are working towards a sustainable future

2016	2017	2018
Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies
BOT elections	BOT	BOT
BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members
Be a good employer	Be a good employer	Be a good employer
Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals
Develop student leadership	Develop student leadership	Develop student leadership
Build a sustainable environment	Build a sustainable environment	Build a sustainable environment

Annual Plan 2016

Special Catholic Character, Action Plan 2016

2016 Strategic Direction 1 Develop children’s knowledge, understanding and respect for the Catholic Faith and a love of Jesus, enhanced through the Josephite Charism and the Religious Education Curriculum

Specific Strategy:		
1.1 Meet the requirements of the Special Character national review cycle – Catholic Community/Pastoral Care		
Who/When	Expected Result	Actual Outcome
DRS Catholic Character Committee School Community BOT Parish Priest	<ul style="list-style-type: none"> • Involvement of school/parish community • A collective understanding of the concept of ‘Journey.’ • Fit for Mission Communication priority support; Pastoral Plan • Establish strong working relationship with new Parish Priest. • Special Character Subcommittee to meet regularly with Parish Priest. • Develop action plan for RE review. • Use findings of Charter Review Survey. • Combine Catholic Community & Pastoral Care dimensions. • Interested small groups to continue their initiatives. • New Families feel supported & informed. • Exit & Graduate survey findings to support findings. • Review of types of Communication across school & parish. • Implement recommendations from 2015 Religious Education Review 	

Specific Strategy:		
1.2 Work with Religious Sisters and Parish Priest to strengthen resources and opportunities for students and staff to make the Josephite Charism more explicit		
Who/When	Expected Result	Actual Outcome
DRS Catholic Character Committee Religious Sisters Parish Priest Principal Staff Students	<ul style="list-style-type: none"> • Continue to build relationship with Parish Priest. • A shared vision and a set of values which emulate the NZC and reflect the Josephite Charism. • Children can articulate the story of Mary Mackillop, her values and how this impacts our vision and lives 	

	<p>today & it is explicit in planning, teaching & learning.</p> <ul style="list-style-type: none"> • Closer links with Sisters of St Joseph & other Josephite Schools. • A better understanding of the history of SMCS & the journey from past to present. • Continue to deepen staff understanding of Charism of Mary MacKillop. • SMCS kawa • Centenary Celebrations well prepared 	
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Specific Strategy:

1.3 To deepen our understanding and response to the various needs of our community through pastoral care and to become other centred

Who/When	Expected Result	Actual Outcome
DRS Principal All stakeholders	<ul style="list-style-type: none"> • Recognising and meeting the needs in our own community – refugee families, families in need, food bank drives, collections etc. • Student Outreach initiatives. • Continue to promote our SMCS & Parish Caring Shed for Monte Cecilia Trust. • Continue to strengthen links with Cluny & other kindergartens • Strengthen links with feeder schools. • Focus on community and charities. Support Caritas, St Vincent de Paul, Monte Cecilia House etc. 	

Achievement, Action Plan 2016

2016 Strategic Direction 2 To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practices

Specific Strategy:		
2.1 Deepen the understanding of the four Mary MacKillop values.		
Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Use vision and values to inform school wide practice • Promote school vision to wider community • Display vision throughout school • Living Values Wall—4 Mary MacKillop values • School community can articulate vision and values, including student voice • Explicit use of values in classrooms, playgrounds, homes. • Grow Year 5 leadership • Embed Year 6 leadership opportunities; review Graduate Profile to make more explicit. • Catholic Character Award recipient consistently reflects Mary MacKillop values 	

Specific Strategy:		
2.2 Design a curriculum which meets the needs of SMCS.		
Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Staff will address all Learning Areas as teams & collectively to build a curriculum for the 21st Century learner & specifically SMCS. • Continue reporting against other learning areas. • Ensure parents understand the importance of ‘shift’ (progress) as well as achievement. • Greater staff planning of termly overviews. • Greater understanding by all stakeholders of the curriculum document. • Greater use of class blogs for information about learning. • Explicit information provided to parents around curriculum. • Writing Homework explicit for parents. • Strengthen the explicit use of co-constructed success criteria in 	

	teaching & learning. <ul style="list-style-type: none"> • The Maths Curriculum Review. • Continue exploration & use of strategies to support Boys Learning & improve student outcomes. 	
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Specific Strategy:
2.3 To continue to deepen an understanding that the Principles of the New Zealand Curriculum put students at the centre of teaching and learning

Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Identification of how the principles work at SMCS. • The Principles will underpin all school decision making explicit focus on the Principles—Cultural Diversity, Inclusion & Community Engagement. • To see inclusion for all in action. • Families feel informed, inducted, welcomed & valued. • Explicit use of the NZC Principles in teaching & learning. • A deeper understanding of Ka Hikitia, Tataiko & the PEP document & the Effective Pedagogy dimension of the NZC. • Emphasis on Treaty of Waitangi principle. 	

Specific Strategy:
2.4 Continued focus on Effective Pedagogy – Teaching as Inquiry especially within Performance Management processes.

Who/When	Expected Result	Actual Outcome
Senior Management All Staff	<ul style="list-style-type: none"> • Greater alignment of all meetings—team, staff, SMT (senior Management Team) to support Performance Management systems. • Teaching will align with the Effective Pedagogies as in the New Zealand Curriculum • The Teaching as Inquiry process will underpin everything we do • Teachers will continue to be reflective initiators of change according to teaching as inquiry examples • Teachers will continue to gather evidence to support their own professional learning; this will be gathered as an e-portfolio. • Continue to align the inquiry process 	

	<p>with professional standards & registered teachers criteria.</p> <ul style="list-style-type: none"> • Focus on school wide goal on blended e-learning. • Emphasis on evaluative statements mid-year & end of year and around specific goals. • Rich, robust discussions with other staff members. • All staff will be part of a collaborative PLG—Professional Learning Group. • Collaborative understanding of Professional Learning Folder documentation & expectations. 	
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Specific Strategy:

2.5 & 2.6 Ensure consistency with curriculum planning procedures

Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Teachers will refer to the New Zealand Curriculum when planning programmes & all areas of the NZC will be evident in planning • Tracking of curriculum content will be on-going in order to ensure appropriate coverage • Teachers will review curriculum design to meet the needs of our students. • Review coverage of all Learning Areas. • Continue with school wide & cross school Writing moderation. • Continue reporting of other Learning Areas. 	

Specific Strategy:

2.7 School Wide focus on blended e-learning

Who/When	Expected Result	Actual Outcome
All Stakeholders	<ul style="list-style-type: none"> • Continue to work with Cognition & TTS facilitators & support technicians. • Continue to support parents with their children's digital journey. • Upskilled staff with G.A.F.E. • Staff to participate in G.A.F.E Professional Development during Term 1, 2016 • Establish high functioning management system through e-Tap. 	

2016 Strategic Every child attending SMCS will make progress and show shift towards

Direction 3 meeting and exceeding the National Standards in literacy and numeracy

Specific Strategy: 3.1 Continued PD in National Standards for all staff & all new staff in SMCS reporting.		
Who/When	Expected Result	Actual Outcome
Senior Management All Staff	<ul style="list-style-type: none"> • Attendance at any MoE training. • Continue to implement any National Standards changes to tracking & reporting • Parent information sessions on reporting & assessment • Continue moderation between schools for moderation purposes to assist with OTJ's • Continue to moderate regularly at syndicate, Senior management & staff level • BOT and community informed of standards as an enhancement to teaching and learning data analysis 	

Specific Strategy: 3.2 Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management All Staff	<ul style="list-style-type: none"> • Parent information evening, Triadic interviews, & blogs will keep parents informed of their child's progress and achievement with an emphasis on articulating & demonstrating shift. • Home / school partnerships will continue be enhanced • Dates will be set for interviews • Student led conferences will continue to be developed plus parent/teacher evenings will be held • Provide a variety of opportunities for parents to engage with their children's learning 	

Specific Strategy: 3.3 Report to parents against Literacy and Numeracy National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management All Teachers	<ul style="list-style-type: none"> • National Standards tracking sheets will accompany written report. • Modify or supplement school report as necessary • Data on reports will be up to date • The format of the report will clearly identify for parents their child's learning levels & demonstrate shift • Written reports will be completed by 	

	class teachers • Buddy system for the checking of reports • Senior Management will oversee the writing of reports	
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Specific Strategy:

3.4 Develop School Wide Literacy & Numeracy Targets

- Our goal is for all students in reading who are below National standards to make shift towards National Standards, with a particular focus on Year 2 and Year 6.
- Our goal is for all students in writing who are below National Standards to make shift towards National Standards, with a particular focus on Year 4 and Year 6.
- Our goal is for all students in Mathematics who are below National Standards to make shift towards National Standards, with a particular focus on Year 4 and Year 6.
- Our goal is to intensively focus on Year 0-1 learners and implement an early intervention programme in Literacy so as to address concerns about high numbers of students not achieving National Standards anniversaries after 12 months.

Specific Strategy:		
3.4 Develop School Wide Literacy & Numeracy Targets		
Who/When	Expected Result	Actual Outcome
All Teachers Senior Management BOT	• See above	

All Teachers	<ul style="list-style-type: none"> • Teachers will have a list of names of children who fall into our target groups for the 2016 year. • To raise student progress & achievement in Numeracy & Literacy. • Gathered evidence to support shifts • Emphasis on data analysis & evaluative statements—what made the difference? So what? • Monitoring by team leaders • Programmes will reflect differentiation of teaching and learning to meet the learning needs of the children • Continued use of strategies to enhance Boys Learning • Professional development will support teachers • Booster Numeracy & Literacy groups for children underachieving. • Teacher Aide Professional Development 	
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	<ul style="list-style-type: none"> • Students drive their own learning. Greater use of ICT. 	
Specific Strategy:		
3.5 Report to BOT on literacy and numeracy achievement against National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management	<ul style="list-style-type: none"> • Literacy and numeracy data reported to BOT • BOT fully informed of progress of student cohorts • Shifts are explicitly demonstrated. • Target progress reported to BOT 	

Specific Strategy:		
3.6 Students continue to identify own learning pathways by recognising where they are at and where they are going		
Who/When	Expected Result	Actual Outcome
Students All teachers On Going	<ul style="list-style-type: none"> • Improved teacher practice through Teaching as Inquiry process • Raised student achievement levels • Shifts made in targeted Yr 4-6 boys Writing • Confident, connected, actively involved, lifelong learners • Effective use of e-asTTle in Senior school by teachers & students • Continued work on gardens & gardening club. • Continuance of Waste Wise & Travelwise programmes integrated through/in curriculum inquiry 	

Specific Strategy:		
3.7 Align student goals with Literacy Progressions document and Numeracy Standards documentation		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Teachers explicitly use LPs and Numeracy Standards documentation to inform practice • LPs and Numeracy Standards will underpin expectations and next steps • LPs, exemplars and Numeracy Standards will become an important reference for planning and team meetings & Professional Learning Conversations. • Language Support teacher provides PD for all staff. 	

Specific Strategy:		
3.8 National Standards targets will be identified from 2015 data and included in 2016 charter.		
Who/When	Expected Result	Actual Outcome
Senior	<ul style="list-style-type: none"> • Data collection and analysis in 2015 	

Management BOT Teachers	will effectively inform 2016 charter • Staff & BOT will have ownership of targets	
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2016 Strategic Direction 4 A broad range of assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

Specific Strategy:		
4.1 Continue to effectively analyse data to support robust formative assessment practices		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • All data is collected for a purpose so as to inform next learning steps; to report to BOT, parents, MOE; to reflect annual action plan goals; to inform future charter goals • Data will be used to inform planning in reading, writing and maths • Learning intentions and success criteria will be an integral part of all class programmes in reading, writing and maths. • Explicit use of success criteria. • Children can articulate about their learning in reading, writing, maths and Inquiry and will identify next steps confidently. • Explore how students can reflect on other learning areas...self/peer reflection. • Teachers will provide feedback/feedforward to students re progress & achievement • Teachers will collate a variety of evidence for OTJ's. • Teachers will articulate & record changes in practice & become more evaluative. • Teachers will allow students time to respond effectively to feedback/feedforward. 	

Specific Strategy: 4.2 Effective use of e-AsTTle		
Who/When	Expected Result	Actual Outcome
Senior school	<ul style="list-style-type: none"> • Yr 4-6 teachers will use e-AsTTle effectively. • Effective use of data by students & teachers. 	•

Specific Strategy: 4.3 Review appropriate assessment tools and their use		
Who/When	Expected Result	Actual Outcome
All Teachers Ministry of Education	<ul style="list-style-type: none"> • Continue to review current assessment tools to ensure relevance for our students • Effective use of e-asTTle • Use of annual assessment overview including OTJ timeline • Improved use of assessment • Effective use of STAR data for Yrs 3-6 to inform strategic teaching & learning. 	

Specific Strategy: 4.4 Reflection and evaluation		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Regular reflection and evaluation will inform quality teaching and learning as part of the Teaching as Inquiry process. • Continual review of curriculum, Inquiry model, assessment & communication. • Review & reflection of blended e-learning across the school. 	

2016 Strategic Direction 5

Raise levels of achievement of Maori and Pasifika students in literacy and numeracy

Specific Strategy: 5.1 Identify and track Maori and Pasifika students to raise levels progress & achievement		
Who/When	Expected Result	Actual Outcome
Senior Management Teachers	<ul style="list-style-type: none"> • 2015 data informs teaching and learning for Maori and Pasifika students • Teachers gather evidence to support student shifts • Raised levels of achievement for Maori and Pasifika students in all areas in particular literacy and numeracy • Staff, gain a greater understanding of the Ka Hikitia Accelerating Success, Tataiko & PEP document. 	

Specific Strategy: 5.2 Planning, teaching & learning to incorporate Te Reo		
Who/When	Expected Result	Actual Outcome
All staff MG—Language Support Teacher	<ul style="list-style-type: none"> • All teachers planning, teaching & learning will include aspects of Te Reo across all curriculum areas • Teachers will work with Language Support teacher • Te Reo will be evident in Masses, liturgies, assemblies, classroom practices through RE • Greetings, prayers, songs, colours, numbers will be understood and used by staff and children 	

Specific Strategy: 5.3 Planning, teaching & learning to incorporate aspects of Tikanga		
Who/When	Expected Result	Actual Outcome
All staff Language Support Teacher--MG	<ul style="list-style-type: none"> • All teachers planning, teaching & learning will include aspects of Tikanga across all curriculum areas – cultural practices and protocol • Explore history of our area • Teachers will work with Language Support Teacher • Immersion activities/performances • Continue with Kapa Haka group • Continue to develop a SMCS kawa. 	

2016 Strategic Direction 6 To fully engage students with special needs in school activities & provide them with the programmes required to achieve to the best of their potential

Specific Strategy: 6.1 Children identified with special needs will be included fully in all school activities.		
Who/When	Expected Result	Actual Outcome
All Teachers Class Teacher SENCO Language Support Teacher--MG	<ul style="list-style-type: none"> • Children will participate in all school wide activities • The interest of individuals will be pursued. • PD with Language Support Teacher with ELLP (English Language Learning Progressions) document. 	

Specific Strategy:**6.2 Children identified with special needs will be provided with supportive programmes to enable them to reach their full potential**

Who/When	Expected Result	Actual Outcome
All teachers Class teacher SENCO ESOL teacher	<ul style="list-style-type: none"> • Children will be working at their level in the classroom • Teacher aide support will be provided where necessary • SENCO & class teacher will liaise closely with the child's family & other support agencies • SENCO, Teacher & families will ensure number of interventions occurring at one time. • Learning Support Team to meet once a term at least. • Clear communication with parents will occur as a child enters & leaves an intervention programme. • Classroom programme will meet the needs of special needs students • ESOL students will gain from small group teaching & learning. 	

2016 Strategic Direction 7

To provide resources and teaching programmes that encompass gifted and talented.

Specific Strategy:**7.1 Gifted and talented children will be catered for within the inquiry learning programme in classrooms**

Who/When	Expected Result	Actual Outcome
All Teachers Class Teacher Enrichment teacher (CK)	<ul style="list-style-type: none"> • Children will be working at their level in the classroom • Classroom programme will meet the needs of G&T students • Expertise of CK will be utilised where necessary. • Small G & T group will drive their own learning with CK's support. • Students will drive WasteWise & TravelWise programme with CK. 	

Specific Strategy:**7.2 Identified Gifted children withdrawn to meet their individual needs through Enrichment Programme**

Who/When	Expected Result	Actual Outcome
Christine King Teachers	<ul style="list-style-type: none"> • Enrichment programme will be formulated and based on discussion with the Junior and Senior class teachers. • Regular reporting and review will 	

	<p>occur between class teacher and enrichment teacher</p> <ul style="list-style-type: none"> • Gifted children will be challenged beyond classroom constraints • Gifted children's learning needs will be adequately met through inquiry learning • Review & Evaluation of Enrichment programme will be more robust & regular. 	
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2016 Strategic Direction 8 Teachers and students will effectively integrate ICT's into regular, daily classroom practices.

Specific Strategy: 8.1 An efficient computer system will aide ICTs in the classroom		
Who/When	Expected Result	Actual Outcome
ICT leader Technician EdTech	<ul style="list-style-type: none"> • Teachers to fill in IT job book as soon as a concern is evident • Schools needs will be addressed quickly and met at all times • A proactive response is required from TTS at all times • Variable teaching spaces using portable devices • Faster Broadband connection • Efficient fibre provider • Development of independent 21st Century learners. • Establish interactive relationship with community through technology...use of blogs & e-Tap • Students to be using ICTs to learn interactively & multidisciplinary with a variety of devices. • Staff, student & parent PD is on-going, practical & relevant. • Education around Digital Citizenship. 	

Specific Strategy: 8.2 To effectively continue to use e-asTTle to report to parents and for students to track their own learning pathways		
Who/When	Expected Result	Actual Outcome
Senior Teacher Students	<ul style="list-style-type: none"> • Teachers knowledgeable about e-asTTle • Students able to interpret e-asTTle reports • Teachers and students learning conversations evidence 	

	<ul style="list-style-type: none"> • E-asTTLe reports are used by students & teachers to inform parents • Students set next steps 	
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Specific Strategy:

8.3 Review the use of ICTs, portable devices & BYOD processes.

Who/When	Expected Result	Actual Outcome
All Teachers students	<ul style="list-style-type: none"> • Ongoing review & refinement. • All teachers participating in the VLN (Virtual Learning Network). • All teachers collaborating & sharing information around blended e-learning & digital technologies. • Sharing information with parents. • Parents involved in their children's use of digital technology. • Observable, frequent use of Smartboard technologies • ICTs will be incorporated into learning programmes • Teachers planning will reflect ICT use for quality teaching and learning—integration through e-Blended Learning. • Variable learning opportunities—individual, peer, group. • Continued use & exploration of a variety of portable devices. 	

2016 Strategic Direction 9

Students and Teachers will gain an understanding of the language, arts and culture of another country, China.

Specific Strategy:		
9.1 A Mandarin Language Assistant will give weekly lessons to all classes.		
Who/When	Expected Result	Actual Outcome
<p>Mandarin Language Assistant</p> <p>Lead Teacher: Malica Gore</p>	<ul style="list-style-type: none"> • All classes have timetable Mandarin lesson. • School Lead Teacher works with Mandarin Language Assistant to ensure programme is meeting needs of classes. • The Mandarin Language Assistant will bring, by her presence, the target language, culture and country into the classroom. • Provide opportunities for students to interact with a native speaker, stimulating genuine classroom communications. • Assist teachers in the classroom and/or make small group work not only possible but more effective. • Assist teachers to improve their own linguistic and cultural knowledge. • Enable more students to take part in individual conversations in the target language. • Assist with preparation of up to date resources using authentic language. 	

Environment, Action Plan 2014

2016 Strategic Direction 10 The Board of Trustees will effectively govern St Michael’s Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life

Specific Strategy:		
10.1 Regularly review policies to ensure BOT are complying with MOE regulations and are providing a safe physical and emotional environment		
Who/When	Expected Result	Actual Outcome
BOT Principal	<ul style="list-style-type: none"> • Follow timeline for cyclical review of policies to ensure we comply with health and safety regulations, to provide a safe and secure environment • Review to change 3yr review cycle to reflect NZSTA model. • A deep review on Health & Safety to occur. • Community consultation sought in the preparation of Strategic direction for 2017 and beyond. • BOT members actively participate in NZSTA and MoE webinars and Professional Development opportunities. • Ensure ratified BOT Minutes are downloaded to the website in a timely manner. • Continue work with 20YPP. 	

Specific Strategy:		
10.2 BOT training will occur when necessary		
Who/When	Expected Result	Actual Outcome
BOT NZSTA	<ul style="list-style-type: none"> • Election of new BOT – Term 2, 2016 • All new BOT members will experience some training to assist them in the governance of the school • As new initiatives develop BOT training will be sought 	

Specific Strategy:		
10.3 Be a good employer		
Who/When	Expected Result	Actual Outcome
BOT	<ul style="list-style-type: none"> • Be a visible presence to the staff • Assist the principal with any personnel issues • Retention and employment of high 	

	<p>quality personnel</p> <ul style="list-style-type: none"> • Initiate exit interviews for families & staff • Be an active member on one or two sub committees. • Establish timeline for regular meetings for Special Character & Finance & Property sub committees. 	
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Specific Strategy:

10.4 Implement financial plan linked to school wide goals

Who/When	Expected Result	Actual Outcome
BOT Principal	<ul style="list-style-type: none"> • Ongoing cyclical maintenance • Develop a budget that best allocates funds to support quality teaching and learning and school wide goals • Continue exploration & consultation around 20YPP. 	

Specific Strategy:

10.5 To continue to develop student leadership with a focus on the SMCS graduate profile

Who/When	Expected Result	Actual Outcome
All stakeholders	<ul style="list-style-type: none"> • Children aware of the elements of a graduate which are being worked towards • To bring into alignment with NZC • Work more closely with feeder intermediate schools • SMCS graduates are prepared for their next stage of learning • To begin the growth of leaders from the year 5 cohort • Leadership roles, build resilience, encourage service. • Review SMCS Graduate & make more explicit. 	

Appendices

Appendix 1, The New Zealand Curriculum

Introduction

The revised New Zealand Curriculum is a document that has been published in 2008. It gives a detailed guide of the Ministry of Education's 'Direction for Learning', 'Guidance' and the 'School Curriculum: Design and Review'. The document specifies the Vision, Values, Key Competencies, Learning Areas and Principles of The New Zealand Curriculum.

Below are the explanations of each of the 8 Key Learning Areas and 5 Key competencies as set out by the Ministry of Education. The definitions detailed below are those given by the Ministry of Education in their 2008 'The New Zealand Curriculum' and are quoted as such.

Learning Areas

Religious Education:

The Religious Education programme follows a structure of key strands throughout each year group: God, Jesus, Holy Spirit and the Communion of Saints. Each year group also covers modules from the Prayer, Sacramental and Liturgical strands and Me, Myself and Others which runs in conjunction with the Health Curriculum.

English:

In English students study, use and enjoy language and literature communicated orally, visually and vocally. English is structured around two interconnected strands which differentiate between the modes in which students primarily make meaning of information they receive and create meaning for themselves or others

Mathematics and Statistics:

In Mathematics and Statistics students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. Mathematics and Statistics is presented in 3 strands which have many connections within and across each other, they are: number and algebra, geometry and measurement, statistics.

Health and Physical Education:

In Health and Physical Education students learn about their own well being and that of others and society, in health related and movement contexts. Health & PE is structured around four strands: personal health and physical development, movement concepts and motor skills, relationships with other people and health communities and environments. Health & PE encompasses 3 related subjects: health education, physical education and home economics.

Science:

In Science students explore how both the natural physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role. Science is grouped around 5 strands: nature of science, the living world, planet earth and beyond, the physical world and the material world.

The Arts:

In the Arts, students explore, refine and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others. The Arts comprises four disciplines: dance, drama, music and visual art.

Technology:

In Technology, students learn to be innovative developers of products and systems and discerning customers who will make a difference in the world. Technology comprises 3 strands: technological practice, technological knowledge and nature of technology.

Social Sciences:

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Social Sciences is structured around 4 conceptual strands: identity, culture and organisation; place and environment; continuity and change, and the economic world.

Learning Languages:

In Learning Languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. This learning area is centred around the core strand: communication, and 2 supporting strands: language knowledge and cultural knowledge.

Inquiry Learning:

Inquiry is an investigation or study in to a worthy question, issue, problem or idea. Inquiry involves serious engagement and investigation and the active creation and testing of new knowledge. Inquiry occurs all the time but especially within an Integrated Curriculum. Inquiry Based learning empowers children to be effective and engaged 21st Century learners.

**Key
Competencies**

The New Zealand Curriculum identifies five key competencies, capabilities essential for students living and lifelong learning. The competencies are:

- ***Thinking*** – using creative, critical and metacognitive processes to make sense of information, experiences and ideas
- ***Using Language, Symbols and Texts*** – working with and making meaning of the codes in which knowledge is expressed
- ***Managing Self*** – self motivation, students seeing themselves as capable learners
- ***Relating to Others*** – interacting effectively with a diverse range of people in a variety of contexts, including the ability to listen actively, recognise different points of view, negotiate and share ideas.
- ***Participating and Contributing*** – being actively involved in communities including family, whanau and school. A capacity to contribute appropriately as a group member, make connections with others and create opportunities for others.

Appendix 2: National Administration Guidelines

NAG 1, Curriculum

Assessment Practices

Assessment Practices to review effectiveness of programmes delivered and monitor progress and achievement of students:

Focus area for 2016:

Continue to review assessment practices
Continue cross-school moderation especially with Writing
Initiate visits to other schools to enhance teacher practice.

Who: All staff

Budget/Ledger Code: PD

When: Throughout 2016

Expected Outcome: Efficient collection, analysis and use of data. Stronger moderation processes. Enhanced teacher practice. Explicit data to demonstrate shift.

Actual Result:

Consultation with Maori and Pasifika Communities

Consult Maori and Pasifika communities on programmes and targets for student achievement.

Focus area for 2016:

Consultation with Maori and Pasifika families
Consultation with Filipino families
Continue exploration of Ka Hikitia Accelerating Success, Tataiko & PEP documents
Developing our own kawa.

Who: Carolynn Phillips

Budget/ledger Code: Activities/PD

When: Annually

Expected Outcome: Separate meetings held for parents of Maori and Pasifika children. Parents given opportunity to share views, concerns, special requests to be implemented at St Michael's.

A consultation meeting will also be held of the Filipino community, as this ethnic group is growing plus it supports the principal's Sabbatical research. We will also explore the above mentioned documents so as to support the development of our own Maori Education Plan & kawa.

Actual Result:

NAG 2, Documentation and Review

School Charter	<p>To develop and monitor the school's charter, including annual action plans in all areas of the school operations</p> <p>Focus area for 2016: Continue to refine & review the school charter & action plans For the principal to explicitly & regularly report against the Charter goals</p> <p>Who: Carolynn Phillips, BOT, Senior Management, All staff Budget/Ledger Code \$0 When: March 2016 Expected Outcome: The charter will meet all current legal requirements The charter will provide for the needs of the students at St Michael's Catholic School The charter will be an on-going living document owned by all stakeholders. Actual Result:</p>
Review Programmes	<p>To ensure ongoing programmes of curriculum review, policy/procedure review.</p> <p>Focus area for 2016: Audit policies – implement cycle of review Who: All board members & staff Budget/ledger Code: \$0 When: Throughout 2016 Expected Outcome: The policies & procedures to be reviewed this year will be established at the first BOT meeting. A 3 year cycle will be established. Actual Result:</p>
Reporting Student Achievement to Parents	<p>To report to parents on the achievement of individual students against National Standards</p> <p>Focus area for 2016: Communicate against National Standards Who: All staff Budget/ledger Code: \$0 When: Throughout 2016 Expected Outcome: Parents will have a clear picture of their child's progress and achievement at all times. Parent information sessions will be held on assessment & reporting at SMCS. Explicit language & evidence will demonstrate shift. Reports will include tracking sheets against National Standards in reading, writing & maths. Written reports will be informative and easily understood. ActualResult:</p>
Reporting Student Achievement to the BOT	<p>To report to the BOT on the achievement of students, including Maori and Pasifika & learners with Special Needs.</p> <p>Focus area for 2016: Providing timely, relevant data to the BOT as per BOT reporting timetable Who: Carolynn Phillips and staff Budget/ledger Code: \$0 When: Throughout 2016</p>

Expected Outcome: The BOT are well informed of student achievement & the shifts made by students.

Actual Result:

Communicating with the Community

To communicate and consult effectively and appropriately with the local community.

Focus area for 2016:

Consult widely with the community in developing Strategic direction for 2017 and beyond.

Report back to community findings of Charter Survey.

Share succinctly the 2016 Charter with community.

Explore Communication across school & with parish.

Continue to explore ways to engage community

Continue with Exit & Graduate Survey initiative.

Community involvement in the preparation for the 2017 Centenary.

Who: Carolynn Phillips, BOT, all staff, stakeholders

Budget/ledger Code:

When: Throughout 2016

Expected Outcome: Well informed school community, up to date website, relevant blogs, information evenings/afternoons, guest speakers. Initiating positive change.

Actual Result:

BOT Training

To undertake BOT training and development to improve understanding of documentation and self-review. To fulfil BOT election requirements.

Focus area for 2016: BOT training when necessary will occur

Who: All Board members

Budget/ledger Code: \$250

When: Throughout 2016

Expected Outcome: Appointment & induction of any new BOT members.

Board members aware of their roles and responsibilities in the governance of the school

Actual Result:

NAG 2A, National Standards Reporting

Reporting to students & parents

To report to students & parents on student's progress & achievement in relation to National Standards.

Focus area for 2014: report to parents in plain language/continual review of reports; report school-level data to community

Who: All Staff

Budget/ledger Code: Printing Costs

When: Throughout 2016

Expected Outcome: Identify school strengths & areas for improvement & identify actions for lifting achievement. Report in annual report on students results.

Actual Result:

NAG 3, Personnel

Procedural

To develop and further refine procedural frameworks which promote high

Frameworks levels of staff performances (appraisal and professional standards)
Focus area for 2016: Regular appraisal through the new professional learning process is undertaken to ensure teaching standards are maintained. Emphasis on evaluative statements & collation of evidence on line.

Who: Carolynn Phillips, SMT, all staff
Budget/Ledger Code \$0 (see below)
When: Ongoing
Expected Outcome: Improved teacher performance leading to better student outcomes, effective, reflective practitioners.
Actual Result:

Professional Development To ensure a professional development plan which will equip staff to deliver quality teaching and learning reflecting the NZC and which will meet the new registered teachers criteria.
Focus area for 2016: Teaching as Inquiry, building a professional learning community, registered teachers criteria, Blended e-Learning, G.A.F.E, Google Suite, Mandarin Language Learning and Mathematics.
Who: Carolynn Phillips, SMT, Interlead Consultants—Tony Burkin, Cognition Education, TTS, All Staff
Budget/ledger Code: \$20,000.00
When: Throughout 2016
Expected Outcome: Improved teacher performance leading to better student outcomes, effective, reflective practitioners.
 Staff digging deeper into their own practice. Improved student outcomes due to evaluative processes & action.
Actual Result:

Good Employer To establish systems to ensure the Board fulfils its role as a Good Employer (1988 State Sector Act).
Focus area for 2014: BOT will audit relevant Policy
Who: Board of Trustees
Budget/ledger Code: \$0
When: Throughout 2016
Expected Outcome: The BOT fulfils its role as a good employer
Actual Result:

NAG 4, Finance and Property

Charter Funds To allocate funds to reflect and support the school’s Charter.
Focus area for 2016: Professional Development for Staff, Teaching as Inquiry, e-asTTle, National Standards, e-Blended Learning, Writing moderation, digital technologies, Language Support
Who: Carolynn Phillips Finance Committee
Budget/Ledger Code see NAG 3
When: Throughout 2016
Expected Outcome: Allocated funds are appropriately used to provide professional development and purchases resources
Actual Result:

Internal To develop or further refine internal procedures to monitor finance and

Procedures to Monitor Expenditure expenditure.
Focus area for 2016: Continue to monitor school expenditure more closely and obtain more relevant and accurate information from monthly finance reports
Who: Finance sub-committee, A Denton, secretary
Budget/ledger Code: \$0
When: Throughout 2016
Expected Outcome: Accurate coding and reporting of expenditure
Actual Result:

Maintenance Programme Implement an efficient programme of maintenance for school buildings and facilities.
Focus area for 2016: Cyclical maintenance of buildings/ 20YPP
Who: Property committee and hall sub committee
Budget/ledger Code: \$21,000.00
When: Throughout 2016
Expected Outcome: Cyclical maintenance is updated and actioned, 10 year property plan for CSO is updated.
Actual Result:

NAG 5, Health and Safety

Physical and Emotional Environment Provide a safe physical and emotional environment for students and adults
Focus area for 2016: BOT will audit relevant Policy as per BOT timetable
Who: Board of Trustees. A deep review on Health and Safety will occur in 2016.
Budget/Ledger Code \$0
When: 2016
Expected Outcome: Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all.
Actual Result:

Health and Safety Procedures Develop or review, as appropriate Health and Safety legislation, policy and procedures.
Focus area for 2016: Board will audit relevant Policy as per BOT timetable
Who: Board of Trustees
Budget/ledger Code: \$0
When: 2016
Expected Outcome: Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all. Up to date Health & Safety information. Staff & BOT fully informed. Consult with community on Health Curriculum.
Actual Result:

NAG 6, Administration

Compliance Develop systems to comply with all current legislation through policy and procedure.

Focus area for 2016: Implement regular meeting timeline for sub committees.

Who: Board of Trustees

Budget/Ledger Code \$0

When: Throughout 2016

Expected Outcome: All BOT members will audit and take responsibility for policies that govern the school & commit to one or two sub committees.

Actual Result:

NAG 7, Charter

Compliance All Boards of Trustees are required to submit their annual charter update to the Secretary of Education by 1 March each year.

Focus area for 2016: Update Charter

Who: Principal/ Parents/ Staff/ Board of Trustees

Budget/Ledger Code \$0

When: By 1st March, 2016

Expected Outcome: All stakeholders will have updated electronic Charter to be sent off to Ministry by 1st March.

Actual Result:

NAG 8, Analysis of Variance

Compliance All Boards of Trustees are to submit the analysis of variance with the annual charter update. This will apply to schools with learners in Years 1-8.

Focus area for 2016: Compile Analysis of Variance Statement & submit with Charter

Who: Head of Data/ Principal/Board of Trustees

Budget/Ledger Code \$0

When: By 1st March, 2016

Expected Outcome: Analysis of Variance statement will be sent electronically off to Ministry by 1st March.

Actual Result:

Procedural Information Statement for St Michael's Catholic School

St Michaels's Catholic School will lodge with the MOE a copy of its annually updated charter and a copy of its report on annual targets following the annual Board of Trustees self-review meeting.

St Michael's Catholic School consults with its community, including its Maori community, regularly as part of its three year cycle of self-review. Regular meetings and/or surveys for community consultation take place. The school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the School Charter.

Targets for student achievement will be identified by the teaching staff and approved by senior management. The targets will be presented to the Board of Trustees for discussion and endorsement. Once the Board of Trustees has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education.

A copy of the school's charter is available to parents on the SMCS website.

In accordance with the Private School Integration Act (1975) and the Integration Agreement of the School – the Board of Trustees of St Michael's Catholic School undertakes to provide Religious Education and recognises the right of the proprietor to supervise the maintenance and preservation of the Special Character and his right to determine from time to time what is necessary to preserve and safeguard and safeguard the Special Character of the education provided.

Approved by the Board of Trustees minuted **15th February 2016**
