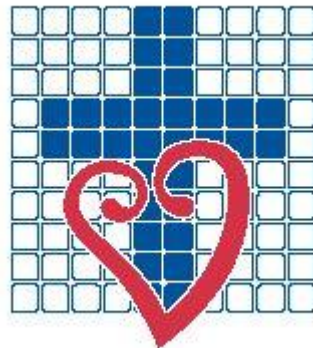


Sacred Heart School Petone

CHARTER
2016



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 character of Sacred Heart School is pervasive, and is demonstrated in all aspects of school life.
- Ensure all students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards, and ensure that the school is sufficiently resourced to meet this goal
- Develop and foster an effective partnership between the school, parents and community
- Ensure the needs of every child are met and that all are encouraged to become lifelong learners.

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.

Strategic Plan 2014 -2016

Sacred Heart Primary Strategic Aims 2014 - 2016:

As a result of community consultation, the analysis of assessment information and the self-review process the board has identified the following strategic aims:

Aims	2014	2015	2016
1. Ensure that the Catholic character of Sacred Heart School is pervasive, and is demonstrated in all aspects of school life.	1. RISE Values are embedded and are part of all decision making at school. 2. Develop closer links with Parish through close liaison with Parish leadership team. Fostering the Parish/school relationship especially through the sacraments. 3. Self review of Catholic Community. 4. Awareness, inclusion and celebration of all cultures at Sacred Heart School especially in school lead liturgy and prayer. 5. Valuing the language culture and identity of each child and whanau especially how each celebrates their catholic faith. 6. Develop a strong sense of Social Justice through RISE Values and service.	1. Review progress of all 2014 goals. 2. Self review of Religious Education 3. Develop closer links with Parish through close liaison with Parish leadership team. Foster the Parish/school relationship especially through the sacraments. 4. Develop awareness, inclusion and celebration of all cultures at Sacred Heart School especially in school lead liturgy and prayer. 5. Valuing the language culture and identity of each child and whanau especially how each celebrates their catholic faith. 6. Develop a strong sense of Social Justice through RISE Values and service.	1. Review progress of all 2015 goals. 2. External Special Character Review.

<p>2. Ensure all students are able to effectively access the New Zealand Curriculum as evidenced by achievement against national standards and ensure that the school is sufficiently resourced to meet this goal.</p>	<ol style="list-style-type: none"> 1. All students show progress in achievement in end of year OTJ's in relation to National Standards. 2. All students who are achieving well below or below in the national standards for reading, writing and mathematics show accelerated progress in end of year OTJ's . 3. Pace of progress is considered in targets and actions that are set in the Annual Plan. 4. The principal and staff confirm an effective moderation process across the school for national standards. 5. Quality assessments are consistently administered school-wide and data analysis informs curriculum decision making. 6. The reporting format includes written reports in plain language at least twice a year. 7. The board is provided with progress and achievement information in relation to National Standards. 8. The national priority groups of Māori, Pasifika and students with special education needs and abilities are considered in target setting and actions in the annual plan. 	<ol style="list-style-type: none"> 1. All students show progress in achievement in end of year OTJ's in relation to National Standards. 2. All students who are achieving well below or below in the national standards for reading, writing and mathematics show accelerated progress in end of year OTJ's .. 3. Pace of progress is considered in targets and actions that are set in the Annual Plan. 4. The principal and staff confirm an effective moderation process across the school for national standards. 5. Quality assessments are consistently administered school-wide and data analysis informs curriculum decision making. 6. The reporting format includes written reports in plain language at least twice a year. 7. The board is provided with progress and achievement information in relation to National Standards. 8. The national priority groups of Māori, Pasifika and students with special education needs and abilities are considered in target setting and actions in the annual plan. 	<ol style="list-style-type: none"> 1. All students show progress in achievement in end of year OTJ's in relation to National Standards. 2. All students who are achieving well below or below in the national standards for reading, writing and mathematics show accelerated progress in end of year teacher reviews. 3. Pace of progress is considered in targets and actions that are set in the Annual Plan. 4. The principal and staff confirm an effective moderation process across the school for national standards. 5. Quality assessments are consistently administered school-wide and data analysis informs curriculum decision making. 6. The reporting format includes written reports in plain language at least twice a year. 7. The board is provided with progress and achievement information in relation to National Standards. 8. The national priority groups of Māori, Pasifika and students with special education needs and abilities are considered in target setting and actions in the annual plan
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<p>3. Develop and foster an effective partnership between the school, parents and community.</p>	<ol style="list-style-type: none"> 1. Develop effective ways to communicate and engage with the Community and ensure information is disseminated to all relevant audiences. <ol style="list-style-type: none"> a. Blogs; Website; Newsletter; Email; Text. 2. Review reporting to parents procedures annually to keep in line with educational directions. 3. Ensure policies and procedures are communicated effectively to the community. 4. Ensure there are opportunities for the school community to provide feedback about the partnership. 5. Communicate progress in relation to the Strategic Plan to the school community. 	<ol style="list-style-type: none"> 1. Develop effective ways to communicate and engage with the Community and ensure information is disseminated to all relevant audiences. <ol style="list-style-type: none"> a. Blogs; Website; Newsletter; Email; Text. 2. Review reporting to parents procedures annually to keep in line with educational directions. 3. Ensure policies and procedures are communicated effectively to the community. 4. Ensure there are opportunities for the school community to provide feedback about the partnership. 5. Communicate progress in relation to the Strategic Plan to the school community. 	<ol style="list-style-type: none"> 1. Develop effective ways to communicate and engage with the Community and ensure information is disseminated to all relevant audiences. <ol style="list-style-type: none"> a. Blogs; Website; Newsletter; Email; Text. 2. Review reporting to parents procedures annually to keep in line with educational directions. 3. Ensure policies and procedures are communicated effectively to the community. 4. Ensure there are opportunities for the school community to provide feedback about the partnership. 5. Community consultation to develop new strategic direction for next 3 years.
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<p>4. Ensure the needs of every child are met and that all are encouraged to become life-long learners.</p>	<ol style="list-style-type: none"> 1. Educate the whole child focusing on academic, physical, emotional and spiritual needs while recognising and supporting the primary role of parents and caregivers. 2. Ensure all learning needs are met, including both special needs and special abilities, and that all children are challenged. 3. Develop more leadership opportunities for Year 7 & 8 students. 4. Review and embed our Graduate Profile. 5. Develop the key competencies to ensure students become life-long learners. 6. Develop prevention programmes to ensure that students attain an awareness that bullying is unacceptable 7. Provide opportunities and teach the skills to enable students to develop resilience and a strong emotional intelligence. 8. Provide a balanced curriculum. 	<ol style="list-style-type: none"> 1. Ensure we are educating the whole child focusing on academic, physical, emotional and spiritual needs while recognising and supporting the primary role of parents and caregivers. 2. Ensure all learning needs are met, including both special needs and special abilities, and that all children are challenged. 3. Focus on the key competencies to ensure students become life-long learners. 4. Embed prevention programmes to ensure that students attain an awareness that bullying is unacceptable 5. Provide opportunities and teach the skills to enable students to develop resilience and a strong emotional intelligence. 6. Provide a balanced curriculum. 	<ol style="list-style-type: none"> 1. Continue to ensure we are educating the whole child focusing on academic, physical, emotional and spiritual needs while recognising and supporting the primary role of parents and caregivers. 2. Ensure all learning needs are met, including both special needs and special abilities, and that all children are challenged. 3. Focus on the key competencies to ensure students become life-long learners 4. Use prevention programmes to ensure that students attain an awareness that bullying is unacceptable 5. Provide opportunities and teach the skills to enable students to develop resilience and a strong emotional intelligence.. 6. Provide a balanced curriculum.
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The strategic plan needs to be read in conjunction with the following school plans and processes:

- 1 The budget
- 2 The 10 year property plan
- 3 The school policy framework (including the Governance manual)
- 4 The annual plan
- 5 The BOT annual work plan (including self-review)

ANNUAL PLAN

2016

Strategic Aim 1: Ensure that the Catholic Character of Sacred Heart School is pervasive, and is demonstrated in all aspects of school life

Annual Aim 1: Sacred Heart School is an inclusive community where everyone is able to articulate the RISE values and show them in all our relationships

Baseline data: Community consultation took place in Term 4, 2013 and from the feedback received the community wanted the school to work on developing a closer relationship with the parish, more inclusion of all cultures, the language and culture of each child to be valued, RISE values further embedded and at the forefront of all decision making and a strong sense of social justice instilled in each member of the community. These ideas have formed the basis of our Special Character aim for the next 3 years.

Target:

- To ensure our school is an inclusive community where all cultures are valued and celebrated
- Further embed RISE values and continue to develop service opportunities leading to a strong sense of Social Justice
- Continue to develop a strong relationship with and involvement with the parish
- To participate in an external Special Character Review
- To review the school curriculum and make changes to reflect current practice
- To include recommendations from Religious Education review in this Annual Plan

Actions to achieve targets	Led by	Budget	Timeframe
1. RISE Values continue to permeate all aspects of school life- class treaties, class programmes and the playground.	Principal and staff		Ongoing 2016
2. Review school curriculum to reflect current practices	Principal and Management Team		Term 1 2016
3. External Special Character Review completed and direction for the next 3 years developed from the recommendations.	External reviewers		Date to be advised
4. Continue to develop a strong working relationship with the Parish Priests and staff to enhance Parish/School connection.	Principal/ DRS/ Staff		Term 1 onwards
5. Continue to increase opportunities for students to participate in service initiatives eg Young Vinnies in the local community	Principal/ DRS/ Management Team		Ongoing 2016
6. Provide Retreat, christian meditation and different Prayer opportunities for both staff and students including Professional Development in Spirituality	Principal/DRS		Ongoing 2016
7. Staff to spend time together reflecting on the theological focus of each curriculum strand	Principal/DRS		Ongoing 2016
8. DRS piece in newsletter at the beginning of each term outlining RE programmes for the term	DRS		Beginning of each term

Strategic Aim 2: Ensure that all students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards and also ensure that the school is sufficiently resourced to meet this aim.

Annual Aim 2.1 Raise the level of achievement for at risk Maori, Pasifika and other students identified as not meeting National Standards in Writing

Increase the percentage of students achieving at or above National Standards for writing

Baseline data:

This baseline data is extracted from the 2015 end of year asTTle writing assessment results and the teacher's OTJ's against the National Standards

Analysis of data:

142 results for all students from Year 1-8 (only students who have completed a year at school are included in Year 1 data)

14 results for Māori students

52 results for Pasifika students

- 123 students out of all students in Years 1-8 achieved or exceeded expected achievement levels in relation to National standards
- 18 students out of all students in Years 1-8 achieved below expectation in relation to National Standards and 1 well below.
- Data for Māori students showed that 11 students achieved or exceeded achievement levels in relation to National Standards, 2 students achieved below expectation and 1 was well below.
- Data for Pasifika students showed that 42 students achieved or exceeded achievement levels in relation to National Standards and 10 students achieved below expectation.

Target:

- 90% of all students will achieve at or above the National Standards in Writing for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

Actions to achieve targets	Led by	Budget	Timeframe
1. Identify priority students from 2015 achievement data.	Principal/ Management Team/ SENCO		De c 2015
2. Review priority students once testing is completed and update Special Needs register.	SENCO/Staff		Feb 2016
3. Develop learning programmes for priority students. Plan and deliver an instructional writing programme based on student needs.	SENCO/ Class teacher		Feb 2016
4. Embed Professional Development in Writing into practice. Implement professional learning into class programmes.	Class teachers		Feb 2016 then ongoing
5. Monitor priority students at syndicate and school wide levels.	Syndicate leaders		Ongoing
6. Utilise outside agencies where necessary to assist with learning of priority students.	SENCO/ Class Teachers		When required
7. Develop class programmes which encourage and improve student agency.	Whole Staff		Ongoing
8. Report to parents twice yearly in plain language about their children's learning and how they can support the learning.	Whole staff		2x year
9. Report to the BOT on progress against and achievement of National Standards.	Principal/ DP		June/ Nov 2016

Strategic Goal 2: Ensure that all students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards and also ensure that the school is sufficiently resourced to meet this aim.

Annual Aim 2.2: Raise the level of achievement for at risk Maori, Pasifika and other students identified as not meeting National Standards in Mathematics

Increase the percentage of students achieving at or above National Standards for mathematics

Baseline Data: This baseline data is extracted from the 2015 end of year OTJ's using PAT data, IKAN, Gloss and Numpa data, basic facts and other class tests, assignments or anecdotal notes.

Analysis of Data:

142 results for all students from Year 1-8 (only students who have completed a year at school are included in Year 1 data)

14 results for Māori students

52 results for Pasifika students

- 119 students out of all students in Years 1-8 achieved or exceeded expected achievement levels in relation to National standards
- 23 students out of all students in Years 1-8 achieved below expectation in relation to National Standards
- Data for Māori students showed that 13 students achieved or exceeded achievement levels in relation to National Standards and 1 was well below
- Data for Pasifika students showed that 40 students achieved or exceeded achievement levels in relation to National Standards, 10 students achieved below expectation and 2 were well below.

Target:

- 90% of all students will achieve at or above the National Standards in Maths for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

Actions to achieve targets	Led by	Budget	Timeframe
1. Identify priority students from 2015 achievement data	Principal/ Management Team/ SENCO		Dec 2015
2. Review priority students once testing is completed and update Special Needs register	SENCO/Staff		Feb 2016
3. Develop learning programmes for priority students. Plan and deliver an instructional Maths programme based on student needs.	SENCO/ Class teacher		Feb 2016
4. Identify school weaknesses in Maths and provide teaching strategies to address these weaknesses.	Numeracy leader		Feb 2016 then ongoing
5. All staff participate in Numicon PD and implement programme into class programmes	Whole staff		Feb 2016 then ongoing
6. Monitor priority students at syndicate and school wide levels.	Syndicate leaders		Ongoing
7. Utilise outside agencies where necessary to assist with learning of priority students.	SENCO/ Class Teachers		When required
8. Develop class programmes which encourage and improve student agency.	Whole Staff		Ongoing
9. Report to parents twice yearly in plain language about their children's learning and how they can support the learning.	Whole staff		2x year
10. Report to the BOT on progress against and achievement of National Standards.	Principal/ DP		June/ Nov 2016

Strategic Goal 2: Ensure that all students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards and also ensure that the school is sufficiently resourced to meet this aim.

Annual Aim 2.3 Raise the level of achievement for at risk Maori, Pasifika and other students identified as not meeting National Standards in Reading

Increase the percentage of students achieving at or above National Standards for Reading

Baseline Data: This baseline data is extracted from the 2015 end of year asTTle Reading test and OTJ's against the national standards.
 142 results for all students from Year 1-8 (only students who have completed a year at school before March 1st are included in Year 1 data)
 14 results for Māori students
 52 results for Pasifika students

- 118 students out of all students in Years 1-8 achieved or exceeded expected achievement levels in relation to National standards
- 24 students out of all students in Years 1-8 achieved below expectation in relation to National Standards.
- Data for Māori students showed that 10 students achieved or exceeded achievement levels in relation to National Standards, 3 students achieved below expectation and 1 was well below.
- Data for Pasifika students showed that 39 students achieved or exceeded achievement levels in relation to National Standards, 12 students achieved below expectation and 1 was well below.

Target:

- 90% of all students will achieve at or above the National Standards in Reading for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

Actions to achieve targets	Led by	Budget	Timeframe
1. Identify priority students from 2015 achievement data.	Principal/ Management Team/ SENCO		Dec 2015
2. Review priority students once testing is completed and update Special Needs register.	SENCO/Staff		Feb 2016
3. Develop learning programmes for priority students. Plan and deliver an instructional Reading programme based on student needs.	SENCO/ Class teacher		Feb 2016
4. Identify school weaknesses in Reading and provide teaching strategies to address these weaknesses.	Whole staff		Feb 2016 then ongoing
5. Monitor priority students at syndicate and school wide levels.	Syndicate leaders		Ongoing
6. Utilise outside agencies where necessary to assist with learning of priority students.	SENCO/ Class Teachers		When required
7. Develop class programmes which encourage and improve student agency.	Whole Staff		Ongoing
8. Report to parents twice yearly in plain language about their children's learning and how they can support the learning.	Whole staff		2x year
9. Report to the BOT on progress against and achievement of National Standards.	Principal/ DP		June/ Nov 2016

Strategic Aim 3: Develop and foster an effective partnership between the school, parents and community

Annual Aim 3.1 Sacred Heart is a community where effective partnerships between parents, school and community enable all our students to achieve their learning goals.

Baseline Data: Community consultation took place in Term 4, 2013 and from the feedback received the BOT has decided to focus on developing effective ways to communicate and engage with the community, to continually review the way the school reports to parents in line with current educational directions and to ensure that policies and procedures are communicated effectively to the community.

Target:

- Continue to develop effective communication between school, parents and community through many varied forms of communication
- Review reporting to parents processes to ensure they are kept informed about their child's learning.
- All necessary policies and procedures are communicated effectively
- BOT communicates with the community on a regular basis after each BOT meeting
- Run a successful BOT election campaign
- Successful community consultation to develop new strategic direction for next 3 years and new Strategic Plan written

Actions to achieve targets	Led by	Budget	Timeframe
1. Use different forms of communication to disseminate information to the community. Refine processes put in place to use Technology eg email, blogs, newsletter, texting to communicate with parents, School App.	Principal/ Management Team/ Staff/ BOT		February 2016 then ongoing
2. Review reporting to parents processes and ensure that reports are in plain language. Utilise current educational practice to inform reporting to parents processes and student reports	Staff		Term 1 2016
3. Ensure that all necessary policies and procedures are communicated to the community.	Policy Committee/ Principal		As required through the year
4. Review all school procedures in November, amend if necessary, and send out to parents at beginning of 2017	Principal/ Policy Committee		November 2016
5. BOT to communicate regularly with the community after each BOT meeting	BOT		February 2016 then ongoing
6. Run a successful BOT election	BOT		May 2016
7. Community Consultation to develop new strategic direction for next 3 years and new Strategic Plan written	BOT		Terms 3& 4 2016

Strategic Aim 4: Ensure the needs of every child are met and that all are encouraged to become life-long learners

Annual Aim 4.1 Provide a balanced curriculum which will enable all students to continue to develop skills to become life-long learners

Baseline Data: Community consultation took place in Term 4, 2013 and from the feedback received the BOT has decided to focus on ensuring that we are educating the whole child (academically, physically, emotionally and spiritually) in partnership with parents. We will be focussing over the next 3 years on developing the key competencies, an awareness of bullying and how to deal with it, developing resilience and emotional intelligence, meeting the needs of all students and providing a balanced curriculum.

Target:

- Continue to provide a balanced curriculum and further embed the Te Ao Maori Curriculum into class practice
- Ensure programmes for special needs and special abilities are in place
- Continue to provide learning experiences to embed our Graduate Profile, provide leadership experiences at Yr 7/ 8 and develop the key competencies
- Implement a programme to ensure students have an awareness of bullying and are developing resilience

Actions to achieve targets	Led by	Budget	Timeframe
1. Ensure that all class programmes cover all areas of the curriculum and the Te Ao Maori curriculum is further embedded.	Principal/ Management team		February 2016/ Ongoing
2. Identify priority students and students with special abilities who need extension and provide learning programmes for these students.	SENCO/ Teachers		February/ June/ Ongoing
3. Continue to develop the Key Competencies to embed our Graduate Profile.	All staff		All year
4. Continue to provide leadership opportunities for our Year 7 /8 students	Principal/ DP		All year
5. Ensure the whole community is aware of the Graduate Profile and is able to articulate it.	Principal/ Staff		March then ongoing
6. Continue to use class programmes when necessary to make students aware of what bullying is and how to deal with it	Staff/ NZ Police Programmes		Ongoing all year