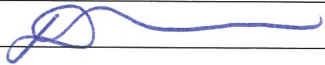




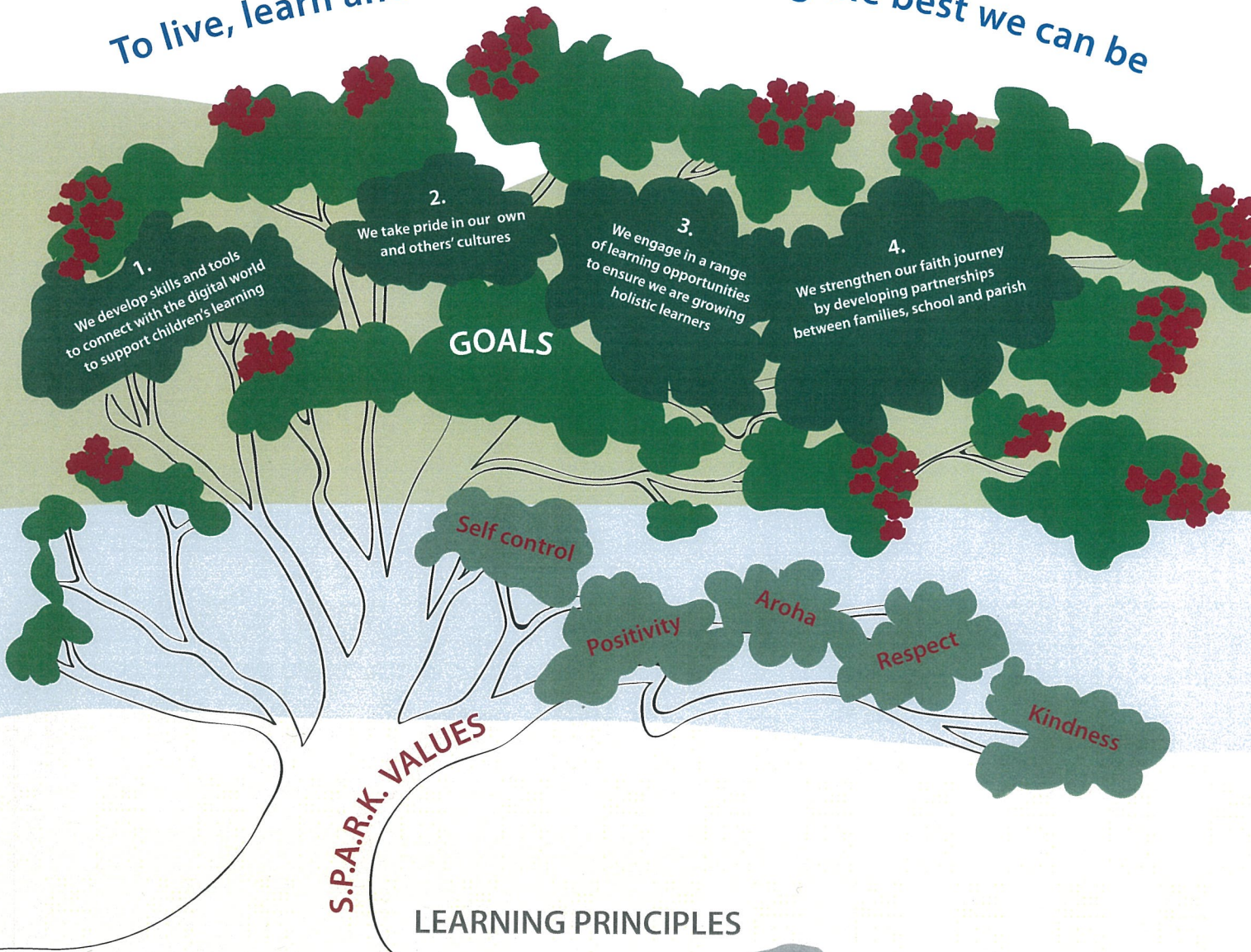
Charter

Strategic and Annual Plan for St. Theresa's Catholic School 2020 -2022

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	1 March 2020

OUR VISION

To live, learn and love with Jesus, being the best we can be



GOALS

1. We develop skills and tools to connect with the digital world to support children's learning

2. We take pride in our own and others' cultures

3. We engage in a range of learning opportunities to ensure we are growing holistic learners

4. We strengthen our faith journey by developing partnerships between families, school and parish

S.P.A.R.K. VALUES

Self control

Positivity

Aroha

Respect

Kindness

LEARNING PRINCIPLES

Creativity

Equity

Balance

Relationships

We provide an innovative, creative and future focused localised curriculum based on researched pedagogy

We ensure our teaching, learning and assessment are equitable, inclusive and accessible to all

We foster an environment that aligns our social, emotional, physical and spiritual needs

We ensure that the vision is lived and communicated throughout the school community

OUR INITIATIVES

GOAL 1

- 1.1 Develop opportunities for growth in personal spirituality and prayer for both staff and students.
- 1.2 Build regular faith links with other Catholic schools.
- 1.3 Utilise community expertise to strengthen and build knowledge and spirituality.

GOAL 2

- 2.1 Develop a school wide understanding of effective behaviour management through PB4L.
- 2.2 Continue to grow teachers understanding of modern learning pedagogy.
- 2.3 Broaden curriculum focus to provide more holistic learning.

GOAL 3

- 3.1 Use of technology to support collaborative practices and student learning.
- 3.2 Grow staff capability within Digital Technology.
- 3.3 Regular PD on implementing Digital Technology into the curriculum.

GOAL 4

- 4.1 Build on connections to local Iwi through and share understandings of our local area and history.
- 4.2 Celebrate events that are connected to cultural groups within our school.
- 4.3 Build appreciation of the diversity within our community by providing opportunities to share cultures.

SUCCESS

We value the strong connection we have to our parish family and welcome opportunities to acknowledge that connection and ensure it continues to grow and strengthen everyday.

Our children are self managing and resilient learners. They respond well to challenges and are able to set realistic goals for their learning, they reflect on and monitor these.

Our children have experiences that prepare them for a world where digital skills are increasingly valuable to the economy and wider society

We embraced our rich cultural diversity and support our tamariki to become true global citizens.



Vision:	To live, learn and love with Jesus, being the best we can be.									
Principles:	Creativity We provide an innovative, creative and future focused localised curriculum based on researched pedagogy		Balance We foster an environment that aligns our social, emotional, physical and spiritual needs		Relationships We ensure that the vision is lived and communicated throughout the school community		Equity We ensure our teaching, learning and assessment are equitable, inclusive and accessible to all.			
Values: S.P.A.R.K	Self-control		Positivity		Aroha		Respect		Kindness	
CST	Human Dignity	Stewardship	Solidarity	Participation	Human Equality	Subsidiarity	Preferential option	Common good		
Our goals	Strategic AIM 1: We will strengthen the faith journey for our students, through developing partnerships between family/whanau, school and parish		Strategic AIM 2: Children will be engaged in a range of learning opportunities to ensure we are growing holistic learners		Strategic AIM 3: Students and teachers will develop skills and tools to connect with the digital world to support learning		Strategic AIM 4: Our students are proud of their own and others cultures			
Our initiatives	1.1 Develop opportunities for growth in personal spirituality and prayer for both staff and students. 1.2 Build regular faith links with other Catholic schools. 1.3 Utilise community expertise to strengthen and build knowledge and spirituality.		2.1 Develop a school wide understanding of effective behaviour management through PB4L 2.2 Continue to grow teachers understanding of modern learning pedagogy 2.3 Broaden curriculum focus to provide more holistic learning		3.1 Use of technology to support collaborative practices and student learning. 3.2 Grow staff capability within Digital Technology 3.3 Regular PD on implementing Digital Technology into the curriculum		4.1 Build on connections to local Iwi through and share understandings of our local area and history 4.2 Celebrate events that are connected to cultural groups within our school 4.3 Build appreciation of the diversity within our community by providing opportunities to share cultures			
Success	We value the strong connection we have to our parish family and welcome opportunities to acknowledge that connection and ensure it continues to grow and strengthen everyday.		Our children are self managing and resilient learners. They respond well to challenges and are able to set realistic goals for their learning, they reflect on and monitor these.		Our children have experiences that prepare them for as world where digital skills are increasingly valuable to the economy and wider society		<i>We embraced our rich cultural diversity and support our tamariki to become true global citizens.</i>			



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Strategic AIM 1:

We will strengthen the faith journey for our students, through developing partnerships between family/whanau, school and parish

Key Actors	What (examples)	Whose responsibility?	Indicators of Progress
Students	<ul style="list-style-type: none"> Learn about meditation and have regular opportunities in class to practice this Exposure to child version of Beatitudes Catholic Leaders attend Leadership meetings and work on goals throughout the year Work on specific Service Actions to support school wide focus 	Angela, all teachers	<ul style="list-style-type: none"> Regular visits from Father Maurice in classes Catholic Character Leaders working with Mentor teachers and leading initiatives Undertaking and planning Service Actions
Teachers	<ul style="list-style-type: none"> Set personal RE goal as part of appraisal process Use of Key Competencies as part of RE teaching and assessment Attend PD on affective assessment and integrating the RE curriculum 	All teachers	<ul style="list-style-type: none"> All teachers set and review RE goals in coaching conversations with DRS RE strands/Key competencies visible in all classrooms and woven into assessment of other curriculum areas All teachers attend PD to support understanding of the Bridging document
Leaders	<ul style="list-style-type: none"> Provide opportunities for PD Support teachers to develop appraisal goals in RE Attend Catholic Character committee meetings Continue to use expert community support for training roles Provide opportunities for school to participate and learn about NZCEO focuses Continue to support development of school charism 	Donna, Angela	<ul style="list-style-type: none"> Support Catholic Character PD Set times/ release DRS and teachers for regular coaching sessions Report back to staff updates from Catholic Character meetings Value Parish/School link Regular contact with Josephite Sisters School involvement in organised events that link to National focuses Visual displays that promote RE throughout the school
Monitoring: Reflecting on RE goals through coaching conversations. Continue to seek community expertise when planning any RE			
Resourcing Staff PD Budget; RE Budget			



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Strategic AIM 2:

Children will be engaged in a range of learning opportunities to ensure we are growing holistic learners

Key Actors	What (examples)	Whose responsibility?	Indicators of Progress
Students	<ul style="list-style-type: none"> Students use Key Competencies to self-assess and reflect using the star symbols, matrices and vocabulary Able to articulate the SPARK expectation throughout the school Show leaders to others – Tuakana-Teina 	Students Teachers	<ul style="list-style-type: none"> Students will explain their understanding of Key Competencies and assess themselves against the matrices All students will display an understanding of the school wide expectation for learning and behavior consistent with our PB4L framework Student leaders will be work towards Bronze, Silver and Gold leadership
Teachers	<ul style="list-style-type: none"> Continue to build on understanding of the NZC and language of Key Competencies integrating these in all curriculum areas Ensure all planning is differentiated to meet the needs of our diverse learners 	All teachers	<ul style="list-style-type: none"> Key Competencies and SPARK are evident in all classrooms through displays, in books and students voice Staff planning meetings are based around our whole school Inquiry All teachers confidently using PaCT for assessment and SeeSaw for reporting to community
Leaders	<ul style="list-style-type: none"> Continue focused PD on assessment practices Consult with the Community Develop a Learning Language across the school 	Pauline, Donna, Deborah	<ul style="list-style-type: none"> Provide ongoing support to teachers to continue the development of PaCT for assessment Investigate using other ways of reporting to parents in a more timely manner eg SeeSaw to replace mid year reports Community has an understanding of what a Growth mind set is, and how the Key Competencies are used to assess learning across the curriculum
Monitoring Unit reviews, staff meetings, Pod meetings, Leadership team			
Resourcing Staff PD Budget;			

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Strategic AIM 3:

Students and teachers will develop skills and tools to connect with the digital world to support learning

Key Actors	What (examples)	Whose responsibility?	Indicators of Progress
Students	<ul style="list-style-type: none"> Develop understanding and use of Digital Technology Develop understanding of being digitally aware and cyber safety Continue to develop use of the Learning Hub Participate in Bush Sprouts sessions 	Sarah Arnie Teachers Students	<ul style="list-style-type: none"> Positive use of devices to enhance learning Leadership developed in Learning Hub with student lead projects All students will have opportunities to learn in the Bush Sprouts programme
Teachers	<ul style="list-style-type: none"> Support students independent use of the learning hub Participate in PD on digital technology within the curriculum Support and participate in school wide PD in Digital technology Participate in investigation of Pedagogy that supports DT, PB and Makerspace 	All teachers Arnie Sarah	<ul style="list-style-type: none"> Consistent regular use of the Learning Hub to extend students Teachers have improved pedagogical understanding of Digital Technology in the curriculum Teachers are confident to use a range of approaches to ensure students are accessing digital technology within the curriculum
Leaders	<ul style="list-style-type: none"> Plan and develop sustainable IT platform Allocate unit/time for staff PD Explore sustainable systems and apps to strengthen teacher capability in DT Work with community to ensure high quality devices identified to meet the needs of all learners Communicate with our community on the benefits of Bush Sprouts, Land to Sea and other EOTC programmes Investigate school apps for communication Support teachers by ensuring the school systems are robust 	Donna, Deborah, Pauline,	<ul style="list-style-type: none"> PLD in Digital Technology is planned and supported across the school Community feedback sought and actioned around digital Technology Play and Makerspace are aligned to the digital technology curriculum School App will be established and used for communicating with our community by school and Board Cloud migration is complete and all staff are confident with using new systems
Monitoring Student, staff and parent surveys		Resourcing: Staff PD Budget	



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Strategic AIM 4:

Our students are proud of their own and others cultures

Key Actors	What (examples)	Whose responsibility?	Indicators of Progress
Students	<ul style="list-style-type: none"> Continue to learn Kapa Haka with both teachers and tutors Learn specific aspects of Pasifika culture Develop knowledge of local Iwi through experts and attend Noho Marae Develop knowledge of the many diverse cultures within our school community 	All teachers and students	<ul style="list-style-type: none"> Students are leading Kapa Haka sessions and teaching younger students (Tuakana Teina) Students will be able to articulate their knowledge of the local Iwi including protocols and customs on Marae Students will participate in whanau day and other celebrations of diversity
Teachers	<ul style="list-style-type: none"> Continue to build on learning through Kapa Haka sessions with tutor Ensure that Pasifika and Te Ao Maori themes are evident throughout all Inquiries Participate in Te Reo Maori and local history PD through community experts and embed this in Inquiry planning Participate in Te Reo Maori PD with whole staff Develop Pasifika and Te Reo Maori prayers 	All teachers	<ul style="list-style-type: none"> Teachers are confidently planning and facilitating Kapa Haka using students throughout the school as leaders Teachers are embedding Pasifika themes such as Sasa and tradition prayers into Kapa Haka, Masses and other celebrations Teachers are confidently using a range of Te Reo Maori across all areas of school life
Leaders	<ul style="list-style-type: none"> Organise PD in Te Reo Maori with an underlying focus on Tikanga Maori Organise school Marae visit with seniors having a Noho Marae Complete designs for mural that includes a range of cultures and perspectives Facilitate consultation evenings with Maori and Pasifika Investigate options for performance opportunities for Kapa Haka group Continue to support the development of Pasifika Culture within the school 	Jo, Donna, Pauline	<ul style="list-style-type: none"> Ensure all staff have begun using He Reo Tupu for PD in Te Reo and resource support for this Plan opportunities for Community Consultation Locate and engage artist to support the completion of a mural Seek out Grants and other fundraising opportunities to add to our new Kapa Haka uniforms Look at the possibility of combining with other Catholic Schools to share performance Develop stronger links with BVC, Holy Family, Whiteria etc to celebrate specific times of the year ie Samoan Language Week etc



St Theresa's Catholic School 3 year plan 2020-2022

Success:

We value the strong connection we have to our parish family and welcome opportunities to acknowledge that connection and ensure it continues to grow and strengthen everyday.

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Our goals	Our initiatives	2020 outcomes	2021 outcomes	2022 outcomes	Measurements
We will strengthen the faith journey for our students, through developing partnerships between family/whanau, school and parish	1.1 Develop opportunities for growth in personal spirituality and prayer for both staff and students. 1.2 Build regular faith links with other Catholic schools. 1.3 Utilise community expertise to strengthen and build knowledge and spirituality.	Learn meditation and ensure regular opportunities to practise Student leaders attend Leadership meetings and work on goals All staff understand CST's	Develop leadership through students leading prayer across the school Staff and students are demonstrating growing capability Whole school approach to events that support CST focus	Student leaders working with mentor teachers and leading initiatives Participation in NZCEO focuses and initiatives School leading initiatives through CST – be the change	Self review indicates a desire to grow in faith Increased opportunities for students to access sacraments Opportunities for groups within the community to support staff and students
Children will be engaged in a range of learning opportunities to ensure we are growing holistic learners	2.1 Develop a school wide understanding of effective behaviour management through PB4L 2.2 Continue to grow teachers understanding of modern learning pedagogy 2.3 Broaden curriculum focus to provide more holistic learning	All staff participate in PB4L training Teachers as inquiry continues to be relevant and engaging PD plan reflects the whole of the NZC, and planning supports this	Tier 2 involvement in PB4L TIA shows developing knowledge of new pedagogy PD continues to support teachers understanding of NZC	Tier 3 involvement and clear understanding across the school in PB4L All teachers showing developing understanding of how to plan for LTP, Makerspace etc Teachers are leading curriculum areas within the school	Increase in students recognition of SPARK values Sharing of staff inquiries into LTP Key Competencies rubric shows development across all levels
Students and teachers will develop skills and tools to connect with the digital world to support learning	3.1 Use of technology to support collaborative practices and student learning. 3.2 Grow staff capability within Digital Technology 3.3 Regular PD on implementing Digital Technology into the curriculum	Staff and students will begin to use a range of GAFE All staff participate in PLD through Kahui Ako Unit for leading IT established	Clear pathway for student understanding of DT and Cybersafety Investigate digital pedagogy that supports LTP, Makerspace etc Digital PD targeted at individual teacher needs	All students will work through DT and Cybersafety profile Teachers have a clear learning framework that integrates DT Staff are confident and share knowledge to build collective capability	Students can articulate how to have a safe online footprint All staff have completed the Digital Passport Regular PD and snippets from teacher in charge of IT Involvement in Kahui Ako PD
Our students are proud of their own and others cultures	4.1 Build on connections to local Iwi through and share understandings of our local area and history 4.2 Celebrate events that are connected to cultural groups within our school 4.3 Build appreciation of the diversity within our community by providing opportunities to share cultures	Senior cultural leaders involvement in Kahui Ako Wider involvement of cultures at whanau day Involve community in creating a plan to include a range of cultural activities	Cultural leaders to share learning from Kahui Ako with whole school Parent information sessions and consultation on needs/wants for whanau day School community actively involved in planning and running whanau day	Schoolwide understanding of our unique place through links with Ngati toa and Kahui Ako Community fully involved in organising, planning etc of cultural celebrations Sustainable, community involvement in planning of whole school celebrations	Create a visual representation of our multicultural community Increase in teacher capability in Te Reo Maori Staff and students are able to korero their pepeha