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St. Francis School  
Mackay Street, Thames

2018 Charter and Strategic Plan

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# Our Mission

We are a Catholic faith community committed to quality learning



## Vision Statement

Inspired by St Francis' love of creation, we will provide a nurturing environment for each child; focussing on their spiritual, moral, academic, emotional, social and physical needs.



# Gospel Values ~ School Values

*Fit for Mission Building the Kingdom of God on Earth*

*Gospel Values are what Jesus said, ~ what Jesus did ~ what he told us to do.*

**Love** 39 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.'

- Assist children to develop a relationship with God, and to be living witnesses to the truth of the Gospel of Jesus Christ as members of the Catholic Church, always recognising that this depends on each child's free faith response.
- Trust in God and show his love here on earth
- Love and care for one another as we love ourselves
- To show love in our thoughts in our words and in our actions.

**Responsibility** - Matthew 25:15; Luke 12:47-48). Jesus taught us how to teach responsibility. We can and must do so, for the good of the nation, for the good of the family, for the good of the church and, most importantly, for the good of our children.

- Provide an inclusive, safe, physical and emotional environment /community for all students
- Provide quality education that will encourage all children to reach their full potential. The school recognises the need to provide programmes for students at risk of not achieving or who have special learning needs, talents or abilities.
- To always do our best
- To work in partnership with parent, whanau and the wider community to enhance student learning.
- To take responsibility for our own actions
- To be self-motivated to learn and grow in God's love
- Recognising the call to respond where help is needed

**Respect** - Paul's Letter to the Ephesians 6:1-4 "Respect your father and mother "is the first commandment that has a promise added. "So that all may go well with you, and you may live a long time in the land."

- For the Life and dignity of each individual.
- For God's creation
- For ourselves and others
- Respect and value the various ethnic cultures within our school community.
- Recognise the partnership established between Māori and Tau Iwi at the signing of the Treaty of Waitangi

**Honesty** - Proverbs 12:22 Lying lips are an abomination to the Lord, but those who act faithfully are his delight. We all make mistakes, but the Lord teaches us forgiveness, therefore we are forgiven, but only if we are truly sorry and speak the truth.

- For ourselves, others, our school and our families.
- To always speak the truth
- To offer forgiveness with good grace





# Core beliefs about teaching and learning

Our learning community.....

Is centred on the life and values of Jesus

Expects that each child will have the opportunity to reach their full academic and spiritual, social and emotional potential.

Expects there will be a focus on Religious Education, Literacy and Numeracy.

Has high expectations for competency in all learning areas.

Will work cooperatively towards a common vision of success for all

Believes learners are able to take responsibility for their own learning

Believes learning is a life long journey

Sets goals and celebrates achievements



Respects the dual cultural heritage of New Zealand and the multi-cultural natures of society

Understands that learners will accept responsibility for their own behaviour while respecting others and their property.



# Effective Pedagogy

requires that teachers inquire into the impact of their teaching on their students.

Teachers understand that students learn most effectively when...

- They are able to integrate new learning with what they already understand
- They have the opportunity to engage with practice and transfer new learning across all curriculum areas.
- 'E' learning will supplement traditional ways of teaching and will open up new and different ways of teaching.
- The learning opportunities provided are relevant to the children's future. Incorporating new technologies and languages.
- They recognise the potential for giftedness and provide opportunities for development
- When they feel emotionally and socially Safe

Our learning community is future focused and will encourage the connection across learning for...

- Sustainability
- Citizenship
- Enterprise
- Globalisation
- Digital Citizenship



# Principles

Foundations for Curriculum decision making.

The St. Francis school curriculum is based on the following principles.



## High Expectations

- The curriculum will support children to recognize their unique potential and to strive for excellence. Children displaying exceptional potential will be identified and supports given.

## Treaty of Waitangi

- The school curriculum will reflect the faith belief that the treaty is a covenant – a promise made to God, and so we are called to honour the intent of the Treaty.

## Cultural Diversity

- The traditions and stories of the various cultures of our school will be reflected in our spiritual practices and in our curriculum.

## Inclusion

- Our curriculum will reflect our belief that all people are made in the likeness of God. It will develop our acceptance and tolerance of others and celebrate our differing talents and strengths.

## Learning to Learn

- We believe children have the ability to take responsibility, reflect and develop a vision for learning. The skills to do this will be developed through reflective teaching and enquiry utilising student agency. This will flourish with the support of parents and caregivers.

## Community Engagement

- The curriculum will have relevance to the children's lives and it will be enhanced by the inclusion of the wider community.

## Coherence

- The curriculum will support children to see the interweaving of learning areas and themes leading them to make pathways to further learning.

## Future Focus and Sustainable Community

- Children will be led to an understanding that the actions they take locally will impact globally. Continue to grow our Gold Enviro status.



# Our St Francis School Year 8 students will have .....



- ♥ An enduring love of God, secure in the knowledge that they are loved unconditionally,
- ♥ A developing knowledge and a commitment to the beliefs and practices of their faith
- ♥ An attitude of service and love for other

## *They will show...*

- ♥ tolerance by accepting differences
- ♥ respect for each other and the environment
- ♥ kindness and fairness in their relationships
- ♥ gratitude for all they have
- ♥ generosity by reaching out to those less fortunate
- ♥ empathy to everyone they meet
- ♥ perseverance when things are difficult
- ♥ a desire to learn that becomes lifelong

*They will value and aim for ...  
Excellence in all they do.*

*Our hope for them is to be...*

Confident Resilient Honest Caring Enthusiastic  
Self-disciplined Self managing Goal orientated Responsible  
Long-life learners





# Reflecting New Zealand's Cultural Diversity And Unique Position of Māori

Curriculum areas will include a Māori perspective whenever possible.

- The physical environment of the school will reflect New Zealand's dual cultural heritage e.g. signs.

Staff will be given opportunities to improve their understanding of and knowledge in Te Reo and Tikanga Māori through attendance at courses

- Parents enrolling at St Francis School will be invited to discuss the current level of Tikanga Māori, Te Reo Māori and the strong bi-cultural focus of the Religious Education Programme. All reasonable steps will be taken by St Francis School to provide instruction in Tikanga Māori and Te Reo Māori for parents all students.

The school will consult with the Māori parents of our school to establish learning priorities for their children. This consultation may be at a Hui or on an individual basis.

- Goals and targets will be established and the school will monitor, review and report on the achievement of its Māori students in relation to the targets set.

*St Francis School through the Religious Education Curriculum reflects the understanding of the New Zealand Catholic Bishops Conference of the importance of the bi-cultural relationship between Māori and later immigrants to this country. Te Tiriti O Waitangi acknowledges the special place of Māori people as Tangata Whenua. They understand it to be a covenant and a taonga tapu – a sacred treasure. (1990 Commemoration Year for Aotearoa New Zealand)*

## Reflecting Cultural Diversity

- ♥ Respect and consideration for others will be expected standard.
- ♥ Knowledge and appreciation for other cultures will be encouraged through the curriculum.
- ♥ The cultural diversity of our school will be reflected in liturgies and assemblies
- ♥ Visit local Marae.

# The Spirituality and Charism of St Francis of Assisi School, Thames



The particular charism and spirituality of our school covers almost 150 years of Catholic education in Thames. The common threads are ...

6 years Franciscan spirituality – Providence of God/care for the earth and creation

30 plus years Lay Spirituality – love of the church, respect, care and concern for Family

37 years Mercy Spirituality care for the poor and those on the margins of society

75 years Josephite Spirituality –education for all, particularly for the underprivileged

5 years Dominican Spirituality Promotion of truth

8 years Marist Spirituality –Living as a community, being missionary in outlook

What has endured to our time?

The Coromandel area is known for its environmental awareness –a strong creation theme.

There is a ruggedness and determination to better conditions in the typical Thames persona. A care of the Earth / of all creation.

Prior to the Education Act 1877 the people of Thames prized education as a right for their children, this was evident in the setting up of the three schools by Father Nivard as early as 1874.

*We try to ensure that this continues to be nurtured by ...*

Emphasis on 'excellence in achievement' – the call to be the best we possibly can be, utilising the gifts that God has given to each of us. Seen in the past by the type of education that the founding orders offered in response to the requests of the predominantly Irish Gold miners.– Dominican charism

Conservation and environmental awareness, Franciscan Charism

Green Gold Enviro-school status – we are living our school charism through protecting and cultivating our local environment towards sustainable living

Involvement in the community– following the tradition established by Father Nivard who was one of the founders and the first Secretary of the Thames Hospital – Lay charism.

Missionary – service to others – Mission awareness and fundraising – Marist Charism

Evangelization – large proportion of RCIA candidates are school parents, non-preference children/ families becoming Catholic – Lay Charism

Justice – strength of the Sisters of St Joseph, settling of differences, emphasis on working towards a just solution in particular for the rights of children and families and the poor and marginalized.

Environmental sustainability is part of all our decisions and everything we do.



# The Spirituality and Charism of St Francis of Assisi School, Thames



The strengths and successes of St Francis School attributable to its special character are ...

Expectation of excellence in all endeavours- academic, sporting and cultural

Our response to situations that arise – local emergencies, illness, death

The high standard of the behaviour of our children reflecting the parent and schools expectation

Celebrated 150 years of Catholic Faith and Education in Thames.

Family/whānau culture within the school

2017 Awarded the Green- Gold Enviro- School Status.

That all gifts are valued.

Parents/Caregivers and Parish support and contribute to our school's special character by ...

Parents/Caregivers and parishioners attend School Masses and Liturgies

Education seen as a partnership between school and parents/caregivers – interviews, classroom assistance, school trips.

Support for RE programme from parents

Parents/Caregivers concern and care for each other

Parents/Caregivers willing to undertake roles within the school BOT, Prop Reps, PTA

*... The staff ensures that this special character is integrated into the whole curriculum and is a valued part of life at St Francis....*

An aspect of the Special Character of the school underpins the 'big idea' or theme and permeates all other curricula topics for the year.

Class prayer, Assembly and Liturgies, grace before meals are an integral part of the school day – a part of who we are and the culture of the school!

Celebration of Patronal feast and Holy days

Interaction with other adults and students based on the knowledge we are each precious in the sight of God and made in His image,

Emphasis on reconciliation when dealing with conflict.

Affirmation and acknowledgement of achievements

Staff support for the sacramental programme

School House system – Chanel, Pompallier, MacKillop, Nivard, Children assigned a House and encouraged to find out about their special person, their life and qualities.

Whole School Positive behaviour is enveloped into our school values

# Strategic Plan 2018 - 2020

**Strategic Aim 1: The school is a faith community which endeavours to spread the Good News by word and witness.**

- ❖ To continue to promote the teachings of the faith through the successful implementation of the RE curriculum and the Special Catholic character of the school.
- ❖ To make the charism of the school visible to the students, their families and the parish and wider community
- ❖ To build a parish and school community built on open communication, love, faith and unity
- ❖ To continue to implement the cycle of self review of the special character of the school

2018 - 2020	Outcome
<ul style="list-style-type: none"> <li>❑ DRS led staff meetings on the teaching of the strands and liturgical year modules.</li> <li>❑ The school proclaims the mission and Gospel of Jesus Christ</li> <li>❑ All members of the school are encouraged to be examples of Christians living in faith and service.</li> <li>❑ Support for the parish based sacramental programme will be provided</li> <li>❑ Strong links will continue between the school and the parish with weekly class and active participation of Sunday school Mass each term.</li> <li>❑ Foster our Franciscan and Josephite charism through celebrating special feast days, learning the history of the Saints associated with our school, recognising our responsibility for care of the environment through programmes such as Trees for Survival and Enviro. School's project.</li> <li>❑ To make known the church's teaching which honours the special place of Māori in Aotearoa New Zealand, through the teaching of the RE programme, the valuing of Te Reo Māori, and Tikanga Māori.</li> <li>❑ Create an environment in which all cultures are respected and recognised.</li> <li>❑ Continue to implement and strengthen our Gospel value focus in all School documentation, and for the Gospel Values to be visible in all our relationships.</li> <li>❑ To create a sub committee where families can talk and discuss the highs and lows and have a voice within our school.</li> <li>❑ To work together as a team to build our roll and support one another and to look forward and continue to build a cohesive happy learning environment</li> <li>❑ 2018 - evangelisation</li> <li>❑ 2019 - Catholic Community</li> <li>❑ 2020 - Delivery of the Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>❑ By the end of the year the school and parish will have set up a peer ministry programme. New families are paired with parishioners.</li> <li>❑ Children will complete the rites of initiation and work towards full involvement in the life of the parish</li> <li>❑ Children will recognise the gift of creation and the important role we have in caring for it.</li> <li>❑ We will have a new board and parent sub committee which will enable direct line of communication between school and whanau.</li> <li>❑ Our School Community will understand the importance of Mass as part of charism and Catholic Identity.</li> <li>❑ For all students to respect and value each other's culture.</li> <li>❑ The school actively proclaims the mission and Gospel of Jesus Christ.</li> <li>❑ Self-review will identify strengths and areas for further development that will enable the enhancement of the school culture.</li> </ul>



# Strategic Plan 2018 – 2020

**Strategic Aim 2:** All students will be successful learners and will gain the skills and attitudes necessary to become valued members of society.

- ❖ To have all our students, including Maori and Pasifika achieving 85% or more in Reading, Writing and Mathematics against their chronological age and appropriate level of attainment.
- ❖ To strengthen the breadth and depth of the school curriculum through a planned rolling programme to ensure coverage.
- ❖ Planning to show reference to curriculum documents and accountability of differentiation of programmes for ESOL, SEN, Target Children and Gifted and Talented children

2018	2019	2020	Outcome
<ul style="list-style-type: none"> <li>❑ To continue to identify and monitor students working below their chronological level of attainment in Reading, Writing and Mathematics.</li> <li>❑ Assessment data will be analysed and moderated in order to accurately plan for next steps in teaching and learning particularly to meet the needs of SEN and G&amp;T children.</li> <li>❑ To use the Te Reo resources on TKI on-line and assess students against the curriculum level.</li> <li>❑ Staff and children to use Te Reo in interactions with each other.</li> <li>❑ BOT will review all policies and plans in relation to Māori and Pasifika students.</li> <li>❑ Staff encouraged to extend Te Reo in interactions with students.</li> <li>❑ Staff professional development to be provided in line with student and staff priorities.</li> <li>❑ Actively work with the community of Learning</li> <li>❑ Staff to formulate a matrix of progress for Te- Reo</li> </ul>	<ul style="list-style-type: none"> <li>❑ To continue to identify and monitor students working below their chronological level of attainment in Reading, Writing and Mathematics.</li> <li>❑ Assessment data will be analysed and moderated in order to accurately plan for next steps in teaching and learning particularly to meet the needs of SEN and G&amp;T children.</li> <li>❑ to provide additional support for at risk students</li> <li>❑ Staff and children to use Te Reo in interactions with each other.</li> <li>❑ BOT will review all policies and plans in relation to Māori and Pasifika students.</li> <li>❑ Staff encouraged to extend Te Reo in interactions with students.</li> <li>❑ Staff professional development to be provided in line with student and staff priorities.</li> <li>❑ Actively work with the community of Learning</li> <li>❑ Staff to continue to use a matrix of progress for Te- Reo</li> </ul>	<ul style="list-style-type: none"> <li>❑ To continue to identify and monitor students working below their chronological level of attainment in Reading, Writing and Mathematics.</li> <li>❑ Assessment data will be analysed and moderated in order to accurately plan for next steps in teaching and learning.</li> <li>❑ Provide additional support for at risk students.</li> <li>❑ Staff and children to use Te Reo in interactions with each other.</li> <li>❑ To use the Te Reo resources on TKI on-line and assess students against the curriculum level.</li> <li>❑ Staff professional development to be provided in line with student and staff priorities.</li> <li>❑ Staff and children to use Te Reo in interactions with each other.</li> <li>❑ Actively work with the community of Learning</li> <li>❑ Staff to continue to use a matrix of progress for Te- Reo</li> </ul>	<p>That all children are closely monitored and their progress tracked. That data will be valid and reliable. Supports or programmes implemented to ensure that all children are successful learners.</p> <p>Classroom and the school environment will reflect commitment to Māori and Pasifika students. Staff and BOT level of competency in supporting Māori and Pasifika learners will be enhanced through assessment Classroom and the school environment will reflect commitment to Māori and Pasifika students. A curriculum plan document to be created to support the teaching and learning across all areas of the curriculum. That each curriculum area has sufficient professional development to ensure a balanced and fully engaging programmes for our children on a three year cycle. Teachers ability is enhanced and current pedagogical knowledge is delivered.</p>

# Strategic Plan 2018 - 2020

**Strategic Aim 3:** At St Francis School all our children will be successful, confident, connected, actively involved, lifelong learners and be fully prepared to take up the opportunities and challenges ahead of them.

We will have a collaborative learning environment tailored to meet the individual learning needs of the child, which encourages inclusiveness, self development, self motivation and regulation. A curriculum which includes the advancement of Te Reo Māori across the school for teachers and learnings. A curriculum that embraces both traditional and technology teaching and learning in particular our bicultural identity. We will be open to change to meet the dynamic evolution in the education of our children.

2018	2019	2020	Outcome
<ul style="list-style-type: none"> <li>❑ To have a school vision that fully supports the high quality teaching and learning to meet the ever changing needs of our students.</li> <li>❑ To continue to fund professional development for staff throughout 2018 through the Kahui Ako to support the core curriculum areas.</li> <li>❑ To annually sign a cyber safety agreements with parents and children.</li> <li>❑ To develop a progressive Te Māori and a Me, Myself and others programme across the school.</li> <li>❑ To support teachers on developing the knowledge and understanding of the Te Reo Māori by providing resources and professional development.</li> <li>❑ To establish a professional culture of shared learning to support and facilitate collaborative learning of students and staff which is aligned to the appraisal process.</li> <li>❑ To work with our Kahui Ako on developing a shared learning journey for our community.</li> </ul>	<ul style="list-style-type: none"> <li>❑ To have a school vision that fully supports the high quality teaching and learning to meet the ever changing needs of our students.</li> <li>❑ To continue to fund professional development for staff throughout 2019 through the Kahui Ako to support the core curriculum areas.</li> <li>❑ To review resourcing to meet the needs of the children and curriculum.</li> <li>❑ Annually have signed cyber-safety agreements for the usage by both parents and children.</li> <li>❑ The School staff negotiate a cohesive curriculum to incorporate the use of Te Reo, technology and the Me, Myself and others R.E. programme to support all curriculum areas particularly inquiry based teaching and learning.</li> <li>❑ Teachers to work collaboratively, with inquiry-focused approach that reflects the principles of AKO.</li> <li>❑ To continue to support teachers on developing the knowledge and understanding of the Te Reo Māori by providing resources and professional development.</li> <li>❑ Through the appraisal process have on-going, sustained cycles of monitoring and evaluation deliberately aligned to teaching and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>❑ To have a school vision that fully supports the high quality teaching and learning to meet the ever changing needs of our students. which has on-going cycle of review.</li> <li>❑ To continue to fund professional development for staff throughout 2020 through the Kahui Ako to support the core curriculum areas.</li> <li>❑ Annually have signed cyber-safety agreements for the usage by both parents and children.</li> <li>❑ The School staff have a cohesive curriculum to incorporate the use of Te Reo, technology and the Me, Myself and others R.E. programme to support all curriculum areas particularly inquiry based teaching and learning.</li> <li>❑ Teachers to work collaboratively, with inquiry-focused approach that reflects the principles of AKO.</li> <li>❑ Through the appraisal process have on-going, sustained cycles of monitoring and evaluation deliberately aligned to teaching and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>❑ Students co-construct their own learning goals, independently select and use appropriate learning tools for authentic learning.</li> <li>❑ To have a fully progressive and inclusive Te Reo Maori and Me My Self and Others programme working across the school.</li> <li>❑ For Teachers to feel supported in growth areas of professional development that supports the needs of our students.</li> <li>❑ Annually self review the impact of professional development on the outcomes of students.</li> <li>❑ To review assessment data to ensure we are meeting the needs of all students and to evaluate and review the outcomes to measure effectiveness.</li> </ul>



# Thames – Kauaeranga, Community of Learning

*Climb, Ascend, Persevere  
E hora waikohu a roto, e mau paki a waho,  
Tēnā mē pikiatu, pikiaī, ki te pikinga ora mōu.*

## Our Approved Achievement Challenges – 2017

Implementation of our High Level Plan – 2018 onwards

With the approval of our Achievement Challenges and the appointment of our In & Across School teacher roles the implementation of our High Level Plan can begin and our actions to address the challenges be undertaken.

The schools who are part of the Thames Kauaeranga CoL have agreed to the following actions:

Leadership and Governance:

Goals 2017-2019	
Baseline	Target
<b>Primary Schools, 2015</b>	
<ul style="list-style-type: none"><li>Boys from 67.3% in writing (AC1)</li><li>Māori students from 74.3% in writing (AC1)</li></ul>	A shift to at least 85% of year 1-8 boys and Māori achieving at or above the National Standard in <b>writing by the end of 2018</b>
<ul style="list-style-type: none"><li>Boys from 75.2% in mathematics (AC3)</li><li>Māori students from 65.3% in mathematics (AC3)</li></ul>	A shift to at least 85% of year 1-8 Māori and boys achieving at or above the National Standard in <b>mathematics by the end of 2018</b>
<b>High School, 2015</b>	
<ul style="list-style-type: none"><li>2015 Year 7 (2019 Year 11 cohort) 63.9% at our above writing national standards [2016 NCEA L1 71.3%](AC2)</li></ul>	A shift to at least 78% of the 2019 Year 11 cohort students will achieve NCEA L1 by the end of 2019 (roll based)
<ul style="list-style-type: none"><li>2015 Year 8 (2019 Year 12 cohort) 70.4% at our above writing national standards [2016 NCEA L2 79.6%](AC2)</li></ul>	A shift to at least 90% of the 2019 Year 12 cohort students will achieve NCEA L2 (roll based)

- Integrate the actions/goals/targets of the CoL into the strategic and annual plans of individual school charters
- Share expertise in internal evaluation, self-review and culturally responsive pedagogies across the schools
- Identify the shared resources and skills available across the Community of Learning (personnel and physical)
- Establish protocols for engaging with whānau, hapū and iwi in order to clarify aspirations and expectations for collaboration
- Develop a community of practice and collaborative inquiry to:
  - Examine effective leadership practice
  - Examine effective teaching and learning practices
  - Enhance effective professional development practices
  - Establish a common language for learning across the CoL
  - Share and analyse data for collaborative action and monitoring of progress and achievement
- Engage with individual schools and across the CoL to inform boards and communities about progress towards the targets
- Develop sustainable pathways for student learning in Te Reo Māori and Asian languages
- Prioritise the implementation of the PaCT tool in writing across all schools.

#### Leaders and Teachers:

- Facilitate curriculum collaborations across and within schools in writing, mathematics and the achievement and progress of priority learners
- Improve and monitor teacher practice through leaders and teachers developing clearer expectations and a more coherent approach to appraisal
- Build greater consistency of teaching practice by setting clear expectations for effective teaching supported by a robust system for monitoring teaching performance
- Introduce cross-school moderation processes for writing through the PaCT tool
- Establish practices that set a foundation for raising the achievement levels of boys and Māori students through effective programmes
- Establish practices that identify trends for transients, transition protocols and retention of secondary students
- Build resources and practices that extend personalising the curriculum for individual students to increase their understanding and ownership of their learning
- In each school charter, establish ways to enact a stronger bicultural focus
- Promote success for Māori learners, improving teacher capability in Te Reo & Tikanga Māori
- Create ways to strengthen the learning partnership with iwi.



# Kahui Ako ~ Community of Learning

## Teachers and Students:

- Develop clear expectations and a coherent approach to improving and monitoring teacher

practice and outcomes in writing and mathematics

- Implement personalised learning approaches for students to increase their engagement and

ownership of their learning

- Differentiate and adapt the curriculum to be more responsive to the language, culture and identity

of students.

# Kahui Ako ~ Community of Learning

Students and Whānau:

- Develop sustainable pathways for students from pre-school to tertiary education
- Strengthen academic mentoring/coaching and whānau involvement in pathway planning particularly for Māori and Pacific Island students at secondary level, intermediate level and earlier
- Grow personalised learning approaches for students and whānau to increase engagement and ownership of learning
- Differentiate and adapt the curriculum to be more responsive to the language, culture and identity of all students.



# Kahui Ako ~ Community of Learning

Whānau, Hapū and Iwi:

- Affirm aspirations for the future of tamariki
- Collaborate with schools to consider appropriate ways of working together
- Source resources to personalise learning and create a more responsive curriculum
- Engage personnel to strengthen academic coaching/mentoring pathway planning at primary, intermediate and secondary school level.

# Kahui Ako ~ Community of Learning

Mapping our progress using the Developmental Mapping Tool		
	December 2017	December 2018
Teaching collaboratively for the best outcome for every child	<b>Developing</b> - shifting from cooperation to collaboration <i>Plan implementation to begin</i>	<b>Embedding</b> Collaboration leads to collective impact
Leading for progress & achievement for every child and every teacher	<b>Developing</b> - shifting from cooperation to collaboration. <i>Building Trusting relationships.</i>	<b>Embedding</b> Collaboration leads to collective impact
Evidence guiding our practice and actions	<b>Developing</b> - shifting from cooperation to collaboration. <i>Shared approach to aggregating a range of data &amp; evidence.</i>	<b>Embedding</b> Collaboration leads to collective impact
Pathways developing and connecting along the whole educational journey for every child	<b>Developing</b> - shifting from cooperation to collaboration. <i>Work to deliver across the learning pathway and support learners at transition points.</i>	<b>Developing</b> - shifting from cooperation to collaboration. <i>Across &amp; within school roles, Inclusive learning pathways</i>
Partnering with families employers, iwi & community	<b>Developing</b> - shifting from cooperation to collaboration. <i>Specific relationships in place, developing further relationships</i>	<b>Embedding</b> Collaboration leads to collective impact
Building a thriving CoL	<b>Developing</b> - shifting from cooperation to collaboration. Identify opportunities to reduce time and resources & strengthen our action plan for 2018	<b>Embedding</b> Collaboration leads to collective impact

Potential areas for development have been identified using the Development Map and six identified domains. This matrix will record our progress as a Community of Learning and support

us to manage the required change to meet our identified achievement challenges and High Level Plan. Placement on the Matrices are based on consultation with stakeholders and multiple evidence sources.

Taking Action - Transforming learning in and across schools through innovation and inquiry will make a positive difference to student outcomes. Collective expertise through innovative leadership practices, and evidence based teacher practice across learning pathways, will help us be responsive to our achievement challenges as a community of learning. Substantive transformation will come from multiple inquiries in a collaborative and professional way of working. Together we succeed.



# St Francis School 2018 Annual Plan



*Strategic Aim:* All students will be successful learners and will gain the skills and attitudes necessary to become valued members of society. The school is a faith community which endeavours to spread the Good News by word and witness.

School Goals	Responsibilities	Actions	Budget	Self-Review
<ul style="list-style-type: none"> <li>❖ To continue to promote the teachings of the faith through the successful implementation of the RE curriculum and the Special Catholic character of the school.</li> <li>❖ To implement a Pubertal Change programme from a Catholic perspective for Year 7 and 8 Students.</li> <li>❖ To make the charism of the school visible to the children their families and the parish and wider community</li> </ul>	Principal. DRS Classroom teachers	<p>DRS to lead staff meetings to introduce each strand or module each term.</p> <p>RE Advisors invited to deliver staff meetings once a year.</p> <p>Use an increasingly creative approach to delivery of RE programme.</p> <p>DRS to collect the pre and post test results for each strand, collate the data and hand to the Principal on a termly basis (Jesus).</p> <p>DRS to attend the Understanding Sexuality course in preparation for developing a pubertal change programme. .</p> <p>1<sup>st</sup> term – Love ~Pompallier</p> <p>2<sup>nd</sup> term – Respect ~Chanel</p> <p>3<sup>rd</sup> Term – Honesty~ Mackillop</p> <p>4<sup>th</sup> Term – Responsibility~ Nivard</p>	Religious Education Professional Development budget	<p>All Strand and Module assessments to be reviewed.</p> <p>Major focus for this year</p> <p>Prop. Report to Bishop in November will be the God Strand.</p> <p>End of Year</p> <p>End of each term</p>
<ul style="list-style-type: none"> <li>❖ To build a parish and school community built on open communication, love, faith and unity</li> </ul>	Principal. DRS Classroom teachers Board of Trustees Families & Parish	<p>To create a sub committee where families can talk and discuss the highs and lows and have a voice within our school.</p> <p>To work together as a team to build our roll and support one another</p> <p>To look forward and continue to build a cohesive happy learning environment</p> <p>Board, PTA, Staff and Parish to work together on fundraising projects</p>	Fundraising	On going
<ul style="list-style-type: none"> <li>❖ To continue to implement the cycle of internal self review of the special character of the school</li> </ul>	Principal. DRS Classroom teachers Board of Trustees	<p>2018 –Evangelisation</p> <p>2019 – Catholic community</p> <p>2020 – Delivery of the Religious Education curriculum</p>	Religious Education	On going

# St Francis School 2018 Annual Plan

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Strategic Aim: All students will be successful learners and will gain the skills and attitudes necessary to become valued members of society.

School Goal	Responsibilities	Actions	Budget	Self-Review
<ul style="list-style-type: none"> <li>To promptly identify students working below and above their chronological levels in Reading, Writing and Mathematics.</li> <li>Provide additional support for at risk students in Mathematics and Writing.</li> </ul>	Principal Deputy Principal Classroom teachers Students	<p>Identified children will become the focus for the termly appraisals and weekly staff meetings.</p> <p>Assessment data will be analysed and moderated in order to accurately plan for next steps in teaching and learning.</p> <p>The school will Continue to utilise (Accelerated Learning in Mathematics) Writing Professional development from the community of schools forum.</p> <p>Learning Staircase for students at risk in writing and reading.</p> <p>Reading Recovery programme</p> <p>ESOL students – teacher aide assistance.</p>	Professional Development budget.	<p>E AStle writing Mar / Nov</p> <p>Peters Spelling March</p> <p>STAR Feb</p> <p>R/R – Mar / June/ Nov</p> <p>Entry – S.E.A. and JAM</p> <p>6 yr. Obs on anniversary</p> <p>24 mths and 36mth on anniversary.</p> <p>PACT</p> <p>Termly review of individual child matrices.</p>
To develop a more progressive assessment basis to replace National Standards that is built on progress over time.	Principal DRS Deputy Principal Staff	<p>To develop progress matrices based on the learning progressions</p> <p>To highlight a key times in the year based on a variety of evidence across the curriculum through the development of a curriculum plan document for staff to utilise.</p> <p>To moderate the assessment together as a staff to ensure validity and continuity.</p> <p>To use the PACT tool for assessment for Reading, Writing and Mathematics</p>	Professional Development budget	Termly and End of Year
To continue to work on Writing and Mathematics through our Kahui Ako to meet the needs of those children who need acceleration.	Principal DRS Deputy Principal Staff	<p>Identify those children who are at risk of not meeting their level of chronological achievement.</p> <p>To put into place a action plan to work with these students in and out of class and with outside agencies.</p> <p>To develop an accelerated programme that can work across the school with analysis and evaluation.</p>		
To develop a progressive Te Reo and Tikanga Maori curriculum to ensure continuity across the school.	Principal. DRS Classroom teachers	<p>To develop a progressive programme across the school. Using resources available on TKI and plan set staff meetings dedicated to formulating a Te-Reo curriculum. relationships.</p> <p>Assessing resources to support staff on Tikanga Maori to educate children.</p>	Budget	On going throughout the year
<p>Community of Learning –</p> <ul style="list-style-type: none"> <li>A shift to at least 85% of year 1-8 students achieving at or above the National Standard in writing</li> </ul>	Principal Deputy Principal Classroom teachers Students	<p>Encourage staff to share their practice and ideas with the community of learning specifically in writing and mathematics</p>	Professional development budget	End of year
<ul style="list-style-type: none"> <li>BOT will review all policies and plans in relation to Māori and Pasifika students</li> </ul>	Principal & Board of Trustees.	When reporting to the board, part thereof will be pertained to the performance of Māori and Pasifika students, as long as no individual can be identified.		On-going through 2018



# St Francis School Special Character Target 2018

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## School Aim 1

The school is a faith community which endeavours to spread the Good News by word and witness.

## Strategic Goal

*To continue to promote the teachings of the faith through the successful implementation of the R.E. curriculum and the Special Character of the School.*

## Annual Target

For the Principal and the DRS to work together with the staff on promoting Service and initiation into the sacramental programmes .

Base Line Data

## Actions to achieve target.

- ♥ For the school to have an active promotion for the Sacramental Programmes available
- ♥ DRS, Principal and Parish work together on promoting and supporting the Sacramental programme in school.
- ♥ The Principal and DRS provide on-going support for teachers of RE.
- ♥ DRS and Principal encourage children who have taken their sacraments to become active members of the church through Church ministries e.g. school choir and altar serving.
- ♥ All families actively encouraged to attend Sunday School Masses
- ♥ Encourage the pairing of new families with parishioners and BOT members
- ♥ Encourage prayer friends for new children to the school

# St Francis School Mathematics and Writing Targets 2018



## School Aim 2

All students will be successful learners and will gain the skills and attitudes necessary to become valued members of society.

## Strategic Goal

Provide additional support for at risk students in Mathematics and Writing.

## Annual 2018 target

To maintain the percentage of students meeting or exceeding chronological levels in Mathematics and Writing.

## Baseline data 2017:

92% of children were at or above national Standard in Mathematics and Writing

## Actions to achieve target.

- ♥ Implement professional development for teachers in Writing through the Community of Learning and Ministry PLD
- ♥ Use digital technologies to support the motivation of students.
- ♥ Identify individual needs of target children.
- ♥ Closely monitor progress on a termly basis
- ♥ Promote shared practice at staff meetings
- ♥ Monthly meetings to track progress of target students.
- ♥ Each class teacher to implement robust writing programmes to ensure all the children's needs are met.
- ♥ Writing targets to be part of the appraisal process for all teachers

# St Francis School TE Reo Target 2018



## School Aim 3

All students will be successful learners. They will gain the skills and attitudes necessary to become valued members of society

## Strategic Goal

To provide Staff professional development in Te-Reo

## Annual Target 2018

Staff to work towards creating a progressive Te-Reo programme across the school

Baseline Data

## Actions to achieve target.

- ♥ Creating an environment that will enable Te Reo to be facilitated in the classroom.
- ♥ Foster the Teacher and the children's knowledge of Te Reo through an integrated curriculum
- ♥ All staff to engage in Te Reo through the enquiry process.
- ♥ Each class teacher to implement new learning into their classroom planning and implementation.
- ♥ To provide opportunities for staff to work as a team share their learning to one another.



# *School Operations, Governance and Management*

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## *Curriculum*

*Key documents that support the St Francis School Charter relating to curriculum include:*

- ♥ New Zealand Curriculum Framework
- ♥ Curriculum policies and implementation plans
- ♥ Planning and assessment documents include achievement expectations, assessment map, timetable and plan, RE plan for year, Big Idea focus for the year.
- ♥ Individual Student clear files, RE Profiles, Reading profiles, standardised test summaries
- ♥ Curriculum and associated policies
- ♥ Strategic plan and annual plan

## *People*

*Key Documents that support the St Francis School charter relating to people.*

- ♥ Job Descriptions
- ♥ Performance Agreements
- ♥ Staff Appraisals
- ♥ School Parent Handbook
- ♥ Staff Professional Development programme
- ♥ Roles and responsibilities
- ♥ Accident and Medicine Registers
- ♥ Personnel and Curriculum Policies
- ♥ Strategic Plan
- ♥ Annual Plan
- ♥ Board of Trustees job descriptions and responsibilities
- ♥ Police Vetting
- ♥ E-learning – devices parental consent
- ♥ Visitors Book

# School Operations, Governance and Management

## Finances

*Key documents that support the St Francis School charter relating to finances include:*

- ♥ Annual Budget
- ♥ 10 year property plan
- ♥ SUE Reports
- ♥ Assets Register
- ♥ Auditor report
- ♥ Associated Policies and Procedures
- ♥ Strategic plan
- ♥ Annual Plans

## Property

*Key documents that support the St Francis School charter relating to property include:*

- ♥ 10 Year property plan
- ♥ Maintenance Schedule
- ♥ Hazards register
- ♥ Health and Safety Register
- ♥ Evacuation procedures
- ♥ Insurance
- ♥ Associated Policies
- ♥ Strategic Plan
- ♥ Annual Plan

## Health and Safety

*Key documents that support the St Francis School charter relating to health and safety include:*

- ♥ Strategic plan
- ♥ Annual plan
- ♥ Hazards register
- ♥ Health and Safety register
- ♥ Maintenance Schedule
- ♥ Evacuation procedures
- ♥ Associated Policies