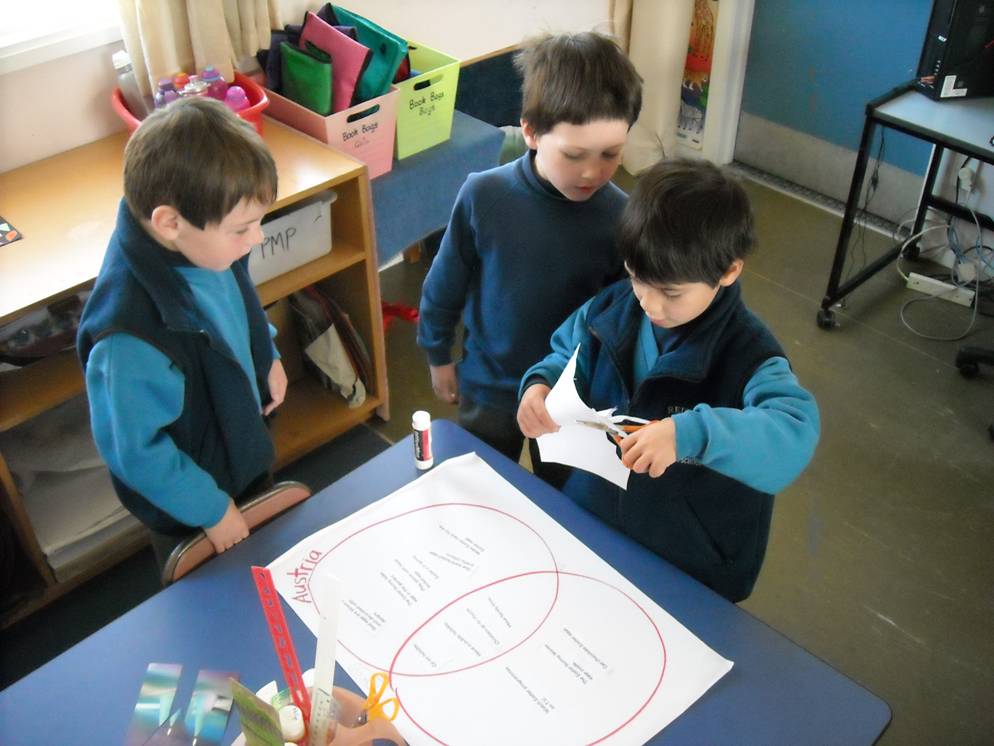
Reignier Catholic School Charter 2017  
MOE Number 2663





**An outstanding education achieved through Virtue and Knowledge in a Catholic community**

**Our School and Community Profile**

Reignier is a Catholic Primary School for boys and girls from New Entrants to Year Six, offering education with a special character.

It was established for the Roman Catholic community of the Diocese of Palmerston North which promotes and supports the school and of which the school is part, to provide and to continue to provide education with a Special Character.

Reignier is a Roman Catholic School in which the whole school community through the general school programme and in its religious instructions and observances exercises the right to live and teach the values of Jesus Christ.

The school was run by the Sisters of Our Lady of The Mission until the 1980’s. The motto Virtue and Knowledge reminds us that we are a ‘Mission’ school and forms part of our mission statement.

The school educates children in a caring, Catholic environment, challenging all children to reach their full potential.

The parishioners of St Mary’s community within the Catholic Parish of Napier who predominantly make up the school community acknowledge the Bishop as Proprietor and as their pastoral leader.

The School’s Community includes pupils and their caregivers and families, the teachers, the parish members and those who influence and are influenced by the school’s existence and processes.



**Special Character**

Reignier Catholic School Board of Trustees aim to ensure that the school reflects in its teaching, staffing, curriculum and conduct, the religious and moral education provided for under the Integration Agreement.

Educational excellence is an integral part of our Christian message.

The Gospel values of compassion, forgiveness, love, freedom, justice and tolerance and the Special Character of Reignier Catholic School are an integral part of all facets of school life and teaching.

The School provides a religious education programme in accordance with the terms of the Integration Agreement.

The right of the Bishop as Proprietor to supervise the implementation of the Special Character is recognised.

All teachers and support staff who are part of the school community will reflect and model the school’s Special Character.

The Bishop as Proprietor will be provided, through his representatives, with an annual review of the implementation of the Special Character.



2017-2019 STRATEGIC PLANNING

**OUR MISSION**

An outstanding education achieved through virtue and knowledge in a Catholic community.

**OUR VISION**

Achievement through excellence in all we do and commitment to the Catholic faith.

Success is:

A culture of learning, empowerment and leadership resulting in success for every student

Active, engaged learners participating in vibrant learning opportunities

Recognition and celebration of success

Excited, committed teachers and parents

Active, supportive Catholic culture with many examples of living the Catholic faith

Education that is flexible, open to change and risk taking.

**OUR CORE VALUES**

**Excellence**

The Reignier Catholic School community will be challenged to achieve excellence in all they endeavour

**Integrity**

The Reignier Catholic School community will act with integrity, honesty, responsibility and be accountable and ethical in accordance with the characteristics of Christian life.

**Justice**

The Reignier Catholic School community will show justice and compassion towards others, courage of conviction, the ability to recognise and reconcile differences, and to develop an understanding of true equality in the eyes of God.

**Community**

Reignier Catholic School is part of a faith-filled community. The community will actively participate and serve within their home, school, parish and global communities for the good of others.

**Respect**

The school will enhance and foster a respect for others, an appreciation of their differences, respect for the environment and honour the values reflected in the family and the wider community.

**The focus for this Strategic Plan is to:**

* Describe outcomes and destination – ‘Where we are going and where we want to be’
* Create alignment between expectations of children, staff, Principal, parents, key interest groups, BOT and wider community
* Describe the future, giving clarity to strategic areas to work on to achieve change
* Keep us focused on achieving our goals and targets
* Give clear direction to the Principal and senior management

**Our Strategic Priorities for Reignier Catholic School**

Over the next three years the following are our identified priorities that will form the basis of our strategic planning and the focus for school development:

* Excellent achievement in Literacy and Numeracy
* Outstanding Staff
* Strong, visible Catholic Faith
* Efficient, effective and responsible E-learners
* An optimum roll

**Procedural Information**

Timeframes:

Our review of annual strategic goals, including student achievement benchmarks, is completed and presented to the Board of Trustees meeting each December

The following year’s annual goals are set in Term 4 and confirmed at the first Board meeting in the following year.

We establish annual goals from the broad Strategic Goals of our Charter by using student achievement and review data, and being mindful of national trends and research and government requirements

The Charter is lodged with the local MoE Office by 1 March with the Introduction and Strategic Section posted on the web in April.

The Annual Report is based on the above and is completed and presented at the Board of Trustees’ in April/ May and once approved, copies are sent to the Ministry.

**Our Consultation Process:**

What follows is the process which we undertook to review and develop our current 3-5 year strategic section of our Charter.

Strategic planning session with staff

Strategic planning session as a Board

Consultation with the community

Review of Charter Vision, Values, Mission Statement

Development of Strategic Plan and annual goals

**Ongoing Consultation:**

This includes:

Information sharing through a weekly newsletter and term team-whanau newsletters;

Annual survey;

Meeting with Whanau consultation group once a term to establish links and to ensure that we are meeting the learning needs and aspirations of their tamariki;

Informal meetings, discussions, phone contact;

New Entrant conferences, Observation Survey conferences and whole school conferences in Terms 1 and 3;

Whole school gatherings and performances.

**National Education Goals and National Administration Guidelines**

Reignier Catholic School is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. It will achieve this through an up to date policy framework contained in its School Handbook and a series of processes and systems including orientation, strategic meetings and plans covering communication with stakeholders, risk management and accountability.

Our school is fully committed to working successfully on the Government priorities for educational achievement of Maori, Pasifika and learners with special education needs. The current projects that reflect these priorities are:

* The development focus in Visible learning in order to improve rates of achievement for our students and teacher capability and professionalism
* Specialised programmes that identify students with individual needs and provide specific learning programmes to support development and progress
* A strategy to further engage Maori learners and whanau and raise levels of achievement



**Cultural Diversity**

The Reignier Catholic School Board of Trustees will recognise the unique place of Maori culture in the school’s curriculum programmes, practices and policies, and so help children recognise and be sensitive to the place of Maori in our heritage and their own lives.

Policies will be implemented in ways that are sensitive to all cultural backgrounds and values of individual children and their families.

We do not have the capacity to provide full instruction in Te Reo Maori. However Tikanga Maori and Te Reo Maori are included and integrated across the curriculum.



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| **Strategic Goal One:  Excellent Achievement In Numeracy and Literacy** | | | | | |
| Priority | Measures of Success | Measure | Annual Plan Goals 2017 | Annual Plan Goals 2018 | Annual Plan Goals 2019 |
| *We aim to reach individual potential by:*   * Developing, implementing and reviewing educational programmes that strengthen students ability in numeracy and literacy across all year levels * Use a range of assessment practices and data gathering to track and improve student achievement | *We will know we are moving ahead when:*   * Students demonstrate a love for reading and maths * A high number of students are achieving at or above the national standards in literacy and numeracy * Our students grab opportunities to set goals and self review | *To measure our success we will use:*   * National standards data * Student self assessment of key competencies * National assessment data such as PATs, Gloss, probes * Informal data such as observation, anecdotal records * Appraisal systems * Cross school moderation * Budget review * Identification, analysis and sharing of best practice within the school * Self review documents show evidence of change and the impact of new strategies * Robust review of special needs programmes * Student feedback and engagement across the curriculum | *Initiatives – What can we do differently?*   1. Revise and update the school’s Curriculum plan 2. Review the English Implementation plan 3. Continue to use a review cycle to analyse data, and detail the impact of changes made 4. Implementation of new Maths learning 5. Implement and embed Visible learning strategies 6. Further develop feedback opportunities for students on teacher practice and classroom programmes 7. Consult with community regarding ICT strategy and BYOD | *Initiatives – What can we do differently?*   1. Continue to use a review cycle to analyse data, and detail the impact of changes made 2. Continue to implement and embed Visible learning strategies 3. Review the ICT strategic plan | *Initiatives – What can we do differently?*   1. Continue to use a review cycle to analyse data, and detail the impact of changes made 2. Continue to implement and embed Visible learning strategies 3. Review the ICT strategic plan 4. Continue to use a review cycle to analyse data, and detail the impact of changes made 5. Further develop feedback opportunities for students on teacher practice and classroom programmes |

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| **Strategic Goal Two:  Outstanding Staff** | | | | | |
| Priority | Measures of Success | Measure | Annual Plan Goals 2017 | Annual Plan Goals 2018 | Annual Plan Goals 2019 |
| *We want a staff that*   * Are engaged, excited, positive and innovative * Create engaging, effective and challenging learning programmes * Openly demonstrate a love for children and their profession * Are effective communicators * Model and reflect the school’s vision and mission * Build quality relationships with parents, students and staff * Are learners with strong pedagogy * Are reflective and collaborative * Provide positive clear leadership and direction to other staff members and the community of learners * Are risk takers | *We know we are moving ahead when:*   * Performance appraisals reflect professional growth for all staff * There are highly effective teaching programmes in all classes * There is evidence of reflection, action, evaluation and change in teacher portfolios * Student outcomes increase * Children convey that they feel safe, happy, supported in their learning and are prepared to take risks * Staff convey that they are happy, feel supported and valued * Learning environments are vibrant and exciting * There is a commitment to the improvement of Teaching and Learning programmes and professional practice * Resourcing is efficient and effective | *Measures:*   * Appraisal documents * Teacher portfolios * Student Achievement data * Student Voice through surveys * Staff voice through surveys * Community consultation | *Initiatives – What can we do differently?*   1. Further develop Leadership through involvement in PLGs 2. Continue to celebrate our successes in teaching and promote these in the community 3. Review the use of wall data maps and refine the system for greater effect 4. Review successes of personal activities and the appraisal system 5. Sustain leadership opportunities through PD 6. Review Teaching As Inquiry practices and the use of eportfolios for gathering evidence and sharing reflective practice 7. Develop and implement a plan for succession of leadership and management roles throughout the school 8. Continue to build and develop ICT capability in teachers and competent use across the curriculum 9. Enhance leadership opportunities through PD and Coaching 10. Further develop opportunities for staff collaboration and support 11. Celebrate our successes in teaching and promote these in the community 12. Extend Teaching as Inquiry to incorporate Support staff who may wish to be involved 13. Develop strategies for increased parent engagement to understand the way we teach and learn at Reignier 14. Develop and implement a plan for consistent use and teaching of ICT across the school | *Initiatives – What can we do differently?*   1. Continue to develop leadership via coaching and mentoring which strengthens of knowledge and skill throughout the staff 2. Continue to develop teacher understanding and capability in Visible learning strategies 3. Revise the professional learning plan for leadership | *Initiatives – What can we do differently?*   1. Continue to develop teacher understanding and capability in Visible learning strategies 2. Revise the professional learning plan for leadership |

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| **Strategic Goal Three:  Efficient, effective and responsible E-learners**  *This strategic goal and initiatives link to the Reignier Catholic School ICT Strategic plan* | | | | | |
| Priority | Measures of Success | Measure | Annual Plan Goals 2017 | Annual Plan Goals 2018 | Annual Plan Goals 2019 |
| *We want an e-learning culture where*   * Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents * Teachers routinely share with other teachers locally and globally and engage in professional learning that develops their ICT skills and their integration of ICT * Learning spaces will be flexible and ICT connected so as to provide continual, seamless links to resources, local communities and global communities * Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration * The school uses ICT for the efficient and effective delivery of all business processes and administration | *We know we are moving ahead when:*   * Professional learning that develops ICT skills and integration is self driven by every teacher * ICT will be integrated into every classroom programme so that learning through ICT will be more effective, efficient and engaging * A bank of online learning resources with colleagues and students is developed * The most user friendly SMS system is utilised for teachers and administration * The most effective data collation vehicle for school wide analysis and reporting is utilised * All devices in the school are used at optimal level in a way that most enhances learning and teaching * The daily curriculum is interspersed with rich, meaningful ICT activities that enhance learning and motivation * Students are using ICT effectively to research, process and produce outcomes which show understanding and learning * Students demonstrate responsible digital citizenship | *Measure:*   * An annual evaluation of the impact of professional development and coaching on teaching and learning * Teacher analysis of student data system * Updated, sustainable hardware * ICT Strategic plan complete | *Initiatives – What can we do differently?*   1. Review the ICT Strategic plan and reprioritise goals 2. Develop a Professional development plan for staff and evaluate the impact through sustainable, consistent ICT programmes happening in classrooms 3. Develop a buying plan for E-Learning for 2017 4. Implement aspects of Innovative learning environment teaching 5. Continue to lease and provide laptops for teachers 6. Evaluate the impact of ICT PD and coaching on teaching and learning 7. Teachers reflect on their ability to integrate ICT into their programmes and set goals for development 8. Students and teachers continuing to utilise and develop Google Docs for collaborative learning and recording 9. Consult with community regarding BYOD 10. Review the Library system and investigate ways we can offer more online features e.g. ebooks 11. Update viewing /projection devices in classroom | *Initiatives – What can we do differently?*   1. Review progress so far on the ICT strategic plan and reprioritise goals 2. Review the ICT budget and resourcing 3. Continue to sustain PD for teachers according to needs identified through appraisal and review cycle 4. Continue to increase sustainable use of devices within curriculum 5. Continue to develop a modern learning environment throughout the school 6. Review the use of ICT devices for rich thinking integrated into all curriculum areas | *Initiatives – What can we do differently?*   1. Continue to provide PD for teachers according to needs 2. Maintain efficient machines for administration 3. Continue to add to curriculum resources to aid effective teaching 4. Review the ICT Strategic plan and reprioritise goals 5. Develop an E-Learning plan for 2019 6. Continue to implement aspects of modern learning environment teaching and practices |
| **Strategic Goal Four:  Strategic Goal Four: Strong, Visible Catholic Faith** | | | | | |
| Priority | Measures of Success | Measure | Annual Plan Goals 2017 | Annual Plan Goals 2018 | Annual Plan Goals 2019 |
| *Our Special Character will be a beacon for others when:*   * Our school community is visible in the parish * Students and families have a good understanding of Catholic Social teaching * Students have a deep understanding and knowledge of the Catholic Faith and practices * The school Values and Virtues are evident in the classrooms, playground and staffroom | *We will know we are moving ahead when:*   * We have a strong relationship between school, community and parish * There is strong participation in the sacraments * We have increased family involvement * The whole school community are striving to live as followers of Jesus * An active pastoral care system works within all areas of the community * There is a deepened awareness of Catholic social teaching * The teaching of RE focuses on integrating Inquiry learning into teaching | *Measure:*   * Reports to the BOT by the DRS and Principal * The Special Character Strategic Plan is completed * RE programmes are evaluated and reported on * Student achievement data in RE * Teachers adding to their formal qualifications in RE | *Initiatives – What can we do differently?*   1. Following from the external review, develop a new Catholic character Strategic plan 2. Integrate RE into all curriculum 3. Continue to offer a Baptismal programme through the school 4. Create opportunities for showcasing the special character of the school e.g. open days and ensure that the long term vision of Catholic spirituality is articulated regularly and apparent 5. Continue to develop relationship with the parish and local parishioners 6. Survey parents, staff and students on aspects of special character. Collate and evaluate data 7. Collaborate with St Patrick’s to develop a transition pathway for learners moving through 8. Review and monitor accurate preference and non preference records and pupil status | *Initiatives – What can we do differently?*   1. Staff enrolling in and completing papers 2. Survey parents, staff and students on aspects of special character. Collate and evaluate data 3. Develop a succession plan for Proprietors Reps, DRS, tagged teachers development 4. Review all policy documentation to ensure Catholic Social Teaching language is included so that all decision making is from a Catholic Worldview | 1. *Initiatives – What can we do differently?* 2. Teachers to further develop their own practice through observing and critiquing others and sharing best practice 3. Survey parents, staff and students on aspects of special character. Collate and evaluate data |

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| **Strategic Goal Five:**  **Optimum Roll** | | | | | |
| Priority | Measures of Success | Measure | Annual Plan Goals 2017 | Annual Plan Goals 2018 | Annual Plan Goals 2019 |
| *We want to be:*   * School of choice in Napier * Visible in the wider community, showcasing achievement * Maximising the use of resources * An increasing roll – roll growth towards an optimum roll * Data based decision making of what the optimum roll is | *We know we are moving ahead when:*   * The wider community know our school * Enrolment numbers are increasing * The community is happy with the size of the school and opportunities available * The financial budget each year is sufficient to sustain resources without having a deficit | *Measures:*   * Community survey and feedback * Roll numbers * Yearly budget balance | Initiatives – What can we do differently?   1. Continue to consult with the community through connectors meetings, surveys etc. 2. Continue to use strategies to become visible in the wider community – open days, invitations to ECEs, develop and update the website to include media reports 3. Survey immigrant families to find out how they chose Reignier 4. Develop a school promotional pamphlet 5. Target one event per term to promote through the media | Initiatives – What can we do differently?   1. Work through the marketing strategy 2. Review actions and impact so far and reassess plan 3. Research demographics of new settlements and explore ways of promoting the school within them | Initiatives – What can we do differently?   1. Further define ways to grow the roll and work towards doing so |

**2017 ANNUAL PLANNING REIGNIER CATHOLIC SCHOOL**

**Key areas for development 2017**

* Visible learning – Targeted professional development to further enhance pedagogy of teachers and increase student achievement
* Mathematics – Continued targeted in-school professional development to further enhance pedagogy of teachers and increase student achievement
* Maori Achievement Collaborative – Leader PD to enhance knowledge and understanding of Te Ao Maori
* ICT – promote and develop increased learning opportunities through ICT for students and staff
* Special Needs – To deliver programmes which deliver ‘Success For all’ focusing on students with special needs
* To continue to develop programmes which enhance learning for Maori and Pasifika students
* Curriculum Team development – Targeting strategies for students below the standard in Reading, Writing and Maths
* Continued development of coaching, mentoring and leadership across the school



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| **Strategic Goal 1: Reading**  Excellent achievement in literacy | | Background to this goal:  84% (176/210) of students are working at, above or well above the national standard in Reading  15% (34/210)students were working below the standards in Reading  81% (77/95) boys were working at or above the standards in Reading compared with 86% (99/115) of girls  86% (25/29) of Maori students were achieving at or above the national standard in 2016  54% (18/33) of students did not meet the national standard after one year at school | |
| **Annual Goal: To increase the number of students achieving at or above the standard in Reading** | | **Target/s 2017**  **To accelerate progress for the actual and estimated 23 students across the school not achieving the national standard in Reading so that 11 targeted students will be at standard by the end of 2017** | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Student entry data entered on achievement maps and wall maps at the beginning of the year and monitored by Literacy Curriculum team – The 23 targeted will be especially identified and tracked  Wall maps used in Curriculum meetings to discuss and monitor progress which leads to collaborative practice sharing  Tataiako goals for teachers set – Teachers connecting with whanau and students setting goals with whanau  Professional readings shared in team meetings and reflected on  Classroom data collated, analysed and reported to the BOT on each term  Small literacy groups in the junior school  Specific identified flexible grouping  Deliberate targeted phonics teaching  Professional development provided for identified needs  Teachers scheduled to visit other schools with identified, proven strategies for teaching reading  Connection with parents strengthened through blogs, reading starter packs  Reading Recovery programme identifies at risk readers at 6  Special needs are identified and external resourcing will be accessed, e.g. Teacher aides, RTLB, RT Lit  Review of the changes made and the impact of those changes presented to the BOT with final year’s data  Visible Learning strategies will be continued and progressions negotiated with students | Principal  Principal / Junior school team  Team leaders  Team leaders  Principal  Principal  Principal  Principal / teachers  RR teacher / SENCO  SENCO  Julia  Facilitator / teachers / students  Senior Management |  | Term 1  Throughout the year  Each month in team meetings  Term 1  Term 1  Each term  As needed  Term One  Throughout the year  As identified  Throughout the year  Throughout the year  Throughout the year  Throughout the year  Throughout the year |

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| **Strategic Goal 1: Writing**  Excellent achievement in literacy | | **Background to this goal:**  **81% (171/210) of students are working at, above or well above the national standard in Writing. 19% (39) are still below.**  **75% (71/95) of boys were working at or above the standards in Writing compared with 86% (100/115) of girls**  **79.3% (23/29) of Maori students were achieving at or above the national standard in 2016**  **28% (5/18) students were below in writing after 3 years at school in 2016**  **24% (8/33) students were below in Writing after 1 year at school in 2016** | |
| **Annual Goal: To increase the number of students achieving at or above the standard in Writing** | | **Target/s 2017**  **To accelerate progress for our whole school cohort so that 11 of the 39 students currently below will have reached standard in 2017**  **To accelerate progress for our 2016 year 3 students so that 3/5 students who are below will be achieving the standard in Writing at the end of year 4 in 2017** | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Collate and analyse beginning of the year data  Teachers identify needs within classrooms through their class descriptions and achievement maps  Self Identified goals for every student are negotiated and set  Ensure a purpose for writing is established  Teachers reviewing visible learning practice through their Teaching As Inquiry and reflecting on and evaluating the effect of changes made  Classroom programmes are modified according to needs  Special needs are identified and teacher aide resourcing is allocated. External agency assistance is sought for identified students  Regular communication with parents is achieved through blogs, eportfolios, student led sharing sessions, parent/teacher interviews and twice yearly reports  Progress and achievement is monitored regularly. Formal assessment data is collated each term, analysed and reported to the BOT  Spelling programme review to continue- build data on changes made and impact of those changes - **Priority**  Professional readings sought by teachers to increase evidence based practice  Across school moderation and collaboration in written language through the Taradale Cluster group  Literacy Curriculum team continues to build data walls, track progress and build relationships with other schools  Professional development for individual teacher needs identified and sought  Teacher visits to other schools who have identified excellent writing programmes  Visible Learning strategies will be continued and progressions negotiated with students | Julia/Senior Management team  Principal  Classroom teachers  Classroom teachers  Whole staff  SENCO  Teachers  Principal / Senior Management  Principal/ Literacy Curriculum Team  Team leaders / Classroom teachers  Literacy Curriculum Team  Literacy Curriculum Team  Teachers/ Principal  Principal / Teachers  Principal / Teachers  Senior Management | RTLB, RT Lit, GSE  Website  Relieving cost  Relieving cost | Term 1  Term 1  Term 1  All year  As needed  Ongoing plus each term  Each term  Term 1  As needed  Throughout the year  Term 1 and continued  Throughout the year  Throughout the year  Throughout the year |
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| **Strategic Goal 1: Mathematics**  Excellent achievement in Mathematics | | **Background to this goal:**  **81% (171/210) of students are working at, above or well above the national standard in Maths**  **86% (82/95) of boys were working at or above the standards in Maths compared with 77% (89/115) of girls.**  **89% (26/29) of Maori students were achieving at or above the national standard in 2016**  **33% (6/18) students are below in Maths after 3 years at school in 2016**  **24% (11/46) students are below in Maths after 2 years at school in 2016** | |
| **Annual Goal:**  **To increase the number of students achieving at or above the standard in Maths** | | **Target/s 2017**  **To accelerate progress in Maths across the whole school so that 16 of the 39 students who were below standard are achieving at or above the standard in Maths by the end of 2017**  **To accelerate progress for our girls so that 7/20 remaining girls who are below will be achieving at or above the standard by the end of 2017** | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Continue to develop leadership in Maths for our DP’s by them being involved in the Maths Leadership group through Advisors Plus  Continue to use Advisors Plus professional learning model to provide professional development and learning for the teachers  Review data from PATs and strategy testing  Develop a needs analysis from the data identifying strengths and weaknesses of cohorts **- Priority**  Each class to identify target groups and set their targets for progress and achievement across their class  Readings and research will be used to develop best practice  Coaching practices will continue to be a focus for development:   * developing observation and questioning skills to ensure consistent teacher implementation of new pedagogies * Effective tracking and review processes   Review of Maths Long Term plan and Implementation plan  Data walls set up, tracked and analysed for progress  Greater student voice around learning goals, progress and achievement and programmes for learning  Major professional Learning focus is around Visible learning which will build on what teachers have been practising in Maths already  Visible Learning strategies will be continued and progressions negotiated with students | Principal  Senior Management team  Principal / Senior Management  Principal / Numeracy Leaders  Teachers  Senior management  Principal / Senior Management  Teachers  Whole staff  Maths Curriculum Team  Staff  Facilitator, Senior Management  Facilitator, Senior Management  Facilitator / Teachers / students | Professional development budget  Leadership readings  Curriculum budget  PD Budget  PD Budget | 4 days whole school development  4 half days of Leadership development throughout 2017 for Deputy Principals  Term 1  Term 1  Term 1  Throughout the year  Throughout the year  Monthly during team meetings  Mid Year against the annual targets  End of Year against the targets  Term 2  Term one and beyond  All year  Throughout the year  Throughout the year |

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| **Strategic Goal 2: Outstanding staff** | | **Background to this goal**  Capable teachers across the school with pockets of expertise across curriculum areas. Using TAI, e-portfolios and appraisal to develop reflective practice, whole-school PD - whole school targets  Staff have been exploring collaborative teaching models and ways of enabling students to actively progress their own learning  Visible Learning was introduced in 2016 as a valuable way of maximising impact for learners | |
| **Annual Goal**   * Further develop leadership through involvement in PLGs * Review Teaching As Inquiry and the use of eportfolios for gathering evidence and sharing reflective practice * Continue to develop a culture of mentoring and coaching across the school * Continue to develop understanding and practices around Visible learning | | **Target/s 2017**  Every teacher continues to build and develop Visible learning behaviours in their classroom for teachers and students  Create opportunities for peer coaching so it becomes embedded in the nature of self reflection and development for teachers  Refine the Eportfolio and evidence gathering so that teachers can effectively evidence and reflect on their practice in order to improve as a professional | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Professional reading – provide opportunities for relevant reading, discussing and reflecting as a group, especially around Visible learning | Principal |  | Ongoing as needs arise. Evidence collated on eportfolio and presented at end of year interview |
| Professional Development – Provide professional development for individuals based on needs from appraisal and goal setting | Principal | Professional development budget | As needed |
| Teaching As Inquiry – lead teachers through a cycle of Inquiry (based on Visible Learning practices) | Principal/Facilitator |  | Yearly cycle |
| Appraisal Cycle – Teachers will set goals, make changes to practice, reflect and journal changes in eportfolios | Principal / Team Leaders |  | Ongoing through a regular cycle of review |
| Develop a professional learning plan for Visible learning – opportunities through professional development | Principal / Board |  | Term 1 |
| Build a timetable of coaching opportunities for teachers to reflect, set goals etc. | Principal / Senior management |  | Throughout the year |
| Develop and implement a plan for consistent use and teaching of ICT across curriculum | ICT Lead teachers / Principal |  | Term 1 and throughout the year |

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| **Strategic Goal 3 :**  **Efficient, effective and responsible e-learners** | | **Background to this goal**  See ICT Strategic Plan | |
| **Annual Goal/s**   * Prioritise the SP actions * Include ICT in PD programmes for staff * Develop buying plan for hardware | | **Target/s 2017**  Every classroom across the school to integrate e-learning consistently into their curriculum programmes. | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Review the ICT strategic plan and reprioritise goals | Board |  | Term One |
| Continue PD plan for staff and skills in google docs | Senior management | PD / ICT budget | Term One |
| Create a buying plan for E-learning for 2017 | Prop & Finance Committee | Buying plan | Term One |
| Implement aspects of modern learning environment teaching then evaluate successes and next steps | Senior Management / Teachers |  | Throughout the year |
| Teachers reflect on their ability to integrate ICT into their programmes and set goals for development | Principal |  | Term One |

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| **Strategic Goal 4:**  **Strong visible Catholic faith** | | **Background to this goal**  The Special Character of the school is central to our existence. We strive to continue to bring the Catholic Faith to families and children in our care | |
| **Annual Goal**   * Following the external review, the school will develop a new Catholic Character strategic plan | | **Target/s 2017**  To build the Special character of the school through collaboration, communication and commitment | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Continue to encourage staff to enrol in and complete papers from TCI  BOT to investigate ways to support teachers with time to complete papers | DRS / Teachers | Staffing budget | End of T1 |
| Revisit and refine teaching and learning plans to include a more robust Catholic worldview in all curriculum areas | DRS / Principal | RE Professional development budget | As available |
| Continue to offer a Baptismal programme through the school and trial different strategies to make this successful | Parish Priest / Principal | Parish programme | Term One |
| Create opportunities to showcase the special character of the school, considering ways that Catholic Spirituality and ethos is articulated regularly | Board / Principal | Hospitality budget | Ongoing |
| Survey parents, staff and students on aspects of special character. Collate and evaluate data | Principal / Proprietors Reps |  | Term 2 |
| Collaborate with St Patrick’s to develop a transition pathway for learners moving through the Catholic system | Senior Management |  | All year |
| Review documents and policies in light of adding language and ethos of the Bishops’ document related to the nature and goals of Catholic Education | BOT |  | All Year |

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| **Strategic Goal 5: An optimum roll** | | **Background to this goal**  Roll dropping due to fluctuating yearly intakes | |
| **Annual Goal**   * Find out the communities thoughts and ideas * Be visible in the wider community, showcasing success | | **Target/s 2017**  Optimum roll range built towards  Practical strategies utilised to grow roll | |
| **Actions** | **Led By** | **Resources/$** | **Timeframe** |
| Continue to consult with the community through connectors meetings, surveys etc. | Board/ Principal |  | By end of Term 2 |
| Continue to use strategies to become visible in the wider community – open days, invitations to ECEs, Little Learners club, Visits to ECEs, develop and update the website to include media reports, school events etc.  Develop a promotional pamphlet  Target one event per term to promote through the media | Principal / Senior management |  | By end of Term 2  Throughout the year |
| Continue to develop an effective marketing strategy – linking to businesses who are bringing in new employees | Board committee/work group | Release budget for senior management | By end of the year |
| Survey immigrant families to find out how they chose Reignier | Principal |  | Throughout the year |
| Research demographics of new settlements and explore ways of promoting the school within them | Board committee/work group |  | Throughout the year |

**Appendix A Supporting Management Documentation**

This Charter is supported by the following management documents:

* Board Handbook - Framework of Policies, Plans and Processes
* Board Long Term Plan
* Special Character Strategic plan
* E-Learning Strategic plan
* Principal Performance Agreement
* Management handbook [of procedures]
* 5 and 10 Year Property Plan
* Asset Register
* Budget
* Personnel Files
* Professional Development Plan
* Curriculum /Education Plan
* Student Behaviour Management
* School Calendar of events
* NEG's and NAG's
* List of Government Priorities
* ERO Reports
* Key project reports
* Delegations
* Board Minutes