

# Reignier Catholic School Charter 2019

MOE Number 2663



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



# Reignier Catholic School Charter 2019

## 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.





# Reignier Catholic School Charter 2019

## 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.





# Reignier Catholic School Charter 2019

## 2019-2021 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.



# Reignier Catholic School Charter 2019

## 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.



# Reignier Catholic School Charter 2019

## 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.



# Reignier Catholic School Charter 2019

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 fortnightly newsletter
- Annual survey;
- Meeting with Whanau consultation group once a year 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 termly contact;
- Whole school gatherings and performances.

# Reignier Catholic School Charter 2019

## 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:

- 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 which includes the participation in the Maori Achievement Collaborative (MAC)



# Reignier Catholic School Charter 2019

## 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.





# Strategic Goal One: Excellent Achievement In Numeracy and Literacy

Priority	Measures of Success	Measure	Annual Plan Goals 2019	Annual Plan Goals 2020	Annual Plan Goals 2021
<p><i>We aim to reach individual potential by:</i></p> <ul style="list-style-type: none"> <li>• Developing, implementing and reviewing educational programmes that strengthen students ability in numeracy and literacy across all year levels</li> <li>• Use a range of assessment practices and data gathering to track and improve</li> </ul>	<p><i>We will know we are moving ahead when:</i></p> <ul style="list-style-type: none"> <li>• Students demonstrate a love for reading and maths</li> <li>• A high number of students are achieving and showing acceptable progress in literacy and numeracy</li> <li>• Our students grab opportunities to set goals and self review</li> </ul>	<p><i>To measure our success we will use:</i></p> <ul style="list-style-type: none"> <li>• Student self assessment of key competencies</li> <li>• National assessment data such as PATs, Gloss, probes</li> <li>• Informal data such as observation, anecdotal records</li> <li>• Appraisal systems</li> <li>• Cross school moderation</li> </ul>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Revise and update the school’s Curriculum plan</li> <li>2. Review the English Implementation plan</li> <li>3. Continue to use a review cycle to analyse data, and detail the impact of changes made</li> <li>4. Implement and embed Visible</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Continue to use a review cycle to analyse historical data, and detail the impact of changes made</li> <li>2. Continue to review and refine learning strategies</li> <li>3. Implement ICT strategic plan</li> <li>4. Review and develop a consistent</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Continue to use a review cycle to analyse data, and detail the impact of changes made</li> <li>2. Review and refine learning strategies</li> <li>3. Review the ICT strategic plan</li> <li>4. Further develop feedback opportunities for students on teacher</li> </ol>



# Reignier Catholic School Charter 2019

<p>student achievement</p>		<ul style="list-style-type: none"> <li>• Budget review</li> <li>• Identification , analysis and sharing of best practice within the school</li> <li>• Self review documents show evidence of change and the impact of new strategies</li> <li>• Student feedback and engagement across the curriculum</li> </ul>	<p>learning strategies</p> <ol style="list-style-type: none"> <li>5. Further develop feedback opportunities for students on teacher practice and classroom programmes</li> <li>6. Review the Year 6 Leavers profile</li> <li>7. Review and develop GATE programmes for extension</li> <li>8. Develop a programme promoting sustainability – gardening etc</li> </ol>	<p>approach to home learning</p> <ol style="list-style-type: none"> <li>5. Review Genius hour with parents and students</li> <li>6. Review the use of TAs</li> </ol>	<p>practice and classroom programmes</p> <ol style="list-style-type: none"> <li>5. Consult with community regarding ICT strategy and BYOD</li> </ol>
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## Reignier Catholic School Charter 2019

# Strategic Goal Two: Outstanding Staff

Priority	Measures of Success	Measure	Annual Plan Goals 2019	Annual Plan Goals 2020	Annual Plan Goals 2021
<p><i>We want a staff that</i></p> <ul style="list-style-type: none"> <li>• Are engaged, excited, positive and innovative</li> <li>• Create engaging, effective and challenging learning programmes</li> <li>• Openly demonstrate a love for children and their profession</li> <li>• Are effective communicators</li> <li>• Model and reflect the school's</li> </ul>	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> <li>• Performance appraisals reflect professional growth for all staff</li> <li>• There are highly effective teaching programmes in all classes</li> <li>• There is evidence of reflection, action, evaluation and change in teacher portfolios</li> </ul>	<p><i>Measures:</i></p> <ul style="list-style-type: none"> <li>• Appraisal documents</li> <li>• Teacher portfolios</li> <li>• Student Achievement data</li> <li>• Student Voice through surveys</li> <li>• Staff voice through surveys</li> <li>• Community consultation</li> </ul>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Further develop Leadership through involvement in PLGs</li> <li>2. Continue to celebrate our successes in teaching and promote these in the community</li> <li>3. Review the use of wall data maps and refine the system for greater effect</li> <li>4. Review successes of personal</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Continue to develop leadership via coaching and mentoring which strengthens of knowledge and skill throughout the staff</li> <li>2. Continue to develop teacher understanding and revisit capability in learning strategies</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Continue to develop teacher understanding and capability in Visible learning strategies</li> <li>2. Revise the professional learning plan for leadership</li> </ol>



# Reignier Catholic School Charter 2019

<p>vision and mission</p> <ul style="list-style-type: none"> <li>• Build quality relationships with parents, students and staff</li> <li>• Are learners with strong pedagogy</li> <li>• Are reflective and collaborative</li> <li>• Provide positive clear leadership and direction to other staff members and the community of learners</li> <li>• Are risk takers</li> </ul>	<ul style="list-style-type: none"> <li>• Student outcomes increase</li> <li>• Children convey that they feel safe, happy, supported in their learning and are prepared to take risks</li> <li>• Staff convey that they are happy, feel supported and valued</li> <li>• Learning environments are vibrant and exciting</li> <li>• There is a commitment to the improvement of Teaching and Learning programmes and professional practice</li> </ul>	<p>activities and the appraisal system</p> <ol style="list-style-type: none"> <li>5. Sustain leadership opportunities through PD</li> <li>6. Continue to build and develop ICT capability in teachers and competent use across the curriculum</li> <li>7. Enhance coaching opportunities for teachers</li> <li>8. Further develop opportunities for staff collaboration and support</li> <li>9. Celebrate our successes in teaching and promote these</li> </ol>	<ol style="list-style-type: none"> <li>3. Review the Teacher appraisal documentation</li> <li>4. Further develop Teaching As Inquiry practices and the use of technology for gathering evidence and sharing reflective practice</li> </ol>
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# Reignier Catholic School Charter 2019

	<ul style="list-style-type: none"><li>• Resourcing is efficient and effective</li></ul>		<p>in the community</p> <ol style="list-style-type: none"><li>10. Expand PD for TA's and Support staff who may wish to be involved</li><li>11. Create a role for a media/liaison person</li><li>12. Develop strategies for increased parent engagement to understand the way we teach and learn at Reignier including REPD</li><li>13. Develop and implement a plan for consistent use and teaching of ICT across the school</li></ol>		
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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 2019	Annual Plan Goals 2020	Annual Plan Goals 2021
<p><i>We want an e-learning culture where</i></p> <ul style="list-style-type: none"> <li>Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents</li> <li>Teachers routinely share with other teachers</li> </ul>	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> <li>Professional learning that develops ICT skills and integration is self driven and available to every teacher</li> <li>ICT will be integrated into every classroom programme so that learning through ICT will be more effective, efficient and engaging</li> </ul>	<p><i>Measure:</i></p> <ul style="list-style-type: none"> <li>An annual evaluation of the impact of professional development and coaching on teaching and learning</li> <li>Teacher analysis of student data system</li> <li>Updated, sustainable hardware</li> </ul>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>Review the ICT Strategic plan and reprioritise goals</li> <li>Develop a Professional development plan for staff and evaluate the impact through sustainable, consistent ICT programmes happening in classrooms</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>Establish an ICT strategic plan and reprioritise goals</li> <li>Review the ICT budget and resourcing</li> <li>Continue to sustain PD for teachers according to needs identified through appraisal and review cycle</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>Continue to provide PD for teachers according to needs</li> <li>Maintain efficient machines for administration</li> <li>Continue to add to curriculum resources to aid effective teaching</li> <li>Review the ICT Strategic</li> </ol>



# Reignier Catholic School Charter 2019

<p>locally and globally and engage in professional learning that develops their ICT skills and their integration of ICT</p> <ul style="list-style-type: none"> <li>• The Board has a planned approach to resourcing ICT for future use</li> <li>• There is consistency across the school in IT platforms</li> <li>• Learning spaces will be flexible and ICT connected so as to provide continual, seamless links to resources,</li> </ul>	<ul style="list-style-type: none"> <li>• A bank of online learning resources with colleagues and students is developed</li> <li>• The most user friendly SMS system is utilised for teachers and administration</li> <li>• The most effective data collation vehicle for school wide analysis and reporting is utilised</li> <li>• All devices in the school are used at optimal level in a way that most enhances learning and teaching</li> <li>• The daily curriculum is interspersed with rich,</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Strategic plan complete</li> </ul>	<ol style="list-style-type: none"> <li>3. Develop a buying plan for E-Learning for 2020</li> <li>4. Implement aspects of Innovative learning environment teaching</li> <li>5. Continue to lease and provide laptops for teachers</li> <li>6. Teachers reflect on their ability to integrate ICT into their programmes and set goals for development</li> <li>7. Students and teachers implement the use of Google Docs for</li> </ol>	<ol style="list-style-type: none"> <li>4. Continue to increase sustainable use of devices within curriculum</li> <li>5. Review the use of ICT devices for rich thinking integrated into all curriculum areas</li> <li>6. Continue to implement aspects of modern learning environment</li> <li>7. Teachers reflect on their ability to integrate ICT into their programmes and set goals for development</li> </ol>	<p>plan and reprioritise goals</p> <ol style="list-style-type: none"> <li>5. Develop an E-Learning plan for 2021</li> <li>6. teaching and practices</li> </ol>
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# Reignier Catholic School Charter 2019

<p>local communities and global communities</p> <ul style="list-style-type: none"> <li>Reliable ICT infrastructure and technical support provides highly accessible and efficient use of ICT for learning, teaching and administration</li> <li>The school uses ICT for the efficient and effective delivery of all business processes and administration</li> </ul>	<p>meaningful ICT activities that enhance learning and motivation</p> <ul style="list-style-type: none"> <li>Students are using ICT effectively to research, process and produce outcomes which show understanding and learning</li> <li>Students demonstrate responsible digital citizenship</li> </ul>		<p>collaborative learning and recording</p> <ol style="list-style-type: none"> <li>Consult with community regarding BYOD</li> <li>Unpack and embed the new Digital Technologies Curriculum document</li> </ol>	<p>8.</p>	
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# Strategic Goal Four: Strategic Goal Four: Strong, Visible Catholic Faith

Priority	Measures of Success	Measure	Annual Plan Goals 2019	Annual Plan Goals 2020	Annual Plan Goals 2021
<p><i>Our Special Character will be a beacon for others when:</i></p> <p><b>-Our school community is visible in the parish</b></p> <p><b>-Students and families have a good understanding of Catholic Social teaching</b></p> <p><b>-Students have a deep understanding and knowledge of the Catholic Faith and practices</b></p> <p><b>-The school has a shared understanding and</b></p>	<p>Parents are actively involved in the spiritual and sacramental journey of their children</p> <p>The parish and school are working together to encourage families to meet the sacramental milestones of their children</p> <p>Any marketing or community statements about the school clearly articulate the Catholic vision and values</p> <p>Retreat days held for BOT, staff and students</p> <p>Students are able to name the school's values, gospel virtues, differentiate between</p>	<p><i>Measure:</i></p> <ul style="list-style-type: none"> <li>• Reports to the BOT by the DRS and Principal</li> <li>• The Special Character Strategic Plan is completed</li> <li>• RE programmes are evaluated and reported on</li> <li>• Student achievement</li> </ul>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Integrate RE into all curriculum</li> <li>2. Continue to offer a Baptismal programme through the school</li> <li>3. Create opportunities for showcasing the special character of the school e.g. open days and ensure that the long</li> </ol>	<p><i>Initiatives – What can we do differently?</i></p> <ol style="list-style-type: none"> <li>1. Staff continuing to enrol in and complete papers</li> <li>2. Survey parents, staff and students on aspects of special character. Collate and evaluate data</li> <li>3. Review all policy documentation to ensure Catholic Social Teaching</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>



# Reignier Catholic School Charter 2019

<p><b>long term vision of Catholic Spirituality and as a priority is articulated regularly and as a priority of the school to students, parents and the wider community</b></p> <p><b>-The Board and staff have a shared vision on the importance of spiritual formation</b></p> <p><b>-Measurable steps help staff to achieve special character goals</b></p> <p><b>-To develop a deep synthesis of culture and faith through curriculum subjects taught, in light of the Gospel</b></p>	<p>the two in the context of the Catholic Church</p> <p>Professional development opportunities based on scripture are sought and delivered</p> <p>PD implementation plan reviewed annually</p> <p>PD sheets filled out and submitted to CEO / PNth</p> <p>Steps listed and recorded on goal sheets Evidence provided of steps undertaken and implemented Evaluation recorded by Appraiser's</p> <p>A consistent practice of differentiated teaching and learning within RE across the whole school</p> <p>The Inquiry approach of teaching and learning in RE is robust and wonderings are revisited as part of the assessment and evaluation process</p>	<p>nt data in RE</p> <ul style="list-style-type: none"> <li>• Teachers adding to their formal qualifications in RE</li> <li>• Special Character Review</li> <li>• Annual review of Special Character</li> <li>• Annual Proprietor's Report</li> </ul>	<p>term vision of Catholic spirituality is articulated regularly and apparent</p> <ol style="list-style-type: none"> <li>4. Continue to develop relationship with the parish and local parishioners</li> <li>5. Collaborate with Hawkes Bay Catholic Schools to develop a transition pathway for learners moving through</li> <li>6. Historical non-compliances worked through. BOT to follow correct procedures when appointing</li> </ol>	<p>language is included so that all decision making is from a Catholic Worldview</p> <ol style="list-style-type: none"> <li>4. Collaborate with all Catholic Schools to develop a transition pathway for learners moving through</li> <li>5. Monitor statutory compliances</li> <li>6. Trial the new Bridging Curriculum document for RE</li> <li>7. Investigate and introduce new ways to build social justice</li> </ol>	
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# Reignier Catholic School Charter 2019

<p><b>-To ensure students develop an understanding of both the Bi-cultural nature and multi-cultural diversity of Aotearoa NZ</b></p> <p><b>-The school works to build strong relationships and transition pathways with the Intermediate and secondary Catholic Schools</b></p> <p><b>-The school meets the statutory compliances laid down by the Bishop and the MOE</b></p>	<p>All school curriculum statements are reviewed and incorporate a more Catholic worldview. These are then incorporated into teaching and learning plans</p> <p>Te Ao Maori is well integrated into RE and Special Character aspects of the curriculum</p> <p>Promotion of shared activities through the newsletter</p> <p>Being present at events at the Intermediate and Secondary schools</p> <p>Promotion of the other Catholic Schools through Facebook, school App, newsletter, letters to parents, assemblies etc.</p> <p>Inviting other Catholic Schools to significant events</p> <p>All preference certificates have been completed accurately</p>		<p>staff in order to meet compliance</p> <p>7. Procedures for new preference and non-preference reviewed and changed as required</p> <p>8. Keep accurate preference and non preference records and pupil status.</p>	<p>activities into the curriculum</p>	
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# Reignier Catholic School Charter 2019

## Strategic Goal Five: Optimum Roll

Priority	Measures of Success	Measure	Annual Plan Goals 2019	Annual Plan Goals 2020	Annual Plan Goals 2021
<p><i>We want to be:</i></p> <ul style="list-style-type: none"> <li>• School of choice in Napier</li> <li>• Visible in the wider community, showcasing achievement</li> <li>• Maximising the use of resources</li> <li>• An increasing roll – roll growth towards an optimum roll</li> <li>• Data based decision making of</li> </ul>	<p><i>We know we are moving ahead when:</i></p> <ul style="list-style-type: none"> <li>• The wider community know our school</li> <li>• Enrolment numbers are increasing</li> <li>• The community is happy with the size of the school and opportunities available</li> <li>• The financial budget each year is sufficient to sustain</li> </ul>	<p><i>Measures:</i></p> <ul style="list-style-type: none"> <li>• Community survey and feedback</li> <li>• Roll numbers</li> <li>• Yearly budget balance</li> </ul>	<p>Initiatives – What can we do differently?</p> <ol style="list-style-type: none"> <li>1. Continue to consult with the community through connectors meetings, surveys etc.</li> <li>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</li> <li>3. Develop a school promotional website.</li> </ol>	<p>Initiatives – What can we do differently?</p> <ol style="list-style-type: none"> <li>1. Work through the marketing strategy</li> <li>2. Review actions and impact so far and reassess plan</li> <li>3. Research demographics of new settlements and explore ways of promoting the school within them, including a pamphlet drop</li> </ol>	<p>Initiatives – What can we do differently?</p> <ol style="list-style-type: none"> <li>1. Further define ways to grow the roll and work towards doing so</li> <li>2. Continue to make deliberate links with the other Catholic schools in the region</li> </ol>



# Reignier Catholic School Charter 2019

<p>what the optimum roll is</p>	<p>resources without having a deficit</p>		<ol style="list-style-type: none"> <li>4. Target one event per term to promote through the media</li> <li>5. Develop a working group that identifies ways to connect with new families in our parish and wider community</li> <li>6. Make connections with families through Baptismal records</li> <li>7. 2019 initiatives:             <ul style="list-style-type: none"> <li>• Little Learners</li> <li>• ECE Centre visits</li> <li>• Local Media contact</li> <li>• High visibility in Parish and community</li> <li>• Art in the church</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>4. Build a Catholic Character aspect into the website</li> <li>5. Designing a way to promote the point of difference a Catholic education has to offer</li> <li>6. Boost our social media platform</li> <li>7. Create a long term plan for development of the physical spaces in the school</li> </ol>	
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# Reignier Catholic School Charter 2019

## 2019 ANNUAL PLANNING REIGNIER CATHOLIC SCHOOL

### Key areas for development 2019

- 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
- Maori Achievement Collaborative – Teacher PD to increase capability and confidence in teaching Te Reo Maori and closely monitor Maori student achievement
- ICT/ Google Docs – promote and develop increased learning opportunities through ICT for students and staff in particular using Google
- 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 “at risk” in Reading, Writing and Maths through working collaboratively
- TAI should be out of key areas for development





# Reignier Catholic School Charter 2019

<b>Strategic Goal 1: Reading</b>  Excellence and equity in the achievement in literacy		Background to this goal:  <b>87% (174/200) of students are working at, above or well above the curriculum level in Reading</b> <b>13% (26/200) students were working below the curriculum level in Reading</b> <b>83.1% (79/95) boys were working at or above the curriculum level in Reading compared with 84.6% (88/104) of girls</b> <b>96.3% (26/27) of Maori students were achieving at or above the curriculum level in 2018</b>	
<b>Annual Goal: To increase the number of students achieving at or above the appropriate NZ Curriculum Level in Reading .</b>		<b>Target/s 2019</b>  <b>To accelerate progress in Reading for all learners across the whole school. To target specific identified students so that 6 of the 14 students currently working below their appropriate curriculum level will be working at an appropriate curriculum level by the end of 2019.</b>	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
Student entry data entered on Etap and regularly updated  Literacy Curriculum team – The 14 targeted will be especially identified and tracked  Data used in Curriculum meetings to discuss and monitor progress which leads to collaborative practice sharing	Principal    Principal / Junior school team		Term 1   Throughout the year



# Reignier Catholic School Charter 2019

Professional readings shared in team meetings and reflected on	Team leaders		Each month in team meetings
Classroom data collated, analysed and reported to the BOT on each term	Team leaders		Term 1
Small literacy groups in the junior school	Principal		Term 1
Specific identified flexible grouping	Principal		Each term
Deliberate targeted phonics teaching	Principal		As needed
Professional development provided for identified needs	Principal		Term One
Teachers scheduled to visit other schools with identified, proven strategies for teaching reading	Principal / teachers		Throughout the year
Connection with parents strengthened through blogs, reading starter packs	RR teacher / SENCO		As identified
Reading Recovery programme identifies at risk readers at 6	SENCO		Throughout the year
Special needs are identified and external resourcing will be accessed, e.g. Teacher aides, RTLB, RT Lit	Principal		Throughout the year
Review of the changes made and the impact of those changes presented to the BOT with final year's data	Facilitator / teachers / students		Throughout the year
	Senior Management		Throughout the year



# Reignier Catholic School Charter 2019

<b>Strategic Goal 1: Writing</b>  Excellence and equity achievement in literacy		<b>Background to this goal:</b>  <b>83% (152/199) of students are working at, above or well above the curriculum level in Writing. 23.6% (47) are still below.</b> <b>72.6% (69/95) of boys were working at or above the curriculum level in Writing compared with 88.4% (92/104) of girls</b> <b>88.9% (24/27) of Maori students were achieving at or above the curriculum level in 2018</b>	
<b>Annual Goal: To increase the number of students achieving at or above the appropriate NZ Curriculum Level in Writing .</b>		<b>Target/s 2019</b>  <b>To accelerate progress in Writing for all learners across the whole school. To target specific identified students so that 20 of the 49 students currently working below their appropriate curriculum level will be working at an appropriate curriculum level by the end of 2019.</b>	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
Collate and analyse beginning of the year data	Principal/Senior Management team		Term 1
Teachers identify needs within classrooms through their class descriptions and achievement maps	Principal		Term 1
Self Identified goals for every student are negotiated and set	Classroom teachers		Term 1
Ensure a purpose for writing is established	Classroom teachers		All year
Classroom programmes are modified according to needs	Whole staff		As needed



# Reignier Catholic School Charter 2019

<p>Special needs are identified and teacher aide resourcing, where possible is allocated. External agency assistance is sought for identified students</p>	<p>SENCO</p>	<p>RTLb, RT Lit, GSE</p>	<p>Ongoing plus each term</p>
<p>Regular communication with parents is achieved through blogs, eportfolios, student led sharing sessions, parent/teacher interviews and twice yearly reports</p>	<p>Teachers</p>	<p>Website</p>	<p></p>
<p>Progress and achievement is monitored regularly. Formal assessment data is collated each term, analysed and reported to the BOT</p>	<p>Principal / Senior Management</p>	<p></p>	<p>Each term</p>
<p>Professional readings sought by teachers to increase evidence based practice</p>	<p>Principal/ Literacy Curriculum Team Team leaders / Classroom teachers</p>	<p></p>	<p>Term 1  As needed</p>
<p>Across school moderation and collaboration in written language through the Taradale Cluster group</p>	<p>Literacy Curriculum Team</p>	<p></p>	<p>Throughout the year</p>
<p>Literacy Curriculum team continues to monitor data, track progress and build relationships with other schools</p>	<p>Literacy Curriculum Team</p>	<p></p>	<p>Term 1 and continued</p>
<p>Professional development for individual teacher needs identified and sought</p>	<p>Teachers/ Principal</p>	<p></p>	<p>Throughout the year</p>
<p>Teacher visits to other schools who have identified excellent writing programmes</p>	<p>Principal / Teachers</p>	<p></p>	<p></p>
<p></p>	<p>Principal / Teachers</p>	<p>Relieving cost</p>	<p>Throughout the year</p>
<p></p>	<p>Senior Management</p>	<p>Relieving cost</p>	<p>Throughout the year</p>



# Reignier Catholic School Charter 2019

<b>Strategic Goal 1: Mathematics</b>  Excellent and equity achievement in Mathematics		<b>Background to this goal:</b>  <b>85% (169/199) of students are working at, above or well above the curriculum level in Maths</b>  <b>84.2% (80/95) of boys were working at or above the curriculum level in Maths compared with 84.6% (88/104) of girls.</b>  <b>96.3% (26/27) of Maori students were achieving at or above the curriculum level in 2018</b>	
<b>Annual Goal:</b>  <b>To increase the number of students achieving at or above the appropriate NZ Curriculum Level in Mathematics .</b>		<b>Target/s 2019</b>  <b>To accelerate progress in Mathematics for all learners across the whole school.</b>  <b>To target specific identified students so that 15 of the 30 students currently working below their appropriate curriculum level will be working at an appropriate curriculum level by the end of 2019.</b>	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
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	Principal  Senior Management team  Principal / Senior Management	Professional development budget	4 days whole school development  4 half days of Leadership development throughout 2018 for Deputy Principals  Term 1



# Reignier Catholic School Charter 2019

<p>Develop a needs analysis from the data identifying strengths and weaknesses of cohorts</p> <p>Each class to identify target groups and set their targets for progress and achievement across their class</p> <p>Readings and research will be used to develop best practice</p> <p>Coaching practices will continue to be a focus for development:</p> <ul style="list-style-type: none"> <li>• developing observation and questioning skills to ensure consistent teacher implementation of new pedagogies</li> <li>• Effective tracking and review processes</li> </ul> <p>Data put on Etap, tracked and analysed for progress</p> <p>Greater student voice around learning goals, progress and achievement and programmes for learning</p>	Principal / Numeracy Leaders		Term 1
	Teachers		Term 1
	Senior management	Leadership readings	Throughout the year
	Principal / Senior Management		Throughout the year
	Teachers		Monthly during team meetings
	Whole staff		Mid Year against the annual targets
			End of Year against the targets
	Maths Curriculum Team	Curriculum budget	Term 2
	Staff		Term one and beyond
	Facilitator, Senior Management		All year
	PD Budget	Throughout the year	
Facilitator, Senior Management		Throughout the year	
	PD Budget		
Facilitator / Teachers / students			



# Reignier Catholic School Charter 2019

<b>Strategic Goal 2: Outstanding staff</b>		<b>Background to this goal</b>  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 strategies were continued in 2018 as a valuable way of maximising impact for learners	
<b>Annual Goal</b> <ul style="list-style-type: none"> <li>● Further develop leadership through involvement in PLGs</li> <li>● Review Teaching As Inquiry and the use of eportfolios for gathering evidence and sharing reflective practice</li> <li>● Continue to develop a culture of mentoring and coaching across the school</li> <li>●</li> </ul>		<b>Target/s 2019</b>  Teacher apply and develop Visible learning strategies 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 electronic appraisal document and evidence gathering so that teachers can effectively evidence and reflect on their practice in order to improve as a professional	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
Professional reading – provide opportunities for relevant reading, discussing and reflecting as a group, especially around teaching and learning.	Principal		Ongoing as needs arise. Evidence collated on electronic appraisal document and presented at end of year interview



# Reignier Catholic School Charter 2019

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 to improve students outcomes and teacher capability	Principal/Facilitator		Yearly cycle
Appraisal Cycle – Teachers will set goals, make changes to practice, reflect and journal changes in appraisal document	Principal / Team Leaders		Ongoing through a regular cycle of review
Develop and implement a plan for consistent use and teaching of ICT across curriculum	ICT Lead teachers / Principal		Term 1 and throughout the year



# Reignier Catholic School Charter 2019

<b>Strategic Goal 3 :</b>		<b>Background to this goal</b>	
<b>Efficient, effective and responsible e-learners</b>		Refer to ICT Strategic Plan	
<b>Annual Goal/s</b>		<b>Target/s 2019</b>	
<ul style="list-style-type: none"> <li>• Prioritise the SP actions</li> <li>• Include ICT in PD programmes for staff</li> <li>• Develop buying plan for hardware</li> </ul>		Every classroom across the school to integrate e-learning consistently into their curriculum programmes.	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
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 2019	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



# Reignier Catholic School Charter 2019

<b>Strategic Goal 4:</b>  <b>Strong visible Catholic faith</b>		<b>Background to this goal</b>  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	
<b>Annual Goal</b>  <ul style="list-style-type: none"> <li>Following the external review, the school will develop and implement a Catholic Character strategic plan</li> </ul>		<b>Target/s 2019</b>  To build the Special character of the school through collaboration, communication and commitment	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
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



# Reignier Catholic School Charter 2019

Survey parents, staff and students on aspects of special character. Collate and evaluate data	Principal / Proprietors Reps		Term 2
Collaborate with Catholic Hawkes Bay Schools 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



# Reignier Catholic School Charter 2019

<b>Strategic Goal 5: An optimum roll</b>		<b>Background to this goal</b> Roll dropping due to fluctuating yearly intakes	
<b>Annual Goal</b> <ul style="list-style-type: none"> <li>Find out the communities thoughts and ideas</li> <li>Be visible in the wider community, showcasing success</li> </ul>		<b>Target/s 2019</b> Optimum roll range built towards Practical strategies utilised to grow roll	
<b>Actions</b>	<b>Led By</b>	<b>Resources/\$</b>	<b>Timeframe</b>
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 website.  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
Research demographics of new settlements and explore ways of promoting the school within them	Board committee/work group		Throughout the year



# Reignier Catholic School Charter 2019

## 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