



St Michael's Catholic School

Charter 2009



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St Michael's Catholic School Charter 2009

Our Mission

'Be it known to all who enter here that Christ is the reason for this school. Christ is the unseen but ever present teacher in its classes, and the model and inspiration for children, parents and teachers'.

*Te aatawhakaaro o te kura o Hato Mikaire, Ki nga iwi ngai
tatou puta noa I tomo mai –Ko Hehu Karaiti
Te Kaupapa Tino Tapu [Ko Hehu Karaiti]*
Te Kaiako Matangaro [Ko Hehu Karaiti]*
Te Kaiarahi o nga Kaiwhakapituranga [Ko Hehu Karaiti]*
Te Kaiwhakaara Pumau
Mauri Ora!*

Vision

St Michael's is a Catholic School, where all are committed to creating a loving, caring and joy-filled environment which is inspired by Jesus Christ. St Michael's is a place where all children are challenged both academically and spiritually, and encouraged to achieve to their full potential in all areas of life.

Special Catholic Character Goals

- To develop in each child a knowledge, understanding and respect for the Catholic faith and a love of Jesus
 - Pastoral care is fostered amongst children and the wider school and Parish community
 - To live our Catholic faith
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Achievement Goals

- To embed and sustain effective teaching practices so that each child will attain and exceed targets across the curriculum
 - To have in place effective data collection, analysis and measurement systems to accurately monitor performance against targets
 - In conjunction with our core curriculum, provide resources and teaching programmes that encompass gifted and talented, sports, special needs, cultural and religious education
 - To recruit, develop and retain the highest quality personnel both teaching and support
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Environmental Goals

- To create, sustain and develop an environment, both physical and emotional, that is conducive to learning
 - To prepare children for their next stage of learning in an environment that encourages high standards of achievement and a love of learning
 - An environment where everyone in our School community feels safe and is aware of their rights and responsibilities
 - To continually move forward, through innovation, creativity and endeavour
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Procedural Information Statement for St Michael's Catholic School

St Michaels's Catholic School will lodge with the MOE a copy of its annually updated charter and a copy of its report on annual targets following the annual Board of Trustees self-review meeting.

St Michael's Catholic School consults with its community, including its Maori community, regularly as part of its three year cycle of self review. Regular meetings and/or surveys for community consultation take place. The school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the School Charter.

Targets for student achievement will be identified by the teaching staff and approved by senior management. The targets will be presented to the Board of Trustees for discussion and endorsement. Once the Board of Trustees has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education.

A copy of the school's charter is available to parents at the school office

In accordance with the Private School Integration Act (1975) and the Integration Agreement of the School – the Board of Trustees of St Michael's Catholic School undertakes to provide Religious Education and recognises the right of the proprietor to supervise the maintenance and preservation of the Special Character and his right to determine from time to time what is necessary to preserve and safeguard and safeguard the Special Character of the education provided.

Approved by the Board of Trustees minuted 24 March 2009_____

St Michael's Cultural Integration

New Zealand's Cultural Diversity

Our school shall reflect New Zealand's cultural diversity. St Michael's children are encouraged to value differences in each other by:

- Celebrating cultural days
- Participating in school exchanges with multi cultural schools
- By experiencing integration of Te Reo and Tikanga Maori whenever appropriate in class programmes

The school comprises NZ European 72%, Maori 6%, Pasifika 5%, Asian 7%, other 10%.

Maori Culture

The unique position of the Maori culture has been discussed. From our meetings, Maori parents have identified their children's desire for identity – their place in the world, sense of belonging and connection, integration, understanding and acceptance. Maori spirituality is an integral part of our Religious Education programme.

Steps to Incorporate Tikanga Maori

St Michael's takes the following steps to incorporate Tikanga Maori (Maori culture and protocol) into the school's curriculum:

- Fully integrating Tikanga Maori into the Religious Education programme
 - Including Tikanga Maori in whole school and syndicate assemblies
 - Involving parents and children in cultural activities – games, haka, songs, literature
 - Producing art that represents Maori myths, legends and culture
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Provision for Instruction in Te Reo Maori

Parents of full time students who ask for instruction in Te Reo Maori will be referred to the St Michael's Board of Trustees, who will discuss the application and respond to the request taking in to consideration current finances, personnel and property.

Views and Concerns of the School's Maori Community

The following step will be taken to discover the views and concerns of the school's Maori communities:

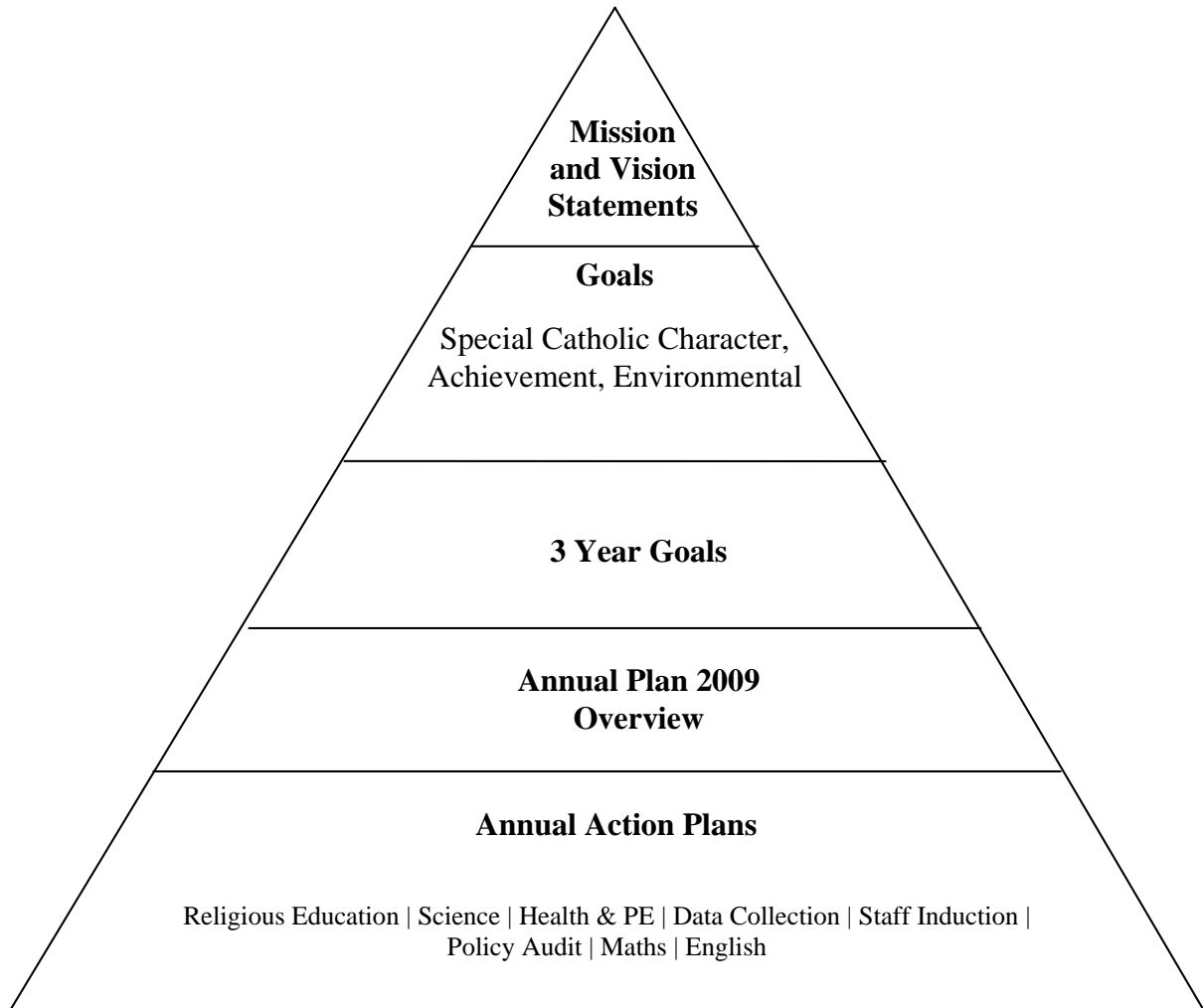
- Annual consultation with Maori parents with implementation where possible of requests.
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Charter Overview

Overview

Introduction

The following diagram sets out St Michael's Catholic School Charter framework. Each tier of the pyramid should flow in logical sequence to the next tier and all information should relate back to the Mission and Vision statements and the three goals: Special Catholic Character, Achievement and Environmental.



The Planning, Research & Evaluation Process

Introduction

The stage table below depicts where each of the 8 Learning Areas as defined by the Ministry of Education, are in the development process at St Michael's Catholic School. The table also details the PRE process for the Religious Education curriculum component and the Annual goals that are not curriculum related.

See Appendix 1 for further Stage Definitions details. See Appendix 2 for Learning Area definitions.

Learning Area	Stage 1 Audit	Stage 2 Setting Objectives	Stage 3 Strategy & Plan	Stage 4 Ongoing Measurement	Stage 5 Results & Evaluation
Religious Education *	2009	2009	2009	2010	2010
English	2005	2006	2007	2008	2009
Mathematics & Statistics	2004	2005	2006	2007	2008/9
Health & Physical Education	2008	2009	2009	2009/10	2011
Science	2008	2008	2008/9	2009/10	2011
The Arts	2010	2011	2012	2013	2014
Learning Languages	2011	2012	2013	2014	2015
Social Sciences	2010	2011	2012	2013	2014
Technology	2010	2011	2012	2013	2014

Annual Goals					
Data Collection	2008	2008	2008	2009	2009
Induction Processes	2008	2008	2008	2008	2009
Policy Audit	2008	2008	2008	2008	2009

* Religious Education: Review and Development Dimensions

The three religious education dimensions Religious Education, Catholic Community and Pastoral Care, are reviewed on a three year cycle. The dimension for 2009 is Religious Education for Term 1. Catholic Community review will begin in Term 2 2009 and continue until the end of 2010. See following page for further details.

St Michael's Catholic School

3 Year Goals

Special Catholic Character Goals

Religious Education

To develop as a community of faith and learning, offering formation through the promotion of Gospel teachings and celebration of worship. To continue to review and develop all areas of our Special Catholic Character so that it continues to be the foundation stone of our strategic direction.

Charism

The Charism of St Michael's Catholic School is closely linked to the Sisters of St Joseph. The Charism of our school aligns with the Sisters of Saint Joseph's Mission Statement – Tohu Whakatakanga: "To be alert and respond creatively to the needs of the Earth and its Peoples in the tradition of Jesus and in the spirit of Mary MacKillop".

Integrated Curriculum

A commitment to the teachings of Jesus in all aspects of the school curriculum. The school values the knowledge and understanding of the scriptures and teachings of the Catholic Church. Assessment of children's knowledge will be reflected in school reports.

Spiritual Formation within the School Community

Monday meditation will begin each week led by Monsignor, prayer will begin and end each school day. Whenever a fifth Sunday occurs in a month, a 10.00am Mass will focus in a particular way on the link between school and Parish. During the year classes will attend a 9.15am Parish Mass, or participate in a class Mass or special liturgy. Feast days will be celebrated throughout the year. The Echo newsletter is distributed once a term which reflects the Special Catholic Character activities within the school community. Family Masses are held every third Sunday of the month, children are encouraged to join the orchestra and become altar boys and girls.

Religious Education Programmes

Programmes are offered to enable children to develop their understanding of the Gospel and to uphold the faith tradition and sacramental life of the Catholic Church. Children in Year 4 are invited to participate in the Becoming Church programme which celebrates Reconciliation, Confirmation and First Holy Communion. Senior children visit seminaries and convents. Initiatives are in place to raise awareness for the less fortunate by contributing and supporting charities. Seasons For Growth programme which provides support for children facing personal challenges may be run when there is a need.

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Special Catholic Character Goals, Continued

Religious Education cont...

Professional and Spiritual Development

The Board of Trustees financially support and expect staff to undertake a minimum of 12 hours professional development in RE a year, working towards accreditation. Religious Education staff meetings will take place each term focussing on the current strand of the RE programme.

School Culture

St Michaels encourages a culture of openness and tolerance, an atmosphere which enhances self growth and self worth. A school where children and staff feel safe and respected and cultural diversity is embraced.

Development Dimensions

Each year one of the three Development dimensions will be reviewed. The dimensions are: Catholic Community, Religious Education and Pastoral Care.

Pastoral Care

In 2007 the Pastoral Care dimension was reviewed. A pastoral care survey was conducted.

Religious Education

In 2008 the Religious Education dimension will be reviewed.

Catholic Community

Beginning in Term 2 of 2009 and continuing on into 2010, the Catholic Community dimension will be reviewed.

Achievement Goals

Curriculum

St Michael's curriculum achievement goals are to implement the revised NZ curriculum along with the 5 identified key competencies (see Appendix 2). The key outcome will be enabling all children to attain and exceed targets and become life long learners.

Religious Education

Each year group at St Michael's Catholic School follows the religious education curriculum through a year specific R.E. programme following a continuum of R.E. strands.

Numeracy/Maths & Statistics

Continue to build on the intensive professional development of 2004-06 to ensure sustainability of practice and continue to raise the level of school-wide achievement. The programme for this learning area is currently in Stage 5, however newer teachers to our school are at Stages 3 & 4.

Literacy/English

Continue to build on the intensive professional development of 2005-07 to ensure sustainability of practice and continue to raise the level of school-wide achievement in writing. The programme for this learning area is currently in Stage 5, however newer teachers to our school are at Stages 3/4 .

Health & PE

Our goal is to raise the profile of Physical Education by upskilling all teachers in delivering a Physical Education programme while also improving the opportunities of physical activity within the school. Our key outcomes are to improve children's learning and achievement and shift teachers assessment knowledge and practice within the Physical Education curriculum. The programme for this learning area is currently in Stage 2.

Science

To raise the profile of Science across the school, and improve the quality of teaching and learning in line with the revised NZ Curriculum. The programme for this learning area is currently in Stage 3.

The Arts

This learning area is currently being taught as per the NZ Curriculum but is not currently an area of major focus.

Technology

This learning area is currently being taught as per the NZ Curriculum but is not currently an area of major focus. However, St Michael's will continue to develop the use of ICT as a tool to enhance teaching and learning.

Social Sciences

This learning area is currently being taught as per the NZ Curriculum but is not currently an area of major focus.

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Achievement Goals, Continued

Curriculum cont...

Learning Languages

This learning area is currently being taught as per the NZ Curriculum but is not currently an area of major focus.

Children with special needs and special abilities

Review all current programmes for CWSA and CWSN. Each teacher to have specific goals to raise the performance of special needs students. Continue Talent Groups as a new initiative for Gifted and Talented children.

Teaching Practices

Curriculum Leaders

Teachers are allocated responsibility for specific curriculum areas. Within this framework, teachers are responsible for budgeting, purchasing, planning, and ongoing monitoring of resources. Curriculum leaders must promote their learning area and demonstrate leadership by upskilling other staff members in current trends and practices

Expectation of Staff

All teachers must meet the professional standards each year within their particular level. These standards are set for beginning teachers, fully registered and experienced teachers:

- Professional knowledge
- Teaching techniques
- Motivation of students
- Classroom management
- Communication
- Support for and cooperation with colleagues
- Contribution to wider school activities

Professional Development

All teachers to participate in school wide and individual professional development in Literacy, Mathematics, Health and Physical Education, Science, the use of Classroom Manager and SmartBoards.

Administration Practices

Expectation of Staff

To provide overall coordination of administrative activities ensuring full assistance and support is provided to the Principal, all staff and families in order to ensure efficient running of the school in a confidential and professional manner.

Communication

Ensure school wide information is readily available to staff, students and parents at all times through a variety of mediums. Information is accurate, clear and concise and delivered in a timely manner.

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Achievement Goals, Continued

Personnel

Recruitment

To employ high quality staff who demonstrate a commitment to the school's strategic goals, and support and promote the special Catholic character of the school. Staff employed must show a willingness to participate in ongoing professional development.

Development

To provide induction programmes for all new staff in particular Maths and Literacy. New staff will be provided with several small group and individual sessions with literacy facilitator and maths consultant to be followed by ongoing monitoring and modelling to ensure they are meeting required standards. Continue to build on the intensive professional development of 2006-7 to develop sustainability of practice and continue to raise the level of school-wide achievement.

Retention

To ensure that all employment related matters are handled efficiently and fairly. To invest in our staff so they remain loyal, and provide a stable environment for ongoing implementation of high quality teaching programmes.

Data Collection

Data Integrity

To ensure all data held on site is consistent and correct, current and secure. This includes ensuring data is backed up on a regular basis and personnel are aware of implications of data security.

Extraction & Analysis

To ensure there are accurate methods of data retrieval from both Classroom Manager and Student Manager databases. Employ processes for accurate analysis and understanding of required data.

Teaching & Measurement Tool

Use captured data and analyse in a meaningful way which will impact on improved differentiated planning and teaching.

Writing: The NZ curriculum writing exemplars (Y1-3) and asTTle (Y4-6) will be used to measure children's progress three times a year.

Reading: PAT Comprehension and Vocabulary tests, Running Records – PM Benchmark (Y1-3) and PROBE (Y4-6) will be the assessment tools used

Maths: PAT (Y 4-6), asTTle (Y 4-6) Individual Diagnostic Interview beginning and end of year (Y1-6), GLOSS mid year (Y1-6) and Basic Facts (Y1-6) three times a year.

Listening: PAT (years 3-6)

Presenting/Reporting

To annually use data to report to the BOT on student learning outcomes, and to ensure that reporting to families gives a true indication of children's achievement compared to national norms.

Environmental Goals

Environment

St Michael's environmental goals will provide a climate that is conducive to learning and high achievement. These goals will enable children, teachers, support staff and the school community to work together.

Property

To review the ten year property plan as necessary, so that this aligns with the school's goals. To ensure the school is adequately equipped, of sound structure and quality and provides the best physical learning environment possible.

Finance

- To provide sufficient funding to support the school's achievement, environmental and special Catholic Character goals.
- To financially support programmes that result in improved achievement for students at risk, especially Maori and Pasifika.

Health & Safety

To provide an intellectually and emotionally safe learning environment so that students and staff are encouraged to take risks.

Behavioural Programmes

To promote a zero tolerance culture toward bullying

Creativity & Innovation

- To ensure ICT structure supports continued growth of student achievement and professional learning.
- Provide resources and teaching expertise for gifted and talented children
- To ensure our school moves forward with current technologies, innovative programmes and encouragement of a high work ethic.

Rights & Responsibilities

Policies & Procedures

During 2007-2009 systematically review all documentation, policies, procedures and practices as they relate to the school's goals.
