



St Michael's Catholic School

Draft Charter 2012



"Be it known to all that 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"

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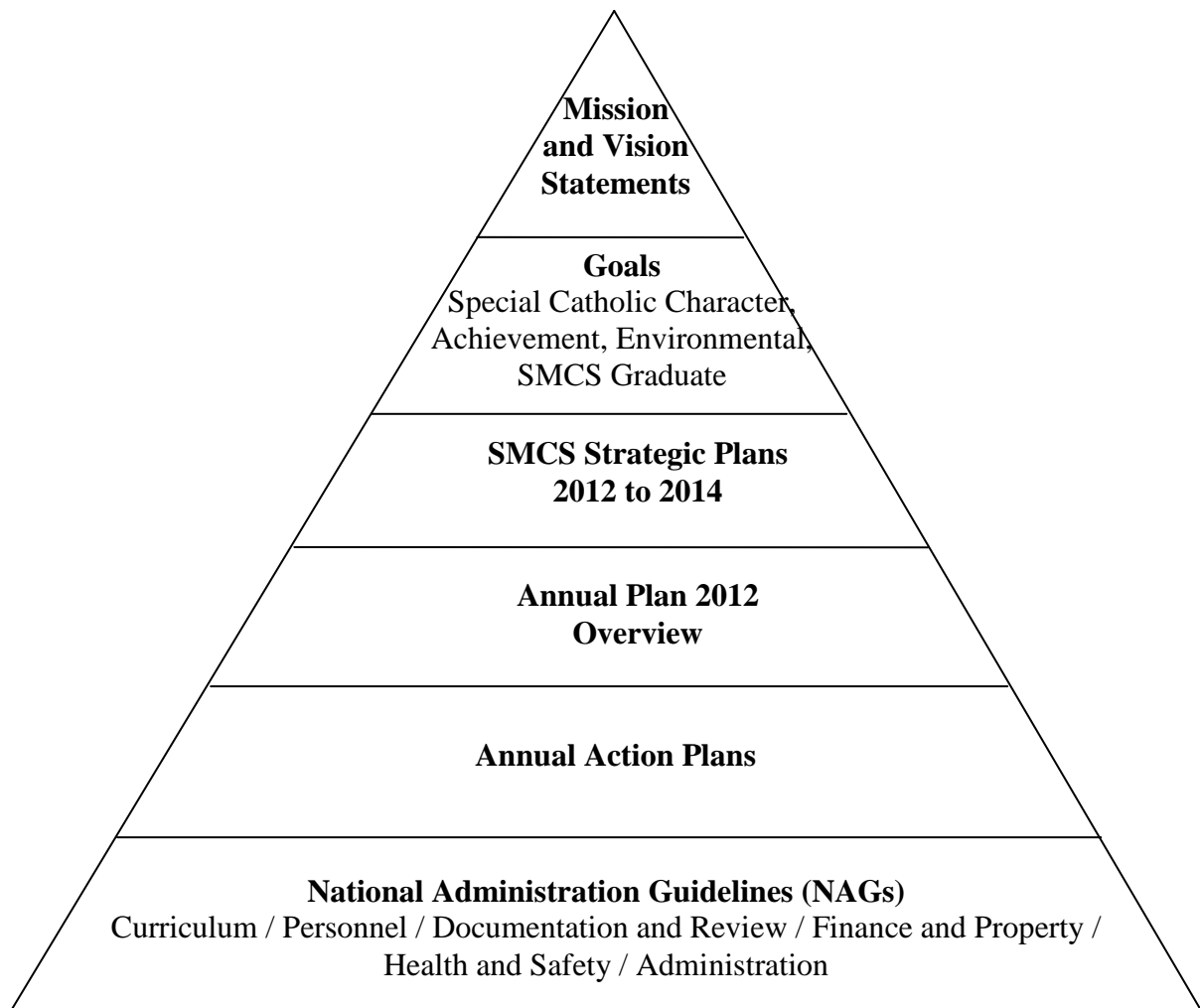
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St Michael’s Catholic School Charter 2012

Charter 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, the three goals: Special Catholic Character, Achievement and Environmental, and the development of the St Michael’s School Graduate.



St Michael's Catholic School Charter 2012

Mission Statement

“Be it known to all that 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”

Vision

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.

Goals

a) Special Catholic Character Goals

b) Achievement Goals

c) Environmental Goals

a) Special Catholic Character Goals

- To develop in each child a knowledge, understanding and respect for the Catholic faith and a love of Jesus
 - To know about the Josephite Charism through Mary Mackillop and how this can positively impact our daily actions
 - Pastoral care shaped by the Catholic character of the school is fostered amongst children and the wider school and Parish community
 - To live our Catholic faith
-

b) Achievement Goals

- To give effect to the New Zealand Curriculum, by embedding and sustaining effective teaching practices
 - Use National Standards across the curriculum to ensure our children are attaining and exceeding targets
 - To have in place effective data collection, analysis and measurement systems to accurately monitor performance against targets
 - To raise levels of achievement of Maori and Pasifika students who are underperforming in literacy and numeracy
 - In conjunction with our core curriculum, provide resources and teaching programmes that encompass gifted and talented, sports, special needs, cultural and religious education
 - To effectively integrate ICT into regular, daily practice
-

- c) **Environmental Goals**
- The BOT will effectively govern SMCS
 - To create, sustain and develop an environment, both physical and emotional, that is conducive to learning
 - To recruit, develop and retain the highest quality personnel both teaching and support
 - 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
-

Values

- a) **Mary MacKillop Values**
- As a school founded by the Sisters of St Joseph under the leadership of Mary MacKillop, we are called to follow her values:
- Make Room for All
 - Listen to God's Call
 - Do Your Bit
 - An Attitude of Gratitude

- b) **Curriculum Values**
- New Zealand Curriculum values to be encouraged, modelled and explored are:
- Excellence
 - Innovation, inquiry and curiosity
 - Diversity
 - Equity
 - Community and participation
 - Ecological sustainability
 - Integrity and
 - Respect
-

Outcomes:

The St Michael's Graduate

Self confident
Mature
Christ Like
Student

The St Michael's Catholic School Graduate:

Grace
Respect
Awe
Drive
Using gifts and talents
Academic knowledge
Taking Action
Enthusiasm

- Live in Mary MacKillop's way
 - Be Christ-like to others
 - Be faith-filled, inspired by Jesus Christ to live by the values of the gospel
 - Achieve to their full potential in all areas of life
 - Be an independent, confident, life long learner
-

St Michael's Uniqueness & Cultural Diversity

Areas that make our School Unique

The following areas make our school unique and are important to the community:

Catholic Character

Josephite Charism

Knowledge of Mary MacKillop's story

Strong Parish/school relationships – Masses, meditation, sacramental programme

Home/school partnerships – strong parental support, pastoral care systems, food banks, outreach to families in need (PTA)

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 Te Reo and Tikanga Maori whenever appropriate in class programmes

The school comprises NZ European 78%, Maori 1%, Pasifika 6%, Asian 10%, other 5%.

Maori Dimension

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	<p>St Michael’s takes the following steps to incorporate Tikanga Maori (Maori culture and protocol) into the school’s curriculum:</p> <ul style="list-style-type: none"> • Fully integrating Tikanga Maori and Te Reo into all classroom practices • Fully integrating Tikanga Maori in to the Religious Education programme including prayer, liturgies, Masses etc • Including Tikanga Maori in whole school and syndicate assemblies • Involving parents and children in cultural activities – haka, songs, literature • Producing art that represents Maori myths, legends and culture
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	<p>The following step will be taken to discover the views and concerns of the school’s Maori communities:</p> <ul style="list-style-type: none"> • Annual consultation with Maori parents with implementation where possible of requests

St Michael's Catholic School

Strategic Plans 2012 to 2014

Strategic Overview

Special Catholic Character

- 1) To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum
-

Achievement

- 2) To give effect to the New Zealand Curriculum
 - 3) Every child attending SMCS will make progress towards meeting and exceeding the National Standards in literacy and numeracy
 - 4) A broad range of assessment practices will be an integral part of all classroom programmes so as to improve the quality of curriculum delivery and student learning outcomes across the school
 - 5) To continue to raise levels of achievement of Maori and Pasifika students.
 - 6) To provide resources and teaching programmes that encompass gifted and talented.
 - 7) To effectively integrate ICT's into regular, daily practice
-

Environmental

- 8) The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life
-

Special Catholic Character

Goal 1 To provide an environment which encourages the fostering and development of the school's Special Catholic Character within the context of a Josephite Charism and based on the RE curriculum.

2012	2013	2014
Meet the requirements of the Special Catholic Character National Review cycle – Pastoral Care/Catholic Community	Meet the requirements of the Special Catholic Character National Review cycle – Pastoral Care/Catholic Community	Meet the requirements of the Special Catholic Character National Review cycle – Religious Education
Continue to ensure the Josephite Charism is explicit to all students	Continue to ensure the Josephite Charism is explicit to all students	Continue to ensure the Josephite Charism is explicit to all students
Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred	Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred	Continue to advance pastoral care shaped by the Catholic character of the school by becoming other centred

Achievement

Goal 2 To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practice

2012	2013	2014
Deepen an understanding of the 4 Mary MacKillop values, interweave with NZC values.	Deepen an understanding of the 4 Mary MacKillop values, interweave with NZC values	Deepen an understanding of the 4 Mary MacKillop values, interweave with NZC values
Design a curriculum to meet the needs of SMCS students.	Review NZC/ SMCS curriculum Action development points from review.	Review NZC/ SMCS curriculum Action development points from review.
Review student & staff understanding of the Principles of the NZC & ensure their explicit inclusion in teaching & learning.	Review NZC/ SMCS curriculum Action development points from review.	Review NZC/ SMCS curriculum Action development points from review.
Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.	Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.	Continue to maintain a focus on effective pedagogy- Teaching as Inquiry...especially as part of Performance Management.
Address consistency of curriculum planning.		

Goal 3 Every child attending SMCS will make progress toward meeting and exceeding the National Standards in Literacy and Numeracy

2012 National Standards Implementation Stage 3	2013 National Standards	2014
Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary	Provide further PD when inducting new staff members if necessary
Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards	Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards
Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards	Report to parents against Literacy and Numeracy National Standards
Report to BOT on literacy and numeracy achievement against	Report to BOT on literacy and numeracy achievement against	

National Standards	National Standards	
Students to continue own learning pathways	Students to continue to identify own learning pathways	Students to continue to identify own learning pathways
National Standards targets will be identified from 2011 data and included in this 2012 charter	Targets from 2012 will be reported to MOE	Targets from 2013 will be reported to MOE

Goal 4 A broad range of assessment practices will be an integral part of all classroom programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

2012	2013	2014
Continue to effectively analyse data to support robust formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices	Continue to effectively analyse data to support robust Formative assessment practices
Continue to upskill with e-asTTle & to use the data effectively	Review use of e-asTTle across the Senior School.	Review use of e-asTTle across the Senior School.
Review appropriate assessment tools. Update assessment overview including OTJ timeline.	Review appropriate assessment tools and take action where needed	Review appropriate assessment tools and take action where needed
Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices	Ongoing reflection and evaluation of formative assessment practices

Goal 5 Raise level of achievement of Maori and Pasifika in literacy and numeracy

2012	2013	2014
Continue to raise Maori & Pasifika students progress & achievement All Maori & Pasifika students to be tracked by classroom teachers Continue to work with Ka Hikitia & PEP Document	Continue with 2012 plan	Continue with 2013 plan
Review and evaluate planning incorporating Te Reo – appoint external teacher of Te Reo.	Review and evaluate planning incorporating Te Reo – make changes where necessary	Review and evaluate planning incorporating Te Reo – make changes where necessary
Review and evaluate planning incorporating Tikanga – appoint external teacher of Te Reo & Tikanga.	Review and evaluate planning incorporating aspects of Tikanga – make changes where necessary	Review and evaluate planning incorporating aspects of Tikanga – make changes where necessary

Goal 6 To provide resources and teaching programmes that encompass gifted and talented.

2012	2013	2014
Gifted and talented children will be catered for within the inquiry learning programme in classrooms	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary	Review inquiry process in classes to ensure G&T children have learning needs met. Make changes where necessary
Identified Gifted children withdrawn to meet their individual needs within an inquiry based learning environment—Enrichment.	Review Enrichment programme. Make changes based on review	Review Enrichment programme. Make changes based on review

Goal 7 Teachers and students will effectively integrate ICT's into regular, daily classroom practices

2012	2013	2014
An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom	An efficient computer system will aid ICT in the classroom
Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways	Effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways
ICT's are to be incorporated into classroom programmes as a learning tool in the inquiry process. Introduce Notebooks & IPADS to be provide a portable IT solution.	Review the use of ICT's, especially the new technology and implement any changes	Review the use of ICT's in the classroom programme and implement any changes

Environmental

Goal 8 The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life

2012	2013	2014
Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies	Annual action plan to show review cycle of policies
		BOT elections
BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members	BOT training will occur at regular intervals to meet the needs of Board members
Be a good employer	Be a good employer	Be a good employer
Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals	Implement financial plan linked to school wide goals
Develop student leadership	Develop student leadership	Develop student leadership

Annual Plan 2012

Special Catholic Character, Action Plan 2012

2012 Strategic Direction 1 Develop children's knowledge, understanding and respect for the Catholic Faith and a love of Jesus, enhanced through the Josephite Charism and the Religious Education Curriculum

Specific Strategy:		
1.1 Meet the requirements of the Special Character national review cycle – Catholic Community/ Pastoral Care		
Who/When	Expected Result	Actual Outcome
DRS Catholic Character Committee School Community	<ul style="list-style-type: none"> • Continue Community Dreaming journey so as to meet the needs of the national review cycle & to build community. • Combine Catholic Community & Pastoral Care dimensions. • Interested small groups to continue their initiatives. • Implement a Communication Survey to the community in some format...implement necessary findings. • Results presented to BOT & CSO 	

Specific Strategy:		
1.2 Work with Religious Sisters and Parish Priest to strengthen resources and opportunities for students and staff to make the Josephite Charism more explicit		
Who/When	Expected Result	Actual Outcome
DRS Catholic Character Committee Religious Sisters Parish Priest Principal Staff Students	<ul style="list-style-type: none"> • A shared vision and a set of values which emulate the NZC and reflect the Josephite Charism. • Children can articulate the story of Mary Mackillop, her values and how this impacts our vision and lives today & it is explicit in planning, teaching & learning. • Closer links with Sisters of St Joseph & other Josephite Schools. • Deepen staff understanding of Charism of Mary MacKillop. 	

Specific Strategy:		
1.3 To deepen our understanding and response to the various needs of our community through pastoral care and to become other centred		
Who/When	Expected Result	Actual Outcome
DRS Principal All stakeholders	<ul style="list-style-type: none"> • Recognising and meeting the needs in our own community – refugee families, families in need, food bank drives, collections etc. • Build & run a SMCS & Parish Caring Shed for Monte Cecilia Trust. • Focus on community and charities. Support Caritas, St Vincent de Paul, Monte Cecilia House, MacKillop Primary etc. • Visiting the elderly-, -rest homes, Xmas carol singing etc 	

Achievement, Action Plan 2012

2012 Strategic Direction 2 To give effect to the New Zealand Curriculum by embedding and sustaining effective teaching practices

Specific Strategy:		
2.1 Deepen the understanding of the four Mary MacKillop values.		
Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Use vision and values to inform school wide practice • Promote school vision to wider community • Display vision throughout school • Living Values Wall—4 Mary MacKillop values • School community can articulate vision and values, including student voice • Explicit use of values in classrooms, playgrounds, homes. • Introduce more Year 6 leadership opportunities. 	

Specific Strategy:		
2.2 Design a curriculum which meets the needs of SMCS.		
Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Staff will address all Learning Areas as teams & collectively to build a curriculum for the 21st Century learner & specifically SMCS. • Greater understanding by all stakeholders of the curriculum document. • Completed SMCS Curriculum. 	

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Specific Strategy: 2.3 To continue to deepen an understanding that the Principles of the New Zealand Curriculum put students at the centre of teaching and learning		
Who/When	Expected Result	Actual Outcome
All Staff	<ul style="list-style-type: none"> • Identification of how the principles work at SMCS • The Principles will underpin all school decision making • An integrated curriculum which reflects the Principles from the NZC • Explicit use of the NZC Principles in teaching & learning. • A deeper understanding of Ka Hikitia & the PEP document & the Effective Pedagogy dimension of the NZC. 	

Specific Strategy: 2.4 Continued focus on Effective Pedagogy – Teaching as Inquiry especially within Performance Management processes.		
Who/When	Expected Result	Actual Outcome
Senior Management All Staff	<ul style="list-style-type: none"> • Teaching will align with the Effective Pedagogies as in the New Zealand Curriculum • The inquiry process will underpin everything we do • Teachers will continue to be reflective initiators of change according to teaching as inquiry examples • Teachers will continue to gather evidence to support their own professional learning • Continue to align the inquiry process with professional learning & registered teachers criteria • Attempt to make the Professional Learning Folders more IT supported. 	

Specific Strategy: 2.5 Ensure consistency with curriculum planning procedures		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Teachers will refer to the New Zealand Curriculum when planning programmes & all areas of the NZC will be evident in planning • Tracking of curriculum content will be ongoing in order to ensure 	

	<p>appropriate coverage</p> <ul style="list-style-type: none"> • Teachers will review curriculum design to meet the needs of our students. • Review coverage of Learning Areas. • Strengthen Writing moderation. 	
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2012 Strategic Direction 3 Every child attending SMCS will make progress towards meeting and exceeding the National Standards in literacy and numeracy

Specific Strategy:		
3.1 Continued PD in National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management	<ul style="list-style-type: none"> • Attendance at any MoE training. • Continue to implement National Standards changes to tracking & reporting • Continue to modify report format • Initiate a cluster group between schools for moderation purposes to assist with OTJ's • Continue to moderate regularly at syndicate, Senior management & staff level • BOT and community informed of standards as an enhancement to teaching and learning data analysis 	

Specific Strategy:		
3.2 Continue to work with parents to further their understanding of the Literacy and Numeracy needs of their children based on National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management All Staff	<ul style="list-style-type: none"> • Parent information evening, Triadic interviews, Website/Class pages will keep parents informed of their child's progress and achievement • Home / school partnerships will continue • Dates will be set for interviews • Student led conferences will continue to be developed 	

Specific Strategy:		
3.3 Report to parents against Literacy and Numeracy National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management All Teachers	<ul style="list-style-type: none"> • National Standards tracking sheets will accompany written report. • Modify or supplement school report as necessary 	

	<ul style="list-style-type: none"> • Data on reports will be up to date • The format of the report will clearly identify for parents their child's learning levels • Written reports will be completed by class teachers • Establish buddy system for the checking of reports • SM will oversee the writing of reports 	
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Specific Strategy:

3.4 Develop school wide Literacy and Numeracy targets:

Our targets for 2012 are:

Below are our target groups for the 2012 academic year. Our target groups come under 6 different categories in each year level; Below the 2011 end of year National Standard, No Shift in the 2011 academic year, Maori students (in line with the MOE priorities), Pasifika students (in line with the MOE priorities), ESOL students, and new pupils to the school. Within a year level some children sit in more than one target group.

Of particular note in writing is the 'no shift' statistics across the school. As our writing processes have developed (scoring, moderating, OTJ'ing) it has been revealed that some children were marked too leniently in the 2010 academic year, meaning that the teachers in 2011 were unable to place them any higher than where the previous teacher had placed them even though the children's writing had improved. The children's improved writing meant they were operating more fully and conclusively at the level they were placed in at the conclusion of 2010. Statistically therefore we were unable to recognise the shift these children had made in sublevel resulting in the percentages of 'no shift' evident below. Now that our scoring, moderation and knowledge of the writing OTJ has improved, and with consistency in staff from 2011 to 2012 it is expected that we will not see such a high percentage of children in this category at the end of 2012.

Writing	Numeracy	Reading
<p>Year 6: Cohort = 39 Below: 10% of Year 6 children were 'below' the 2011 end of year writing National Standard. No shift: 31% showed no shift in sublevel in the 2011 academic year. Maori: 3% of our Year 6 children are targeted as Maori students. Pasifika: 10% are targeted as Pasifika students. ESOL: New Pupil: 8% of</p>	<p>Year 6: Cohort = 39 Below: 26% of Year 6 were 'below' the end of year 2011 Numeracy National Standard. 10% are strong in the Stage just below National Standard so are expected to reach National Standard readily, 13% are proficient at the stage below National Standard so with targeting are expected to reach National Standard by the end of the year, and 3% is operating at a basic level of the stage below</p>	<p>Year 6: Cohort = 39 Below: No children were below the 2011 end of year National Standards for reading in Year 6. No shift: 10% of Year 6 children showed no shift in reading age in 2011. 3% is well above National Standards, 5% are above National Standard, 3% is At National Standard. Maori: 3% of our Year 6 children are targeted as Maori students. Pasifika: 10% are targeted as Pasifika students. ESOL: New Pupil: 8% of our Year 6 students are new to the school so will form a target group.</p>

<p>our Year 6 students are new to the school so will form a target group.</p>	<p>National Standard so will require much support to make progress to reach National Standards by the end of the year. One child is a big target as it is a long way to shift to get to 6 No shift: for >6 data periods or 24 months and over) 13% of Year 6 children have not progressed into their next stage over 6 data gathering periods, so they are due to make a shift. Maori: 3% of our Year 6 children are targeted as Maori students. Pasifika: 10% are targeted as Pasifika students. ESOL: New Pupil: 8% of our Year 6 students are new to the school so will form a target group.</p>	
<p>Year 5: Cohort = 32 Below: 9% of Year 5 children were below the writing National Standard at the conclusion of 2011. No shift: 38% of Year 5 children showed no shift in writing sublevel in the 2011 academic year. 9% were above end of year National Standard, 25% were at end of year National Standard, 3% was below end of year National Standard by 1 sublevel. Maori: there are no Maori students in this cohort. Pasifika: 9% of this cohort are Pasifika students. ESOL: 1 child</p>	<p>Year 5: Cohort = 32 Below: No children ended the 2011 year below National Standards No shift: No children showed a lack of shift in Numeracy Stage in the acceptable time frame under which one is expected to make shifts in Numeracy Stages. Maori: there are no Maori students in this cohort. Pasifika: 9% of this cohort are Pasifika students. ESOL: 1 child New Pupil: 6% of this cohort is new to the school.</p>	<p>Year 5: Cohort = 32 Below: No children ended the 2011 year below National Standards No shift: 6% of children showed no shift in reading age in 2011. These 6% are well above the National Standard. Maori: there are no Maori students in this cohort. Pasifika: 9% of this cohort are Pasifika students. ESOL: 1 child New Pupil: 6% of this cohort is new to the school.</p>

<p>New Pupil: 6% of this cohort is new to the school.</p>		
<p>Year 4: Cohort = 34 Below: 6% of the Year 4 cohort concluded the 2011 academic year 1 sublevel below their 36 month National Standard. No shift: 35% showed no shift in the 2011 academic year. These 35% were all 'AT' National Standard in November. Maori: 3% of Year 4 students are targeted as they are Maori. Pasifika: 9% of Year 4 children are targeted as they are Pasifika ESOL: New Pupil: 3% of this cohort are new to the school (this child also sits in the Pasifika target group.</p>	<p>Year 4: Cohort = 34 Below: 15% of the Year 4 cohort concluded the 2011 academic year 1 numeracy stage below the National Standard. No shift: 9% of the Year 4 students showed no shift in Stage within the expected time period that they should have in Numeracy Stages. Maori: 3% of Year 4 students are targeted as they are Maori. Pasifika: 9% of Year 4 children are targeted as they are Pasifika ESOL: New Pupil: 3% of this cohort are new to the school (this child also sits in the Pasifika target group.</p>	<p>Year 4: Cohort = 34 Below: No children ended the 2011 year below National Standards No shift: 6% of the Year 4 cohort showed no shift in reading age in 2011. Both of these children were reading well above National Standard. Maori: 3% of Year 4 students are targeted as they are Maori. Pasifika: 9% of Year 4 children are targeted as they are Pasifika ESOL: New Pupil: 3% of this cohort are new to the school (this child also sits in the Pasifika target group.</p>
<p>Year 3: Cohort = 37 Below: 8% of the Year 3 cohort concluded the year below their anniversary National Standard No shift: 11% showed no shift in sublevel in 2011. Maori: there are no Maori students in this cohort. Pasifika: there are no Pasifika students in this cohort. ESOL: 1 child New Pupil: There are no new pupils in this cohort</p>	<p>Year 3: Cohort = 37 Below: 5% of Year 3 children concluded the year below their anniversary National Standard in Maths. (stage 3), (both also no change in 2011 so big targets) No shift: 5% of Year 3 children made no shift in their Numeracy stage within the expected time frame. Maori: there are no Maori students in this cohort. Pasifika: there are no Pasifika students in this cohort. ESOL: 1 child New Pupil: There are no new pupils in this cohort</p>	<p>Year 3: Cohort = 37 Below: 3% of Year 3 children concluded the 2011 academic year below National Standards for Reading No shift: No children showed a lack of shift in reading age in this cohort in 2011 Maori: there are no Maori students in this cohort. Pasifika: there are no Pasifika students in this cohort. ESOL: 1 child New Pupil: There are no new pupils in this cohort</p>

<p>Year 2: Cohort = 36 Below: 11% of Year 2 children concluded 2011 below National Standards in writing No shift: 3% showed no shift in writing sublevel in 2011 Maori: there are no Maori children in this cohort Pasifika: 6% of Year 2 children are Pasifika ESOL: 1 child New Pupil: 6% of Year 2 children are new to the school in 2012</p>	<p>Year 2: Cohort = 36 Below: 8% of Year 2 children concluded 2011 below National Standards in Numeracy No shift: No children showed lack of shift in Numeracy Maori: there are no Maori children in this cohort Pasifika: 6% of Year 2 children are Pasifika, ESOL: 1 child New Pupil: 6% of Year 2 children are new to the school in 2012</p>	<p>Year 2: Cohort = 36 Below: 17% of Year 2 children concluded 2011 below National Standards in Reading No shift: No children showed lack of shift in Reading Maori: there are no Maori children in this cohort Pasifika: 6% of Year 2 children are Pasifika ESOL: 1 child New Pupil: 6% of Year 2 children are new to the school in 2012.</p>
<p>As this Year Group is so new to school targets have not been established yet. Year 1: Below: No shift: Maori: Pasifika: 1 child ESOL: New Pupil: 1 child</p>	<p>Year 1: Below: No shift: Maori: Pasifika: 1 child ESOL: New Pupil: 1 child</p>	<p>Year 1: Below: No shift: Maori: Pasifika: 1 child ESOL: New Pupil: 1 child</p>
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Teachers will have a list of names of children who fall into our target groups for the 2011 year. • To raise student progress & achievement in Numeracy & Literacy. • Gathered evidence to support shifts • Monitoring by team leaders • Programmes will reflect differentiation of teaching and learning to meet the learning needs of the children • Professional development will support teachers • Booster Numeracy & Literacy groups for children underachieving. 	

Specific Strategy:

3.5 Report to BOT on literacy and numeracy achievement against National Standards		
Who/When	Expected Result	Actual Outcome
Senior Management	<ul style="list-style-type: none"> • Literacy and numeracy data reported to BOT • BOT fully informed of progress of student cohorts • Target progress reported to BOT 	

Specific Strategy: 3.6 Students continue to identify own learning pathways by recognising where they are at and where they are going		
Who/When	Expected Result	Actual Outcome
Students All teachers On Going	<ul style="list-style-type: none"> • Improved teacher practice through Teaching as Inquiry process • Raised student achievement levels • Confident, connected, actively involved, lifelong learners • More effective use of e-AsTTle in Senior school by teachers & students • Continuing growth of Enrichment programme. • Working with Transpower Engineers. 	

Specific Strategy: 3.7 Align student goals with Literacy Progressions document and Numeracy Standards documentation		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Teachers explicitly use LPs and Numeracy Standards documentation to inform practice • LPs and Numeracy Standards will underpin expectations and next steps • LPs, exemplars and Numeracy Standards will become an important reference for planning and team meetings & Professional Learning Conversations 	
Specific Strategy: 3.8 National Standards targets will be identified from 2011 data and included in 2012 charter.		
Who/When	Expected Result	Actual Outcome
Senior Management BOT Teachers	<ul style="list-style-type: none"> • Data collection and analysis in 2011 will effectively inform 2012 charter • Staff & BOT will have ownership of targets 	

programmes, so as to improve the quality of curriculum delivery and student learning outcomes across the school.

Specific Strategy: 4.1 Continue to effectively analyse data to support robust formative assessment practices		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • All data is collected for a purpose so as to inform next learning steps; to report to BOT, parents, MOE; to reflect annual action plan goals; to inform future charter goals • Data will be used to inform planning in reading, writing and maths • Learning intentions and success criteria will be an integral part of all class programmes in reading, writing and maths • Children can articulate about their learning in reading, writing, maths and Inquiry and will identify next steps confidently • Teachers will provide feedback/feedforward to students re progress & achievement • Teachers will articulate & record changes in practice • Teachers will allow students time to respond effectively to feedback/feedforward. 	

Specific Strategy: 4.2 Effective use of e-AsTTle		
Who/When	Expected Result	Actual Outcome
Senior school	<ul style="list-style-type: none"> • Yr 4-6 teachers will use e-AsTTle effectively. • Effective use of data by students & teachers. 	

Specific Strategy: 4.3 Continue to review appropriate assessment tools and their use		
Who/When	Expected Result	Actual Outcome
All Teachers Ministry of Education	<ul style="list-style-type: none"> • Continue to review current assessment tools to ensure relevance for our students • Effective use of e-AsTTle • Use of annual assessment overview including OTJ timeline • Improved use of assessment • Effective use of STAR data for Yrs 3-6 to inform strategic teaching & 	

	learning.	
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Specific Strategy: 4.4 Reflection and evaluation		
Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> Regular reflection and evaluation will inform quality teaching and learning as part of the Teaching as Inquiry process. Review of curriculum & Inquiry model, readapted in Junior School. 	

2012 Strategic Direction 5 Raise levels of achievement of Maori and Pasifika students in literacy and numeracy

Specific Strategy: 5.1 Identify and track Maori and Pasifika students to raise levels progress & achievement		
Who/When	Expected Result	Actual Outcome
Senior Management Teachers	<ul style="list-style-type: none"> 2011 data informs teaching and learning for Maori and Pasifika students Teachers gather evidence to support student shifts Raised levels of achievement for Maori and Pasifika students in all areas in particular literacy and numeracy Staff gain a greater understanding of the Ka Hikitia & PEP document. 	

Specific Strategy: 5.2 Planning, teaching & learning to incorporate Te Reo		
Who/When	Expected Result	Actual Outcome
All staff Liz Simpson	<ul style="list-style-type: none"> All teachers planning, teaching & learning will include aspects of Te Reo across all curriculum areas Teachers will work with external Maori teacher Te Reo will be evident in Masses, liturgies, assemblies, classroom practices through RE Greetings, prayers, songs, colours, numbers will be understood and used by staff and children 	

Specific Strategy: 5.3 Planning, teaching & learning to incorporate aspects of Tikanga		
Who/When	Expected Result	Actual Outcome

All staff	<ul style="list-style-type: none"> • All teachers planning, teaching & learning will include aspects of Tikanga across all curriculum areas – cultural practices and protocol • Teachers will work with external Maori teacher • Make connections with local marae • Use Auckland museum resources • Maori Spirituality course for staff 	
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2012 Strategic Direction 6 To provide resources and teaching programmes that encompass gifted and talented.

Specific Strategy:

6.1 Gifted and talented children will be catered for within the inquiry learning programme in classrooms

Who/When	Expected Result	Actual Outcome
All Teachers	<ul style="list-style-type: none"> • Children will be working at their level in the classroom • Classroom programme will meet the needs of G&T students 	

Specific Strategy:

6.2 Identified Gifted children withdrawn to meet their individual needs through Enrichment Programme

Who/When	Expected Result	Actual Outcome
Christine King Teachers	<ul style="list-style-type: none"> • Gifted children will be challenged beyond classroom constraints • Gifted children's learning needs will be adequately met through inquiry learning • Enrichment classes will continue to build a WasteWise School. 	

2012 Strategic Direction 7 Teachers and students will effectively integrate ICT’s into regular, daily classroom practices.

Specific Strategy:		
7.1 An efficient computer system will aide ICT in the classroom (EdTech budget)		
Who/When	Expected Result	Actual Outcome
ICT leader Technician EdTech	<ul style="list-style-type: none"> • Teachers to fill in IT job book as soon as a concern is evident • Schools needs will be addressed quickly and met at all times • A proactive response is required from EdTech at all times • Variable teaching spaces using portable devices • Faster Broadband connection • Development of independent 21st Century learners. • Establish interactive relationship with community through tchnology. • Staff PD if necessary. 	

Specific Strategy: 7.2 To effectively continue to use e-asTTLe to report to parents and for students to track their own learning pathways		
Who/When	Expected Result	Actual Outcome
Senior Teacher Students	<ul style="list-style-type: none"> • Teachers knowledgeable about e-asTTLe • Students able to interpret e-asTTLe reports • Teachers and students learning conversations evidence • E-asTTLe reports are used by students & teachers to inform parents • Students set next steps 	
Specific Strategy: 7.3 For ICTs to be incorporated into classroom programmes as a learning tool in the inquiry process - data projectors - Smartboards - Cameras - Computers- IPADS		
Who/When	Expected Result	Actual Outcome
All Teachers students	<ul style="list-style-type: none"> • Observable, frequent use of Smartboard technologies • ICTs will be incorporated into learning programmes • Teachers planning will reflect ICT use for quality teaching and learning • Students will use classroom cameras • Variable learning opportunities—individual, peer, group. 	

Environment, Action Plan 2012

2012 Strategic Direction 8 The Board of Trustees will effectively govern St Michael's Catholic School ensuring a safe environment conducive to learning where children are prepared for the next stage in their school life

Specific Strategy:		
8.1 Regularly review policies to ensure BOT are complying with MOE regulations and are providing a safe physical and emotional environment		
Who/When	Expected Result	Actual Outcome
BOT Principal	<ul style="list-style-type: none"> • Develop a timeline for cyclical review of policies to ensure we comply with health and safety regulations, to provide a safe and secure environment • Ensure ratified BOT Minutes are downloaded to the website in a timely manner. 	

Specific Strategy:		
8.2 BOT training will occur when necessary		
Who/When	Expected Result	Actual Outcome
BOT NZSTA	<ul style="list-style-type: none"> • All new BOT members will experience some training to assist them in the governance of the school • As new initiatives develop BOT training will be sought 	

Specific Strategy:		
8.3 Be a good employer		
Who/When	Expected Result	Actual Outcome
BOT	<ul style="list-style-type: none"> • Be a visible presence to the staff • Assist the principal with any personnel issues • Retention and employment of high quality personnel 	

Specific Strategy:		
8.4 Implement financial plan linked to school wide goals		
Who/When	Expected Result	Actual Outcome
BOT Principal	<ul style="list-style-type: none"> • Ongoing cyclical maintenance • Develop a budget that best allocates funds to support quality teaching and learning and school wide goals 	

Specific Strategy:		
8.5 To continue to develop student leadership with a focus on the SMCS graduate profile		
Who/When	Expected Result	Actual Outcome
All stakeholders	<ul style="list-style-type: none"> • Children aware of the elements of a graduate which are being worked towards • To bring into alignment with NZC • Work more closely with feeder intermediate schools • SMCS graduates are prepared for their next stage of learning • To begin the growth of leaders from the year 5 cohort • Introduce new leadership roles, build resilience, encourage service. 	

Appendices

Appendix 1, The New Zealand Curriculum

Introduction The revised New Zealand Curriculum is a document that has been published in 2008. It gives a detailed guide of the Ministry of Education's 'Direction for Learning', 'Guidance' and the 'School Curriculum: Design and Review'. The document specifies the Vision, Values, Key Competencies, Learning Areas and Principles of The New Zealand Curriculum.

Below are the explanations of each of the 8 Key Learning Areas and 5 Key competencies as set out by the Ministry of Education. The definitions detailed below are those given by the Ministry of Education in their 2008 'The New Zealand Curriculum' and are quoted as such.

Learning Areas

Religious Education:

The Religious Education programme follows a structure of key strands throughout each year group: God, Jesus, Holy Spirit and the Communion of Saints. Each year group also covers modules from the Prayer, Sacramental and Liturgical strands and Me, Myself and Others which runs in conjunction with the Health Curriculum.

English:

In English students study, use and enjoy language and literature communicated orally, visually and vocally. English is structured around two interconnected strands which differentiate between the modes in which students primarily make meaning of information they receive and create meaning for themselves or others

Mathematics and Statistics:

In Mathematics and Statistics students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. Mathematics and Statistics is presented in 3 strands which have many connections within and across each other, they are: number and algebra, geometry and measurement, statistics.

Health and Physical Education:

In Health and Physical Education students learn about their own well being and that of others and society, in health related and movement contexts. Health & PE is structured around four strands: personal health and physical development, movement concepts and motor skills, relationships with other people and health communities and environments. Health & PE encompasses 3 related subjects: health education, physical education and home economics.

Science:

In Science students explore how both the natural physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role. Science is grouped around 5 strands: nature of science, the living world, planet earth and

beyond, the physical world and the material world.

The Arts:

In the Arts, students explore, refine and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others. The Arts comprises four disciplines: dance, drama, music and visual art.

Technology:

In Technology, students learn to be innovative developers of products and systems and discerning customers who will make a difference in the world. Technology comprises 3 strands: technological practice, technological knowledge and nature of technology.

Social Sciences:

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Social Sciences is structured around 4 conceptual strands: identity, culture and organisation; place and environment; continuity and change, and the economic world.

Learning Languages:

In Learning Languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. This learning area is centred around the core strand: communication, and 2 supporting strands: language knowledge and cultural knowledge.

Inquiry Learning:

Inquiry is an investigation or study in to a worthy question, issue, problem or idea. Inquiry involves serious engagement and investigation and the active creation and testing of new knowledge. Inquiry occurs all the time but especially within an Integrated Curriculum. Inquiry Based learning empowers children to be effective and engaged 21st Century learners.

**Key
Competencies**

The New Zealand Curriculum identifies five key competencies, capabilities essential for students living and lifelong learning. The competencies are:

- ***Thinking*** – using creative, critical and metacognitive processes to make sense of information, experiences and ideas
- ***Using Language, Symbols and Texts*** – working with and making meaning of the codes in which knowledge is expressed
- ***Managing Self*** – self motivation, students seeing themselves as capable learners
- ***Relating to Others*** – interacting effectively with a diverse range of people in a variety of contexts, including the ability to listen actively, recognise different points of view, negotiate and share ideas.
- ***Participating and Contributing*** – being actively involved in communities including family, whanau and school. A capacity to contribute appropriately as a group member, make connections with others and create opportunities for others.

Appendix 2: National Administration Guidelines

NAG 1, Curriculum

Assessment Practices

Assessment Practices to review effectiveness of programmes delivered and monitor progress and achievement of students:

Focus area for 2012:

Effective use of e-asTTle for Senior classes in Maths.

Continue to review assessment practices

Initiate schools cluster for moderation **especially with Writing**

Who: All staff

Budget/Ledger Code: \$0

When: Throughout 2012

Expected Outcome: Efficient collection, analysis and use of data. Stronger moderation processes.

Actual Result:

Consultation with Maori and Pasifika Communities

Consult Maori and Pasifika communities on programmes and targets for student achievement.

Focus area for 2012:

Consultation with Maori and Pasifika families

Who: Carolynn Phillips

Budget/ledger Code: \$0

When: Annually

Expected Outcome: Separate meetings held for parents of Maori and Pasifika children. Parents given opportunity to share views, concerns, special requests to be implemented at St Michael's

Actual Result:

NAG 2, Documentation and Review

School Charter To develop and monitor the school's charter, including annual action plans in all areas of the school operations
Focus area for 2012: Continue to refine & review the school charter& action plans

Who: Carolynn Phillips,BOT, Senior Management,
All staff
Budget/Ledger Code \$0
When: April 2012
Expected Outcome: The charter will meet all current legal requirements
The charter will provide for the needs of the students at St Michael's Catholic School
The charter will be an ongoing living document owned by all stakeholders.
Actual Result:

Review Programmes To ensure ongoing programmes of curriculum review, policy/procedure review.
Focus area for 2012:Audit policies – implement cycle of review
Who: All board members & staff
Budget/ledger Code: \$0
When: Throughout 2012
Expected Outcome: All policies & procedures will be reviewed by the end of the year
Actual Result:

Reporting Student Achievement to Parents To report to parents on the achievement of individual students against National Standards
Focus area for 2012:Communicate against National Standards
Who: All staff
Budget/ledger Code: \$0
When: Throughout 2012
Expected Outcome: Parents will have a clear picture of their child's progress and achievement at all times.
Reports will include tracking sheets against National Standards in reading, writing & maths.
Written reports will be informative and easily understood.
Actual Result:

Reporting Student Achievement to the BOT To report to the BOT on the achievement of students, including Maori and Pasifika.
Focus area for 2012: Providing timely, relevant data to the BOT as per BOT

reporting timetable

Who: Carolynn Phillips and staff

Budget/ledger Code: \$0

When: Throughout 2012

Expected Outcome: The BOT are well informed of student achievement

Actual Result:

**Communicating
with the
Community**

To communicate and consult effectively and appropriately with the local community.

Focus area for 2012: explore ways to engage community

Who: Carolynn Phillips, Angela Little

Budget/ledger Code: \$1,000

When: Throughout 2012

Expected Outcome: Well informed school community, up to date website, information evenings/afternoons, guest speakers.

Actual Result:

BOT Training

To undertake BOT training and development to improve understanding of documentation and self review.

Focus area for 2012: BOT training when necessary will occur

Who: All Board members

Budget/ledger Code: \$1,000.00

When: Throughout 2012

Expected Outcome: Board members aware of their roles and responsibilities in the governance of the school

Actual Result:

NAG 2A, National Standards Reporting

**Reporting to
students &
parents**

To report to students & parents on student's progress & achievement in relation to National Standards.

Focus area for 2012: report to parents in plain language/continual review of reports; report school-level data to community

Who: All Staff

Budget/ledger Code: 0

When: Throughout 2012

Expected Outcome: Identify school strengths & areas for improvement & identify actions for lifting achievement. Report in annual report on students results.

Actual Result:

NAG 3, Personnel

Procedural Frameworks	<p>To develop and further refine procedural frameworks which promote high levels of staff performances (appraisal and professional standards) Focus area for 2012: Regular appraisal through the new professional learning process is undertaken to ensure teaching standards are maintained</p> <p>Who: Carolynn Phillips, SMT, all staff Budget/Ledger Code \$0 (see below) When: Ongoing Expected Outcome: Improved teacher performance leading to better student outcomes, effective, reflective practitioners. Actual Result:</p>
Professional Development	<p>To ensure a professional development plan which will equip staff to deliver quality teaching and learning reflecting the NZC and which will meet the new registered teachers criteria. Focus area for 2012: Teaching as Inquiry, building a professional learning community, registered teachers criteria.</p> <p>Who: Carolynn Phillips, SMT, Interlead Consultants—Tony Burkin, All Staff Budget/ledger Code: \$20,000.00 When: Throughout 2012 Expected Outcome: Improved teacher performance leading to better student outcomes, effective, reflective practitioners Actual Result:</p>
Good Employer	<p>To establish systems to ensure the Board fulfils its role as a Good Employer (1988 State Sector Act). Focus area for 2012: BOT will audit relevant Policy</p> <p>Who: Board of Trustees Budget/ledger Code: \$0 When: Throughout 2012 Expected Outcome: The BOT fulfils its role as a good employer Actual Result:</p>

NAG 4, Finance and Property

Charter Funds	<p>To allocate funds to reflect and support the school's Charter. Focus area for 2012: NZC, Teaching as Inquiry, e-asTTle, National Standards, assessment, ICT.</p> <p>Who: Carolynn Phillips Finance Committee Budget/Ledger Code see NAG 3 When: Throughout 2012 Expected Outcome: Allocated funds are appropriately used to provide</p>
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professional development and purchases resources

Actual Result:

**Internal
Procedures to
Monitor
Expenditure**

To develop or further refine internal procedures to monitor finance and expenditure.

Focus area for 2012: Monitor school expenditure more closely and obtain more relevant and accurate information from monthly finance reports

Who: Finance sub committee, A Denton, secretary

Budget/ledger Code: \$0

When: Throughout 2012

Expected Outcome: Accurate coding and reporting of expenditure

Actual Result:

**Maintenance
Programme**

Implement an efficient programme of maintenance for school buildings and facilities.

Focus area for 2012: Cyclical maintenance and planning for new school hall

Who: Property committee and hall sub committee

Budget/ledger Code: \$18,000.00

When: Throughout 2012

Expected Outcome: Cyclical maintenance is updated and actioned, 10 year property plan for CSO is updated, **refurbished staff toilets & autex walls in senior block corridor plus initial drainage problem at bottom of Bassett Rd driveway.**

Actual Result:

NAG 5, Health and Safety

Physical and Emotional Environment	<p>Provide a safe physical and emotional environment for students and adults</p> <p>Focus area for 2012: BOT will audit relevant Policy as per BOT timetable</p> <p>Who: Board of Trustees</p> <p>Budget/Ledger Code \$0</p> <p>When: July 2012</p> <p>Expected Outcome: Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all.</p> <p>Actual Result:</p>
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Health and Safety Procedures	<p>Develop or review, as appropriate Health and Safety legislation, policy and procedures.</p> <p>Focus area for 2012: Board will audit relevant Policy as per BOT timetable</p> <p>Who: Board of Trustees</p> <p>Budget/ledger Code: \$0</p> <p>When: July 2012</p> <p>Expected Outcome: Ensure procedures in place fully support the policies to guarantee the school is providing a safe physical and emotional environment for all.</p> <p>Actual Result:</p>
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NAG 6, Administration

Compliance	<p>Develop systems to comply with all current legislation through policy and procedure.</p> <p>Focus area for 2012: Review structure of Policy subcommittee</p> <p>Who: Board of Trustees</p> <p>Budget/Ledger Code \$0</p> <p>When: Throughout 2012</p> <p>Expected Outcome: In future, all BOT members will audit and take responsibility for policies that govern the school.</p> <p>Actual Result:</p>
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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
