



St Peter Chanel School



Charter 2019

Principal's' endorsement:	Claire Peters
Board of Trustees' endorsement:	Anna Pawsey
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Our Vision:

St Peter Chanel School Vision

‘Growing creative thinkers, who through following Jesus, are respectful, confident, successful learners.’

Followers of Jesus	Creative Thinkers	Respectful	Confident	Successful Learners
<ul style="list-style-type: none">• Believe in God• Are guided by the Holy Spirit• Share• Love• Care for and help others• Forgive• Are prayerful• Are respectful• Are honest• Are fair.	<ul style="list-style-type: none">• Independent decision makers.• Like to find out new things.• Can work co-operatively and independently.• Think in different ways.• Make connections.• Listen, observe and wonder.• Ask questions.• Challenge the world around them	<ul style="list-style-type: none">• Respect others, school property, themselves.• Care for environment.• Loyal• Show responsibility	<ul style="list-style-type: none">• Think positively• Show resilience• Not afraid to have a go.• Can talk about things they do well.• Able to talk about feelings, opinions and ideas.• Stand up for self and others.• Use their growth mindset.• Can speak to groups of people.• Happy	<ul style="list-style-type: none">• Engaged in learning• Active in learning• Try their best• Are physically active• Take risks• Achieve learning goals.• Think about what they have done well and what they need to improve.• Listen to feedback and make changes• Achieve to the best level they can.

We reflect this in our Motto which is at St Peter Chanel School;

We Shine, We Share, We Care.

Our Dunedin Catholic Schools Kahui Ako Shared Vision:



Strengthened by Faith. United for Unity and Excellence

We are a community united and strengthened by our Catholic Faith, who values each person in our community as being born in the image and likeness of God. Jesus is at the heart of our schools and the measure of all we do as people and as educators. The principles of social justice and equity are important to us, as is ensuring pastoral care is given to those in need. Our focus is on the education of the whole child.

We are a community that build strong relationships with many people. The contribution of each individual counts and ensures we are truly representative of stakeholders. Being inclusive of all cultures, respectful of tradition and accepting of differences is something we promote. Our community is nurturing and there are structures in place to ensure people feel supported. Opportunities to gather, share, consult and reflect on what is working well, is essential for the growth of our community.

We are a community that recognises the importance of having competent, dedicated, faith-filled and caring teachers, who seek to be innovative in their practice. We have a shared vision, and are clear about what the aims, mission and goals for our community are. There is a high degree of professionalism expected. We collaborate with each other, share the load, share best practice and ensure everyone takes personal responsibility for making things happen.

All those involved in our community have access to powerful, focused professional learning and development from experts, educational leaders and from within our community. We identify and address common learning needs. Realistic goals are set and students, teachers and caregivers are all aware of the learning pathways. Learning is celebrated within and beyond our community.

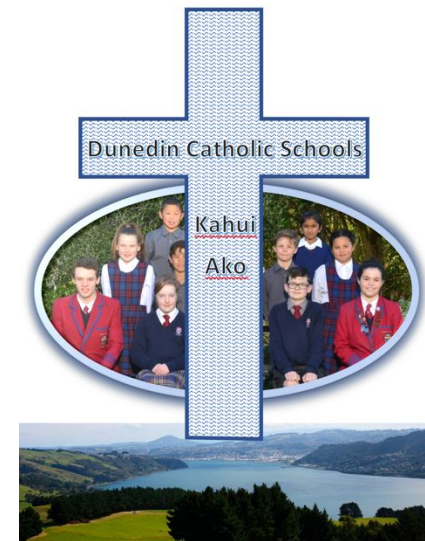
We are a community that is child centred. We believe that all children matter and that they want to, and are capable of learning and achieving great things. We know our learners are all different and learn in different ways so we have to give them the best opportunities we can. There are many ways to achieve this, some we may know and some we are still to discover. Learning is a lifelong process!

At St Peter Chanel School We Value:

- Our Catholic heritage and the opportunity to pass on our faith.
- The uniqueness of each individual
- Respect, compassion, honesty and courage
- Justice and fairness
- Family
- Our environment
- Excellence
- Achievement
- Our multicultural society

Core Shared Values For Our Kahui Ako Are:

1. Our Catholic tradition and identity
2. Our children, who are at the heart of what we do.
3. Inclusive decision making.
4. Being future focused with visions and decisions.
5. Living with honesty, integrity and humility
6. The fostering of wonder and awe for learners.



RECOGNISING OUR SPECIAL CATHOLIC CHARACTER

Our Special Catholic Character is defined in the Integration agreement as follows:

The school 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. These values are expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.

In our school this means that:

- Gospel values are taught and lived.
- Catholic beliefs and traditions are taught through daily prayer, the Religious Education Programme, participation in Sacramental programmes and attending Masses.
- We acknowledge the importance of, and learn about the Charism of our school, including the Nano Nagle values of Faith, compassion, love, courage and justice for all.
- We seek the guidance of the Holy Spirit, through prayer, when important decisions are to be made.
- We engage in pastoral care for each other and in the community, that we live in.
- We support those in need, in our community and around the world, through Young Vinnies, mission days and Caritas.
- We care for the world in which we live.
- We have a holistic approach to education, promoting physical, academic, emotional, and spiritual development.



RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

A reasonable number of our students identify as Māori or Pasifika. We acknowledge the unique position of Māori, the dual heritage of New Zealand and our country's cultural diversity.

In recognising the unique position of Māori as Tangata Whenua, St Peter Chanel School will take all reasonable steps to provide instruction in tikanga Māori and te reo Maori for all our students at an introductory level.

To achieve this, the school will:

- Integrate and teach tikanga and te reo as part of class programmes.
- Use resources across the Kāhui Ako to work with iwi and Kaumautā.
- Consult with the parents of our Maori (and Pasifika) children regarding the programme of learning
- Promote the theme of New Zealand as a multicultural community with a bicultural heritage.

Should there be a request that children be taught in the medium of Te Reo Māori then the Board will:

- Refer to our Resource Teacher of Maori for advice and assistance.
- Refer the family to the nearest bilingual unit.
- Support an application for dual enrolment at Correspondence School for the child.

The school's plans and policies will be implemented in ways that are sensitive to the diverse cultural backgrounds and values of individual children and their families.



COMMUNITY CONSULTATION

In order to achieve the vision of the Charter, the school has policies and procedures that are detailed in our Governance and Operations manuals.

We are committed to establishing an effective partnership with the school's community and parish and being responsive to their educational and spiritual needs. We communicate, consult, and engage with our community regularly, both informally and formally.

- All Charter statements and Board policies are to be made available to the school community.
 - Everyone in our school community has the opportunity to participate in sessions relevant to strategic planning,
 - Strategic goals are visibly displayed in our office area.
 - We regularly survey our parent community.
 - Board reports on student performance are in school newsletters following board meetings. Minutes are also displayed in the office area
 - Our Māori community is consulted on programmes and achievement of Māori children in a variety of ways.
 - The community is consulted every 2 years on the Health Curriculum.
 - We communicate regularly on children's learning and achievement through interviews, written reporting, class meetings, home-school books, newsletters, Seesaw, School Facebook page and school-wide achievement reports to the Board.
 - Parents are welcomed and encouraged to initiate contact with school personnel.
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SECTION B: STRATEGIC SECTION- OUR STRATEGIC GOALS

STRATEGIC GOAL: In collaboration, the BOT and Staff will enhance teaching and learning across the school in a safe, positive and supportive learning environment.

<p>Ensure that our Catholic Character permeates through and enriches all aspects of our daily life at school.</p>	<ul style="list-style-type: none"> • To ensure that our Special Character is active and visible in the wider community. • To continue a more inquiring approach to the teaching of Religious Education and provide information and support for whanau. • To complete our Prayer/reflective space
<p>Enhance teacher's practice</p>	<ul style="list-style-type: none"> • Through Spirals of inquiry Teachers will develop teaching and learning programs that personalise learning and develop student agency. • Actively Reflecting • Continue to enhance teacher's practice and embed effective learning schoolwide. • Implement Play Based Learning in the junior school.
<p>Grow and develop the Principal's learning capability</p>	<ul style="list-style-type: none"> • Complete the First Time Principals Programme • Embed previous learning
<p>Develop IT practices across the school</p>	<ul style="list-style-type: none"> • Begin to unpack the digital curriculum • Use EDGE to inform strategic planning and curriculum planning • Embed IT practices and ensure teachers have the confidence and capability to effectively integrate the digital technology curriculum.
<p>Kahui Ako Goal Collaborative Inquiry</p>	<ul style="list-style-type: none"> • Develop Spirals of Inquiry across the CoL • Through school wide collaboration Spirals of Inquiry will be revisited and consolidated across the school.

SECTION C: ANNUAL PLAN

STRATEGIC GOAL: In collaboration, the BOT and Staff will enhance teaching and learning across the school in a safe, positive and supportive learning environment.

Annual Objective

1. Ensure that our Catholic Character permeates through and enriches all aspects of our daily life at school.

How will we do this?	What will it look like?	Monitoring
Continue to engage in and nurture the learning of Religious Education in classes.	<ul style="list-style-type: none"> Continue to strengthen the implementation of the Bridging Document. Grow and develop leadership in Catholic Special Character. Support staff to grow in knowledge and understanding through PLD. Build understanding that we are part of a World Wide Catholic Community. Develop a global awareness and concern for Social Justice. Regular review of four domains. 	<ul style="list-style-type: none"> Share lessons and ideas with others regularly at Staff meetings.
Continue to nurture the parish/school relationship	<ul style="list-style-type: none"> Publish the dates and encourage attendance at all Whanau masses Encourage parishioners to help in the school Entertain the elderly Parishioners 	<ul style="list-style-type: none"> monitor the number of children attending

Annual Objective

2. Enhance teacher's practice

How will we do this?	What will it look like?	Monitoring
Through the Spirals of inquiry teachers will develop teaching and learning programmes that promote student agency and personalised learning.	<ul style="list-style-type: none"> Both the student and the teacher working together Both the student and the teacher know how to work together Student agency /Self regulated learning Explore and begin to implement progressions 	<ul style="list-style-type: none"> students are engaged and motivated to learn. Students are able to share what they are learning about. Feedback through surveys and questions.

	<p>for learning for R.E., reading, writing and maths.</p> <ul style="list-style-type: none"> Teachers collectively and individually use inquiry process to build their capacity to personalise learning to develop student agency in our learners. Build a common understanding about what is meant by "student agency" and what that looks like in practice. 	
Continue to enhance teachers practice.	<ul style="list-style-type: none"> regular meetings to discuss and work collaboratively. effective planning stating the Learning Intention for each group. Providing success criteria for children to follow. 	<ul style="list-style-type: none"> sharing planning at staff meetings LI and SC displayed in classrooms or in children's books. Can students share what they are learning?
Reflecting on Learning	<ul style="list-style-type: none"> Establish a process to reflect on learning regularly. reflecting with students. encouraging students to reflect. 	<ul style="list-style-type: none"> student and teacher reflection meetings student reflection sheets to record reflections.

Annual Objective

3. Grow and develop the Principal's learning capability

How will we do this?	What will it look like?	Monitoring
Attend PD offered through First Time Principals course.	<ul style="list-style-type: none"> Attending any PD sessions and meetings. Complete First Time Principals course. Embed any learning into practice. 	<ul style="list-style-type: none"> Reflection

Annual Objective

4. Develop IT practice across the school

How will we do this?	What will it look like?	Monitoring
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Begin to unpack the Digital Curriculum	<ul style="list-style-type: none"> • Increase student access to Digital technologies. • Support for teachers to unpack and explore new Digital Curriculum. 	<ul style="list-style-type: none"> • Explore and begin to implement progressions for learning.
Use Edge as our data base to inform planning and curriculum.	<ul style="list-style-type: none"> • All assessment data and information regarding the student is recorded on Edge. • Analyse data on Edge. • Use both academic and pastoral services on Edge. 	<ul style="list-style-type: none"> • Data being added on time. • Upskill staff in using new SMS system • Reports created on Edge. • Open parent portal.

Annual Objective
5. Kahui Ako Goal- Collaborative Inquiry

How will we do this?	What will it look like?	Monitoring
Through Schoolwide collaboration Spirals of Inquiry will be revisited and embedded across the school.	<ul style="list-style-type: none"> • Attending PD meetings across the Kahui Ako to support Spirals of Inquiry • Staff working in focus groups across the Kahui Ako • Use collaborative approach to align and create pathways for school wide process to improve learning. 	<ul style="list-style-type: none"> • Regular reflection and sharing at staff meetings. • Sharing completed learning at end of the Spiral of Inquiry. • Changes to classroom practice.

SECTION C: ANNUAL SECTION- STUDENT ACHIEVEMENT TARGETS

STRATEGIC AIM

All children are able to effectively access the NZ Curriculum and are engaged in, and achieve success, as evidenced by achievement results.

- To develop and maintain programmes and effective teaching and learning strategies to ensure students who are not achieving the expected curriculum level make accelerated progress.

Annual Target:

That students identified as achieving below the curriculum expectations in Writing in 2018, will make at least one years progress by the end of 2019.

Baseline Data:

Our 2018 end of year data showed that 22% of all students, (15 students-12 boys and 3 girls), were identified as below the expected level for their age.

How will we do this?	Responsibility	Time	What will it look like?	Indicators of Progress
Whole school professional sessions in Writing. Engagement in boys writing.	Claire- as Lead teacher. Class teachers	Terms 1-4	<ul style="list-style-type: none"> • Teachers moderating writing across the school and the Kahui Ako. • Using the Pact tool and learning progressions to make judgements on students writing. 	<ul style="list-style-type: none"> • discussions of students progress in staff meetings.
Staff will work collaboratively to identify what is best practice in writing and what this looks like at each level.	All staff	Terms 1-4	<ul style="list-style-type: none"> • SPC school wide expectation in writing. • Use PACT tool 	<ul style="list-style-type: none"> • PD on moderation of writing • PD for using PACT tool.
All students will have writing groups with Learning intentions and success criteria identified.	All staff	Terms 1-4	<ul style="list-style-type: none"> • identified in planning • Everyone is clear in next steps. 	<ul style="list-style-type: none"> • Planning • Everyone is clear on teaching and learning steps

Each child will have the goal they are walking towards displayed during writing time	All staff	Terms 1-4	<ul style="list-style-type: none"> Children are aware of their goal and can verbalise or identify it. 	<ul style="list-style-type: none"> Observe goal sheets in books and talk to students.
Each teacher will identify and target students below to accelerate learning	All staff	Terms 1-4	<ul style="list-style-type: none"> progress discussed at staff meetings with changes to practice made to fit students learning. 	<ul style="list-style-type: none"> A report will be given to the Principal on progress of the targeted children at the end of each term A report to the BOT will be given at Mid-Year and End of Year

Annual Target:

That a target group of students identified as achieving at the curriculum expectation in Writing in 2018 will make accelerated progress and will be working above their expected level by the end of 2019.

Baseline Data:

Our 2018 data showed that 6% of student were achieving above their expected level.

How will we do this?	Responsibility	Time	What will it look like?	Indicators of progress
Whole school professional learning sessions in writing	Classroom Teachers Team Leaders Principal	Terms 1-4	<ul style="list-style-type: none"> Teachers using new tools for assessing writing 	<ul style="list-style-type: none"> Progress of students to be discussed at team /staff meetings
Teachers will give feedback about what has been mastered and what the student should focus on next	Staff	Terms 2-4	<ul style="list-style-type: none"> Children are aware of their goals and can verbalise or identify it Students will receive specific, frequent and positive feedback 	<ul style="list-style-type: none"> Give opportunity for children to discuss their progress and next steps Close monitoring and regular reflecting on progress
All staff will use assessment data to identify the students next learning step accelerate progress for students working at to above	Staff	Terms 1-4	<ul style="list-style-type: none"> Using PACT and moderation within school and across the COL Teachers will collaboratively reflect on planning and practice to improve teaching and learning 	<ul style="list-style-type: none"> Monitor progress using PACT

