



Charter

2015 – 2017

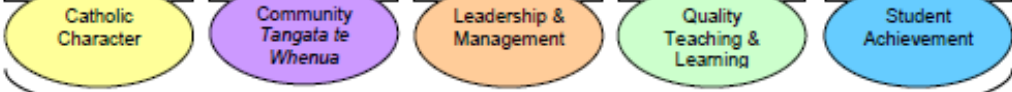


Our Vision
 We will be an inspirational Catholic School that challenges students to be the best that they can be, whilst walking hand in hand with Christ

Our Mission
 We are a Catholic School providing students with the challenge to strive for personal excellence, to celebrate their successes, grow spiritually and become positive contributors to society

At St Brendan's School we aim to

- Be a supportive community where our faith and love of God is evident through the way we act and interact. As stewards of God's given gifts we all contribute to 'make a difference' in our own lives and the lives of others. We will nurture spiritual growth in both students and teachers through the teachings of Christ.
- Foster an understanding and appreciation of cultural diversity within New Zealand, with a particular emphasis given to Te Reo and Tikanga Maori.
- Through effective leadership and management, provide a school environment that is a safe and stimulating place to learn, through the continual improvement and sustainability of facilities, resources and operations.
- Have inspirational staff who implement quality teaching and learning programmes, who set high expectations and actively foster a climate of inquiry and reflection.
- Nurture the physical, emotional and spiritual health development of people who strive for personal excellence, who are independent thinkers, are adventurous, creative and innovative. People who are "navigators" of their own learning journey.



Strategic Plan Structure
 The delivery of our Strategic and Annual plan is based on the following dimensions of good practice:

- Catholic Character
- Community Engagement
- Leadership and Management
- Quality Teaching and Learning
- Student Achievement



Values

- **Faith** – a secure belief in God.
- **Courage** - courage to challenge, to explore, to take risks, to change, and to embrace our faith.
- **Innovation** - a willingness to build on knowledge, think critically, think outside of the box and create.
- **Love** - a love of God, others, self, of learning and of life.
- **Respect** - to respect oneself, others and our environment.
- **Excellence** - to aim high, pursue and reach goals, persevere and achieve quality.

Beliefs

- Effective education involves a partnership between family, school and the Catholic Church
- Quality teaching staff is critical to student development
- Effective education provides students with a strong foundation and an ongoing desire for learning
- Literacy and Numeracy underpin academic success
- To create positive citizens, the school needs to develop the spiritual, academic, emotional and physical dimensions of each child
- Children will flourish in a safe, happy and welcoming environment



Learning and Change Priorities

End game 2017: To provide authentic teaching and learning so that our students become empowered learners:



Student Achievement

Nurture the physical, emotional and spiritual health development of people who strive for personal excellence, who are independent thinkers, are adventurous, creative and innovative. People who are “navigators” of their own learning journey.

Quality Teaching and Learning

Have inspirational staff, who implement quality teaching and learning programmes, who set high expectations and actively foster a climate of inquiry and reflection.

LCN Priority -	2015	Annual Objectives: 2016	2017
Empowered Learners: For students, teachers and parents to take responsibility for their learning, developing the attitudes, skills and strategies necessary, when faced with challenges.	<p>Understanding Sexuality from a Catholic perspective.</p> <p>To explore what acceleration is and how we achieve it in Literacy.</p> <p>To explore what Authentic Learning is and how student inquiry supports this type of learning.</p> <p>Leaders to explore what leadership behaviours result in improved student outcomes.</p>	<p>Providing an inclusive curriculum by developing an understanding of how to support Maori learners as Maori.</p> <p>To develop effective intervention practices that sustain student acceleration and ensure intervention coherence at a school-wide level in literacy and numeracy.</p> <p>To develop practices that support authentic learning and utilise student inquiry.</p> <p>For leadership behaviours to support teachers in accelerating learning.</p>	<p>To develop effective intervention practices to best support Maori learners.</p> <p>To build teacher capability across the school using a LST - Literacy support Teacher.</p> <p>To revise the school curriculum to better support authentic teaching and learning.</p>



Catholic Character

Be a supportive community where our faith and love of God is evident through the way we act and interact. As stewards of God's given gifts we all contribute to 'make a difference' in our own lives and the lives of others. We will nurture spiritual growth in both students and teachers through the teachings of Christ.

Community

Foster an understanding and appreciation of cultural diversity within New Zealand, with a particular emphasis given to Te Reo and Tikanga Maori.

LCN Priority -	2015	Annual Objectives: 2016	2017
Partnerships: To have rich, connected relationships where ALL are valued and empowered with a clear, shared moral purpose.	For students to be familiar with the traditions and charism of our founding order.	For the traditions and charism of our founding order to become embedded into our liturgical rituals.	For students to reach out to others with an instilled sense of who they are as members of St Brendan's school community.
	To phase in the new school uniform if this is approved by the school community.	To sustain partnerships with members of our community that provide diverse student experience and support student outcomes.	For new school uniform to be the only uniform option allowed to be worn.
	For Leaders to form partnerships with local businesses and grants organisations to support initiatives that benefit our students.	To utilise the Alumni network to begin recording the stories of our school and to identify potential avenues of support for our school.	To sustain partnerships with members of our community that provide diverse student experience and support student outcomes.
	To establish an Alumni network to enhance the social networks of our school community.	To develop cross-cultural relationships with a school in Asia to enhance our students' confidence and capability in relating to people of Asian descent.	To utilise the Alumni network to continue recording the stories of our school and to seek support for our school.
	To celebrate the cultural diversity within our school, raising student awareness of Asian culture and language.		To sustain partnerships with members of our Maori, Pasifika, Asian communities and other cultural groups within our community, to enhance our students' confidence and capability in relating to and participating in these communities.



Leadership and Management

Through effective leadership and management, provide a school environment that is a safe and stimulating place to learn, through the continual improvement and sustainability of facilities, resources and operations.

LCN Priority -

Innovative 21st Century Learning Environments:

For all learners to have access to innovative, well-resourced 21st century learning environments both within and outside the school driven by current pedagogy and authentic contexts.

2015

To develop a 5 Year Property Development Plan to meet the requirements of a Modern Learning Environment and the needs of the community.

To purchase resources that support teaching and learning, consistent with the Fixed Asset Replacement Plan.

To upgrade the school field: remove brick wall, explore funding options for cricket nets, and establish a spiritual space.

To review our SMS choice.

To phase in 1-1 devices into the middle syndicate and to implement BYOD in Year 7 and 8's.

To review: RE Curriculum, Writing, Health, NAG 1 & 6 Policies.

The Board will ensure the School's Vision and Mission are embedded in Strategic documents, are communicated to the community, and are implemented and reviewed in accordance with School policy, with student achievement as its focus.

The Board will appraise the principal.

Annual Objectives:

2016

To upgrade classrooms (consistent with the Property Development Plan 2015 - 2020).

To paint the exterior of rooms 1-6.

To purchase resources that support teaching and learning and consistent with the Fixed Asset Replacement Plan.

Install cricket nets, park benches and picnic tables on the field.

To phase in BYOD in Year 3 and 4.

To review: Statutory requirements, Charter/Strategic Plan Reading, Health KC & the Arts

The Board will ensure the School's Vision and Mission are embedded in Strategic documents, are communicated to the community, and are implemented and reviewed in accordance with School Policy with student achievement as its focus.

The Board will appraise the principal

2017

To upgrade classrooms (consistent with the Property Development Plan 2015 - 2020).

To paint the exterior of rooms 7-12.

To purchase resources that support teaching and learning and consistent with the Fixed Asset Replacement Plan.

To explore funding options for a new adventure playground on the field.

To review our digital infrastructure and e-learning planning framework.

To review: our School Curriculum.

The Board will ensure the School's Vision and Mission are embedded in Strategic documents, are communicated to the community, and are implemented and reviewed in accordance with School Policy, with student achievement as its focus.

The Board will appraise the principal.



ANNUAL PLAN 2015

STUDENT ACHIEVEMENT TARGETS 2015:

	STRATEGIC OBJECTIVE	ANNUAL OBJECTIVE	BASELINE DATA					TARGETS:
READING	For priority to be given to Literacy and Numeracy with a focus on continual improvement of performance with particular emphasis placed on those students who are Below National Standards and / or are Gifted and Talented.	To continue to raise the achievement of students not achieving the Reading National Standard, and to raise the proportion of pupils performing above the Reading National Standard, through the identification and sharing of best practice when explicitly teaching Reading strategies.	Reading Dec 2014	Well Below		Below		* All students achieving expectation after 2 and 3 years at school in Reading .
			After 1 year	6	19%	3	9%	
			After 2 years	5	12.5%	10	25%	
			The number of students Well Below and Below after 2 years indicates that we have not accelerated these readers to achieve expected levels since 2013 (7 Well Below and 11 Below).					
WRITING	For priority to be given to Literacy and Numeracy with a focus on continual improvement of performance with particular emphasis placed on those students who are Below National Standards and / or are Gifted and Talented.	To continue to raise the achievement of students not achieving the Writing National Standard, and to raise the proportion of pupils performing above the Writing National Standard, through the integration of reading and writing.	Writing Dec 2014	Well Below		Below		* All students achieving expectation after 3 years and at the end of Year 7 in Writing . * All boys achieving expectation in Writing . * All Pasifika and Maori students achieving expectation in Writing.
			After 2 years	0	0%	19	47.5%	
			End of Year 6	0	0%	8	27.6%	
			Male	11	7.8%	29	20.6%	
			Pasifika	0	0%	9	40.9%	
			Maori	3	11%	3	11%	
			The number of students performing below achievement expectations After 2 years has increased by 11 students since 2013. So too with the number of Pasifika students performing below achievement expectations increasing by 6 students. We did not accelerate the performance of our Year 6 writers, our male students. or our Maori students, who continued to perform below achievement expectations, similar to their 2013 performance.					
MATHEMATICS	For priority to be given to Literacy and Numeracy with a focus on continual improvement of performance with particular emphasis placed on those students who are Below National Standards and / or are Gifted and Talented.	For the majority of students to be performing above the Mathematics National Standard, through the clear communication of achievement expectations and the required learning journey, supported by the use of exemplars and the explicit teaching of Number Knowledge and Strategies.	Maths Dec 2014	Well Below	Below	At	Above	All students achieving expectation after 3 years and at the end of Year 7 in Maths . All Pasifika students achieving expectation in Maths.
			After 2 years	0	0%	6	15%	
			End of Year 6	0	0%	5	17.2%	
			Pasifika	1	4.5%	5	22.7%	



LCN Priority -	2015 Annual Objectives:	Action	Who	Costs/ Resources	Target Date	Expected Outcomes: 2015
Empowered Learners: For students, teachers and parents to take responsibility for their learning, developing the attitudes, skills and strategies necessary, when faced with challenges.	Understanding Sexuality from a Catholic perspective.	To attend Understanding Sexuality workshops and complete assignment.	All staff	N/A	28 & 29 Jan	Teachers are accredited with Understanding Sexuality, as part of the RE papers.
	To explore what acceleration is and how we achieve it in Literacy.	To begin the first year of Accelerated Learning in Literacy Professional Learning Development (PLD) – MOE exploring as part of our Teaching as Inquiry, the question, "What is acceleration and how do we achieve it?" To explore and unpack the deliberate acts for teaching an effective literacy programme during staff meeting PLD facilitated by ULead	All staff MOE – ALL Melissa Lilley: Lead teacher All staff - ULead	MOE funded approx. \$7,000 \$2,000	Term 1 ongoing Term 2 ongoing	A definition of acceleration is agreed upon and acceleration expectations for writing are recorded. Teachers have evaluated their teaching practice in literacy in relation to the deliberate acts of effective literacy teaching. Teaching as Inquiries focus on a deliberate act of teaching a teacher wishes to refine.
	To explore what Authentic Learning is and how student inquiry supports this type of learning.	To develop a clear shared understanding of, "What is authentic learning and how does inquiry support this type of learning?" during staff meeting PLD facilitated by CORE Education and teacher only days with Lane Clarke. Teachers are provided with training on how to use e-learning tools to support authentic learning, through the provision of teckie brekkies, and staff meetings facilitated by CORE Education.	All staff - CORE All staff - Lane Clarke – Tchr only day	\$10,000	Term 1 ongoing Lane Term 2 ongoing	A definition of authentic learning is agreed upon. Teachers have reflected on their teaching practice in regards to providing authentic teaching and learning opportunities. Teachers are using digital tools to enhance the curriculum and support learning.
	Leaders to explore what leadership behaviours result in improved student outcomes.	Leaders to develop a shared understanding of, "What leadership behaviours result in improved student outcomes?" through termly workshops, coaching and trialling a Leader as Inquiry model.	Leaders Mark Sweeney (Impact Education)	\$4,500	Term 1 ongoing	Leaders use a Leader as Inquiry model to reflect specifically on how their leadership has impacted teacher practices and on student outcomes.



LCN Priority -	2015 Annual Objectives:	Action	Who	Costs/ Resources	Target Date	Expected Outcomes: 2015
Partnerships: To have rich, connected relationships where ALL are valued and empowered with a clear, shared moral purpose.	For students to be familiar with the traditions and charism of our founding order.	For teachers to explore the stories, traditions and charism of our founding order as part of staff meetings and a retreat day with Maureen Phillips, (CEC DRS) For teachers to begin integrating our school's charism's into liturgical rituals. For senior students to hold a spiritual retreat at Orongomai Marae and for their advice to be considered in the development of our charism symbols.	All staff Maureen Phillips DRS AP / Team leader	\$200 - TOD	Once per Term and TOD 29 May	Key stories, traditions, rituals, charism of our founding order will have been recorded and those we wish to continue, identified. Charism symbols will be made that recognise Maori culture.
	To phase in the new school uniform if this is approved by the school community.	Community consulted with proposed alternative uniform options and majority decision upheld.	Principal & BOT	N/A	Term 1 Term 2	If new uniform option is voted in, this will be phased in over the next two years.
	For Leaders to form partnerships with local businesses and grants organisations to support initiatives that benefit our students.	To seek advice from schools successfully developing business partnerships. Approach grants groups and other businesses to develop partnerships to support school in accessing funding and / or expertise.	Principal & PTF	N/A	Term 1 and ongoing	Partnership strategy developed. List of business groups identified and how they can support the school, incl Successful grant applications Outline for seeking foreign fee paying students approved by Board.
	To establish an Alumni network to enhance the social networks of our school community.	To employ a person to develop a data base of past members. To invite past members of a particular year to share their details and share their stories about them time at St Brendan's and since, using various online medium. To use photobooks for our annual year books .	Principal, PTF & BOT	TBC Event fee to cover	Term 1 then ongoing	A person is employed to establish and manage a St Brendan's Old Boy network and database. A record of student's stories is begun, including using the professional graduant year book.
	To celebrate the cultural diversity within our school, raising student awareness of Asian culture	To attend Asian awareness meetings and have members of various Asian groups share their language and culture with our students. To meet regularly with members of our Maori and Pasifika communities, to plan, implement and review learning experiences that help meet to the needs of their children. To provide interpreters for our Pasifika parents to aid communication.	AP	N/A	Term 1 ongoing	Students have varied cultural experiences in accordance Maori, Pasifika and Asian Development plan, including opportunities to learn about Asian language and culture. Interpreters are provided for Pasifika parents.



LCN Priority -	2015 Annual Objectives:	Action	Who	Costs/ Resources	Target Date	Expected Outcomes: 2015
Innovative 21st Century Learning Environments: For all learners to have access to innovative, well-resourced 21 st century learning environments both within and outside the school driven by current pedagogy and authentic contexts.	To develop a 5 Year Property Development Plan to meet the requirements of a Modern Learning Environment (MLE) and the needs of the community.	To utilise community feedback, and an assessment of the school's ability to provide a MLE, to create a 5 Year Property Plan in liaison with Catholic Education Centre property team.	BOT Property committee, principal & CEC	Approx. \$1,500 architect fee	Term 2	A 5 Year Property Plan is developed to best create a MLE for students.
	To purchase resources that support teaching and learning, consistent with the Fixed Asset Replacement Plan.	To purchase furniture consistent with community feedback and the Fixed Asset replacement plan. To purchase class resources to accommodate the larger numbers in the middle syndicate and to support authentic learning. To purchase ICT to maintain the school infrastructure and the provision of 1-1 devices in the lower middle syndicate consistent with community feedback and the e-Learning action plan.	Principal BOT	\$16,200 – capital assets (furniture and ICT) \$ 3,400 - Curriculum resources	Term 1 Term 1 ongoing Term 2	MLE furniture is purchased. Rooms 7 and 12 have additional classroom resources to accommodate the increased number of students in the middle syndicate. Chromebooks are purchased to support 1-1 devices in the middle syndicate.
	To upgrade the school field: remove brick wall, explore funding options for cricket nets, and establish a spiritual space.	To remove the brick wall and re-erect one on the North end of the tennis courts. To liaise with Cricket NZ and other organisations to make funding applications for cricket nets. To design and build a spiritual space for the south corner of the field, by the frontage.	Principal, BOT property committee & PTF	Locally raised funds	Term 3 Term 2 Term 3	Brick wall removed and new wall installed at end of tennis courts. Cricket net funding application made. Spiritual space built and planted.
	To phase in 1-1 devices into the middle syndicate and to implement BYOD in Year 7 and 8's. To review our SMS choice.	To allow students to bring the specified BYO Devices to school once the appropriate agreements and permissions have been signed by parents. To redistribute school owned chromebooks to the middle syndicate. To train middle syndicate teachers on the management of 1-1 devices and on hapara.	Principal Snr Syn Team Leader Team Leaders Digi team Digi team & middle syn. teachers	\$16,200 – capital assets (furniture and ICT)	Term 1 Term 1 Term 2 Term 2	BYOD in Senior syndicate. 1-1 (or close to) devices in Middle Syndicate classes. Middle and senior syndicate teachers are familiar with how to use and manage many devices in the classroom.



		<p>Hold information sessions for middle syndicate parents, seek permission for gmail accounts to be set up.</p> <p>Analyse the Pros and Cons of various SMSs and change to the most preferred SMS.</p>	Principal		Term 2	<p>Information evenings are held for parents in middle syndicate and permission for gmail accounts received.</p> <p>More efficient SMS installed.</p>
	<p>To review: RE Curriculum, Writing, Health, NAG 1 & 6 Policies.</p>	<p>RE Curriculum is reviewed and action plan developed and implemented, based on review recommendations.</p> <p>Writing practices reviewed and recommendations to inform PLD.</p> <p>NAG 1 & 6 policies reviewed.</p>	<p>DRS</p> <p>DP</p> <p>BOT committees</p>		Term 1 - ongoing	<p>RE Curriculum delivered improved as a result of actioned review recommendations.</p> <p>Writing PLD based on current pedagogy and needs of teachers.</p> <p>NAG 1 & 6 policies revised as part of review recommendations.</p>
	<p>The Board will ensure the School's Vision and Mission are embedded in Strategic documents, are communicated to the community, and are implemented and reviewed in accordance with School policy, with student achievement as its focus.</p>	<p>Strategic and Annual plan are developed and reviewed biannually and include a variance report of student achievement against the National Standards.</p> <p>The Self Review Policy and programme will outline the review process and areas for review.</p> <p>Principal will report to Board the attendance of pupils, truancy issues, stand-downs and suspensions and the actions the school is taking to improve attendance and reduce the other issues.</p> <p>Staff will be appointed in accordance with Personnel Policies and procedures and provided with the work environment and professional support to be able to meet their performance requirements and the Strategic and annual plan objectives.</p>	BOT Principal		Each term	<p>Strategic and Annual plan are developed and reviewed biannually accompanied by a Variance report of student achievement against the National Standards.</p> <p>Policies are reviewed in accordance with the Self Review Policy Framework.</p> <p>Principal will report to Board consistent with the timeframe and areas of focus outlined on the Board Report Planner.</p> <p>Staff will be appointed in accordance with Personnel Policies and procedures.</p> <p>Staff are provided with the resources and professional support to be able to meet their performance requirements and those expectations outlined in the Strategic and annual plan.</p>
	<p>The Board will appraise the principal.</p>	<p>Principal will be appraised annually.</p>	<p>BOT chair Principal Mark Sweeny</p>	\$2000	Term 1 ongoing	<p>Principal will be appraised annually.</p>

