



MARIAN CATHOLIC SCHOOL

Empowered to Learn, Inspired for Life

Charter 2020

contains Strategic Plan 2020-2022

Annual Plan 2020



MARIAN CATHOLIC SCHOOL

Empowered to Learn, Inspired for Life

School Profile

Marian Catholic School was established in 1989 following the amalgamation of St Mary's School and Marist School which had previously coexisted on adjoining sites. Marian Catholic School recognizes and celebrates the founding charisms of the Sisters of Our Lady of the Missions foundress, Euphrasie Barbier and the Marist Brothers founder, Marcellin Champagnat.

Being a Catholic School means that Religious Education underpins everything we do and all learning interactions. It leads us to understand what it is to be Catholic – It is a given at our school. For our students we aim to instill in them the essential faith knowledge, experiences and understanding for them to be able to "Live life to the Full" as members of the Catholic Church. Participation in the Mass and sacraments, having a sound knowledge of prayer and the fundamentals of the Catholic faith, surrounded by a supportive faith community, will lead our students to demonstrate the following understandings:

- Being Christ- Like in their actions
- That as a follower of God – You are never alone
- That it takes courage to be themselves within their faith
- That it's "cool to be Catholic"
- Knowing right from wrong
- How to live by the Fruits of the Holy Spirit

These understandings will lead them to be the hands and face and voice of Christ and truly "*bring Christ into the World*"

Motto: Bring Christ into the World

Marian Catholic School is:

- ✦ A Roman Catholic School established in 1989 following the amalgamation of St Mary's School and Marist School, Hamilton East
- ✦ A state integrated school
- ✦ A full primary school catering for students Year 0 to Year 8
- ✦ Decile 7 with a current roll of 589, a maximum roll of 600
- ✦ A co-educational school
- ✦ A uniformed school
- ✦ An inner-city school in close proximity to the Cathedral of the Blessed Virgin Mary and adjacent to Sacred Heart Girls' College, catering for students from both Cathedral and St Matthew's (Hillcrest/Silverdale) Parishes.
- ✦ Is a contributing school that emphasizes Catholic Secondary education, Sacred Heart Girls' College and Saint John's College
- ✦ Marian Catholic School Community lives our Charism which encourages these values in thoughts, actions and interactions:

At Marian Catholic School we

LIVE CHRIST

by being the hands, face and voice of Jesus by:

LIVE LOVE, LIVE FAITH, LIVE COMMUNITY and LIVE MISSION.



MARIAN CATHOLIC SCHOOL

Special Character Goals

The Board of Trustees of Marian Catholic School will ensure that the school reflects in its teaching and conduct, Special Character as specified in the integration of Marian Catholic School by:

- ✦ Fulfilling the intent of the Special Character statement in the Integration Agreement.
- ✦ Maintaining and safeguarding the important link that the school has with Cathedral Parish by promoting the school and parish as 'one worshipping community'.
- ✦ Recognising the right of the Proprietor to supervise the maintenance and preservation of Special Character as provided in the Private Schools Conditional Integration Act 1975 and the Integration Agreement of Marian Catholic School.
- ✦ Recognising the right of the Proprietor to determine from time to time what is necessary to preserve and safeguard the Special Character of the education provided at Marian Catholic School as required in the Private Schools Conditional Integration Act 1975 and the Integration Agreement of Marian Catholic School.

Marian Catholic 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 as 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 of Hamilton.



MARIAN CATHOLIC SCHOOL

National Priorities

The Board of Trustees at Marian Catholic School provides:

- 1. Success for all**
 - Philosophical belief that the best learning happens through experiencing success.
 - Individual stage of learning identified and taken into account in planning.
 - Resources provided to support teaching programmes.
- 2. A Safe Learning Environment**
 - Hazard Plan: Regular assessment of risk areas/situations in and around the school.
 - Risk Analysis is carried out when there are any trips away from the school environment.
 - A positive Behaviour Management Programme is operating based on Gospel Values.
- 3. Using the Curriculum Levels as benchmarks, to improve Literacy and Numeracy Outcomes**
 - School goals are formulated on Curriculum Levels data prioritised on assessed needs.
 - Implementation of sound teaching techniques.
 - Commitment towards ongoing Professional Development.
- 4. Better use of student achievement information**
 - Assessment information evaluated to determine:
 - a) Appropriateness of information
 - b) Relevance of data collected
 - Assessment data collated for assessing future teaching direction
 - Commitment as a school to investigate new forms of gathering and storing assessment data.
- 5. Improving Outcomes**
 - Commitment to professional critical analysis of accumulated assessment data gathered to decide on future planning.
 - Use of a range of assessment styles to gather detailed, relevant data to assist in planning.
 - Continue to reassess procedures for students with special needs to ensure maximum numbers of needy students receive learning support.

- Gifted and talented students are identified through existing assessment procedures and appropriate programmes identified.
- Regular quality physical activity that develops motor skills for all students, especially Years 1-6.

6. Improving Outcomes for Māori and Pacific Island Students

Marian Catholic School is committed to raising student achievement for Māori and Pacific Island students, we are committed to:

- Develop consultation procedures to consult with local iwi as to their needs and aspirations for Māori students.
- Collecting data is collated annually on progress in literacy and numeracy made by Māori students in comparison to non Māori.
- Developing learning needs specifically for Māori and Pacific Island students as part of the planning process.
- Ensuring that Māori spirituality is an important element of the Religious Education Curriculum.

7. Improved Career Guidance

- Programmes involving development and awareness of life skills will be offered to Year 7 & 8 students.
- Studies involving researching career paths and identifying pre-requisites or future learning required.
- Utilise opportunities that arise to promote future career interests.

8. Reporting

- Parents/caregivers are acknowledged as first teachers who provide social information for their NE children.
- Parents/caregivers are provided an opportunity to meet with their child's classroom teacher in a formal setting within the first six weeks of the school year to assist their child to set goals in a goal setting conference format.
- Parents/caregivers are invited in Term One and Term Three to participate in Learning Discussions where students are encouraged to share their learning in a 'student centred conference' setting.
- Reporting in plain language against the curriculum levels will be carried out at least twice annually.
- The principal reports to the Board at each Board Meeting on Curriculum (Goal 2) with regular reporting on student learning and achievement.
- Community consultation as/when required on new programmes of learning and changes in existing prescriptions.
- Regular contact with teachers and parents/caregivers through home and school books/notebooks, email, class newsletters, LINC-ED reporting system.
- Weekly school newsletter emailed home and placed on school's website and noticeboard.
- School information is included on the Parish bulletin on a regular basis.

9. Community Focus

- Marian Catholic School will engage with many of the schools in the Hamilton area as part of the Ministry initiative Community of Learners. The Waikato Catholic Kahui Ako Community of Learners supports the learning goals of the schools.

New Zealand's Cultural Diversity

The unique position of iwi Māori as tangata whenua, and Te Āo Māori

We acknowledge the special place of iwi Māori as Tangata Whenua and the unique position of Te Āo Māori in Aotearoa New Zealand. All students will learn Te Reo, tikanga, mātauranga Māori as well as wairuatanga Katorika Māori. Māori values, practices, traditions, histories and spirituality forms the basis of our relationships with all New Zealanders. This upholds and celebrates the relationship created by Te Tiriti o Waitangi.

The school will support and celebrate the unique position of iwi Māori and Te Āo Māori in the curriculum by:

- Working closely with Te Korowai – our Whānau Māori community, the kaitiaki of Te Āo Māori
- Reporting to and consultation with Te Korowai – our Whānau Māori Community.
- Acknowledging and teaching about the special place of Katorikatanga Māori in the special character and religious education programmes of our school.
- A Miha Māori is held each year
- Tamariki Māori will be given opportunities to participate and lead in this learning e.g Rangiaowhia
- Teachers' planning will reflect Aotearoa New Zealand's bi-cultural heritage established by Te Tiriti o Waitangi
- Classroom programmes will include meaningful interaction and learning in Te Reo, tikanga, mātauranga and wairuatanga Katorika Māori.
- Whakapapa, tikanga, ngā mahi ā rēhia and pūrākau will be incorporated into Literacy and Arts programmes.
- Te Reo, waiata and karakia are incorporated into assemblies and hui etc. e.g. pōwhiri

Reflecting Cultural Diversity

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and also New Zealand's relationships with the peoples of other nations.

- Every culture, and their unique relationship to God, will be valued so that all families feel respected and acknowledged.
- Reporting to and consultation with Pasifika Community
- A Pasifika Mass held each year.
- An extensive ESOL programme is provided for those who qualify for assistance with second language learning.
- Attempts will be made to find interpreters, especially for report evenings, if needed.
- Incorporate different languages into our 'Prayers of the faithful' within our school masses, with Te Reo and English being the constant languages
- We hold two Cultural assemblies each year to celebrate cultural groups with the school with tangata whenua as the host culture

Principles

as set down by the New Zealand Curriculum

High Expectations

All students will be encouraged to recognise the gifts God has given them and strive for all that God created them to be, in their learning and their school life.

Treaty of Waitangi

We acknowledge the special place of Māori people as Tangata whenua and will give all students the opportunity to understand key aspects of the culture and spirituality of Māori, encouraging Māori Tikanga permeates through all areas of our school life.

Cultural Diversity

Every culture, and their unique relationship to God, will be valued so that all families feel respected and acknowledged.

Inclusion

Our curriculum will reflect that all our students are created and loved by God and have the right to have their unique learning needs identified and addressed.

Learning to Learn

All students will be encouraged to understand how they learn and to reflect on their own learning processes.

Coherence

Students will be immersed in learning programmes and activities that will enable them to make links within and across learning areas and develop the thirst for further learning.

Future Focus

Students will be encouraged to look to the future by exploring significant future-focused issues such as sustainability, citizenship, enterprise and globalisation.

Community Engagement

Strong relationships between school, home, parish and community will strengthen the delivery of the school curriculum.



MARIAN CATHOLIC SCHOOL ANNUAL PLAN 2020

Consists of:

1. *Strategic Plan 2020-22*

- Strategic Goal #1 Presence: All learners will encounter Christ and develop a lifelong connection with God and the Church
- Strategic Goal #2 People: Build positive relationships across Marian catholic School community
- Strategic Goal #3 Practice: Build teacher capability in culturally responsive inclusive teaching
- Strategic Goal #4 Place: Create environments that support quality learning

2. *Business As Usual* our requirements to meet:

Special Character

- NAG 1 Student Achievement Curriculum Targets in Reading, Written Language and Mathematics
- NAG 2 Self Review
- NAG 3 People
- NAG 4 Financial
- NAG 4 Property
- NAG 5 Health and Safety

Marian Catholic School Strategic Plan 2020-2022

Mission	To provide students with the tools to become successful lifelong learners in a Catholic context	
Vision	Empowered to learn, inspired for life	
Values	Live Christ-Be the Hands, Face and Voice of Jesus by: Live Love, Live Faith, Live Community, Live Mission	
	Initiatives	Expected outcomes
<p>Presence Catholic Character All learners will encounter Christ and develop a lifelong connection with God and the Church</p>	<ol style="list-style-type: none"> 1. Embed our charism into our way of being 2. Undertake professional learning to support development of our curriculum which integrates our special character as the core of our local connected curriculum 	<p>A caring Catholic community committed to the common good and living the values of Christ. Responsive flexible curriculum that engages, inspires and connects students to being a Catholic in the 21st century</p>
<p>People Build positive relationships across Marian Catholic School community</p>	<ol style="list-style-type: none"> 1. Strengthen learning partnerships with whānau 2. Develop a community engagement plan 3. Deliver programme of professional learning to build capability of middle leadership 	<p>Positive relationships for learning throughout the school Improved leadership capability</p>
<p>Practice Build teacher capability in culturally responsive inclusive teaching</p>	<ol style="list-style-type: none"> 1. Develop relationship based learning framework to guide, high relationships, high teaching, and high monitoring 2. Implement an inquiry approach to student learning across the school. 3. Embed coaching framework to support Teaching as Inquiry 4. Implement Tier Two Positive Behaviour for Learning 5. Integrate digital technologies seamlessly into teaching and learning. 	<p>Raised student achievement through delivering relational pedagogy Capable empowered teachers Consistent explicit programme for teaching behaviour throughout the school Competent and discerning users of technology</p>
<p>Place Create environments that support quality learning</p>	<ol style="list-style-type: none"> 1. Develop a ten year directional building plan for our school site 2. Create 'Learning through play' storage and access areas 3. Implement concepts of Enviro schools throughout the school to meet Silver requirements 	<p>Clear strategic plan for developing school site 'Learning through play' storage completed and in use by LC 1-2 Silver Enviro schools award received</p>

SPECIAL CHARACTER

STRATEGIC GOAL: Presence Developing Catholic Character All learners will encounter Christ and develop a lifelong connection with God and the Church

2020	2021	2022.
<ul style="list-style-type: none"> ● Tri annual Catholic Character Review March 2020 ● Select quotes from our Founders that support our Marian Charism and display them around the school ● Complete Charism garden in the centre of the school. ● Identify Mary's Mission and how we can live this out in our school through looking at the Marian Feast Days: Annunciation, Visitation and the Assumption. ● To create a visual display of Mission Sisters in GSEC - honouring the history of the building. ● To create a visual display of Marist Brothers in Atrium - honouring the history of the building. ● Incorporate the Māori bicultural dimensions into RE lessons, liturgies and Masses e.g. sign of the cross in Māori. ● Make effective use of the RE digital resource as well as sharing and making use of websites and online resources. ● RE Paper: Sexuality Education all teachers to complete the training ● School wide Sexuality Education programme developed. ● Parent Information evening held. ● Whole school Sexuality Education programme delivered in Term Three 2020. ● All students attend school Mass/Liturgies at least 3 times per term. ● Buddy classes attend Parish weekday Mass twice during the year. ● Parish /School Mass on Sunday each Term -led by LC. ● Organise a Yr 8 special Retreat at year end. ● Actively promote Young Vinnies. ● Principal and DRS are members of the Parish Leadership Team and attend monthly meetings. ● Promote and publicise Sunday Mass in school newsletter. ● Weekly Prayer Assembly. ● Sacramental programmes. ● Grandparents Day. ● Catholic Charter Self-Review (one per year) ● Growth and Knowledge ● School newsletter contains Gospel reflection and Charism values. ● Develop cards displaying School Charism to be used for School purposes: thanks, welcoming etc ● Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. 	<ul style="list-style-type: none"> ● Hold a staff Retreat Day ● Identify the Mary's Mission and how we can live this out in our school through looking at the Life of Christ. ● To create a visual display of Marist Brothers in Atrium - honouring the history of the building. ● Incorporate the Māori bicultural dimensions into RE lessons, liturgies and Masses e.g. sign of the cross in Māori. ● Hold at least 12 hours per year RE staff meeting per term. ● All students attend school Mass/Liturgies at least 3 times per term. ● Buddy classes attend Parish weekday Mass twice during the year. ● Parish /School Mass on Sunday each Term -led by LC. ● Organise a Year 8 special Retreat at year end and a Year 7 Servant Leadership retreat in Term 4. ● Actively promote Young Vinnies. ● Principal and DRS are members of the Parish Leadership Team and attend monthly meetings. ● Promote and publicise Sunday Mass in school newsletter. ● Staff to attend the NZ Catholic Conference in Wellington ● Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. ● Weekly Prayer Assembly. ● Sacramental programmes. ● Grandparents Day. ● School newsletter contains Gospel reflection and Charism values. ● Catholic Charter Self-Review (one per year) <ul style="list-style-type: none"> ○ Christian Witness 	<ul style="list-style-type: none"> ● Hold staff meetings facilitated by DRS or other guest speakers. ● Hold a Parent Information evening ● Incorporate the Māori bicultural dimensions into RE lessons, liturgies and Masses e.g. sign of the cross in Māori. ● Make effective use of the RE digital resource as well as sharing and making use of websites and online resources. ● Hold at least 12 hours per year RE staff meeting per term. ● All students attend school Mass/Liturgies at least 3 times per term. ● Staff undertake RE Professional Development ● Two Buddy classes attending a Thursday 12.05 Parish Mass. ● Organise Yr 8 special Retreats at year end and a Leadership day for Year 7's ● Actively promote Young Vinnies. ● Principal and DRS are members of the Parish Leadership Team and attend monthly meetings. ● Promote and publicise Sunday Mass in school newsletter. ● Weekly Prayer Assembly. ● Sacramental programmes. ● Grandparents Day. ● School newsletter contains Gospel reflection and Charism values. ● Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. ● Catholic Charter Self-Review (one per year) <ul style="list-style-type: none"> ○ Encountering Christ

NAG 1: Annual Curriculum Targets - Reading

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

Background Data based on OTJs against curriculum levels:

All Students in this group

OTJ	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Above	13 (14.64%)	32 (43.42%)	8 (12.17%)	9 (14.06%)	6 (9.09%)	17 (18.25%)	1 (1.26%)	14 (14.87%)	101
At	35 (38.72%)	28 (36.84%)	51 (74.46%)	47 (73.44%)	49 (74.54%)	61 (84.32%)	59 (82.19%)	64 (66.86%)	384
Below	18 (19.64%)	11 (14.67%)	5 (7.39%)	8 (12.29%)	10 (15.15%)	9 (10.23%)	4 (5.26%)	15 (15.47%)	81
Well Below	2 (2.19%)	4 (5.33%)	1 (1.49%)	1 (1.54%)	1 (1.52%)	1 (1.49%)	1 (1.32%)	1 (1.04%)	9
Total	88	74	65	64	66	85	84	94	573

STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress target students will receive regular class instructional reading lessons with learning support programmes as additional. School wide review of target students will occur in Week 8 of each term.

ACTIONS:

- Barriers of learning identified for each student
- Individualised learning action plans developed with SENCO, DP and class teacher for each target student
- Literacy learning support programme based on the needs identified in the LSSA testing
- Continue with the Quick 60 Intervention programme
- Our SENCO, two teachers and teacher aides participating in the Team Approach to Language Learners (TALL Project)
- Building reading mileage through Reading Buddy programme
- Home reading programme established

Learning Targets for 2020 Reading

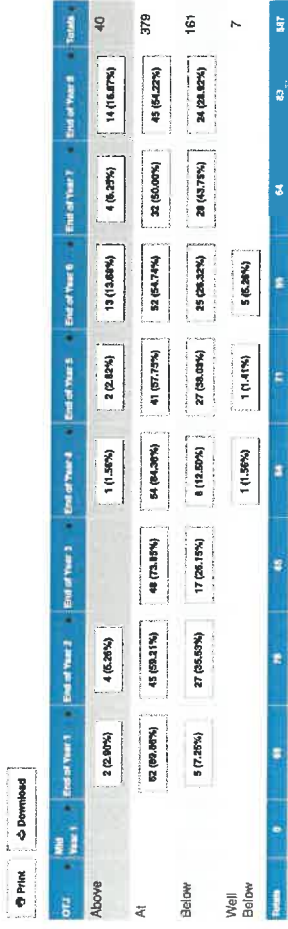
Year	BELOW (2019 OTJ)	Target for 2020
Three	Total: 12 Boys 4, Girls 8, Maori 0 male and 2 females : Pasifika 0 males and 1 female	We need to move 5 students
Two	Total: 26; Boys 13, Girls 13, Maori 1 male and 1 females : Pasifika 0	We need to move 11 students

NAG 1: Annual Curriculum Targets - Writing

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

Background Data based on end of 2019 OTJs against curriculum levels:

All Students in this group



STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress target students will receive regular class instructional reading lessons with learning support programmes as additional. School wide review of target students will occur in Week 8 of each term.

ACTIONS:

- Barriers of learning identified for each student
- Individualised learning action plans developed with SENCO, DP and class teacher for each target student
- Literacy learning support programme
- Two teachers on ALL Ministry of Education contract
- Our SENCO, two teachers and teacher aides participating in the Team Approach to Language Learners (TALL Project)

Learning Targets for 2020 Writing

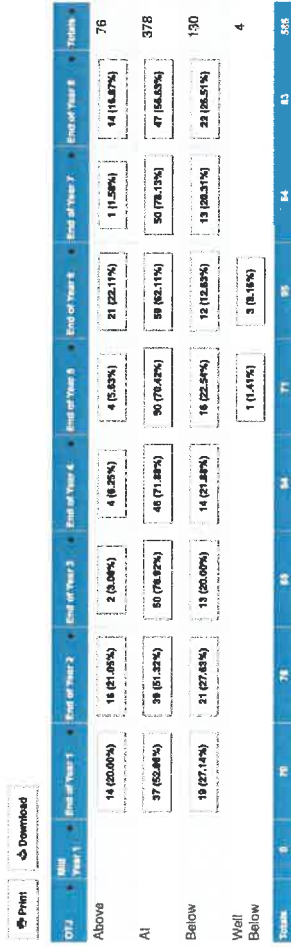
Year	BELOW (2019 OTJ)	Target for 2020
Eight	Total: 24 Boys 13, Girls 11, Maori 1 male and 1 female : Pasifika 2 males and 5 female	We need to move 10 students
Seven	Total: 30 Boys 19, Girls 11, Maori 2 male and 0 females : Pasifika 1 males and 1 female	We need to move 12 students
Six	Total: 28 Boys 19, Girls 9, Maori 2 male and 0 females : Pasifika 0 males and 2 female	We need to move 11 students
Four	Total: 18 Boys 13, Girls 5, Maori 1 male and 2 females : Pasifika 2 males and 2 female	We need to move 7 students
Three	Total: 27 Boys 32, Girls 14, Maori 1 male and 1 females : Pasifika 0 males and 1 female	We need to move 10 students

NAG 1: Annual Curriculum Targets - Mathematics

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

Background Data based on 2019 OTJs against curriculum levels :

All Students in this group



STRATEGY: Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps. To accelerate progress target students will receive regular class instructional lessons with learning support programmes as additional. School wide review of target students will occur in Week 8 of each term.

ACTIONS:

- A full schoolwide review of Implementation of Mathematics will be carried out
- Barriers of learning identified for each student
- Individualised learning action plans developed with SENCO, DP and class teacher for each target student
- One teacher on ALIM Ministry of Education contract
- Revisiting ALIM best practices

Learning Targets for 2020 Mathematics

Year	BELOW (2019 OTJ)	Target for 2020
Eight	Total: 18 Boys 7, Girls 11, Maori 1 male and 2 female : Pasifika 3 males and 4 female	We need to move 7 students
Six	Total: 23 Boys 9, Girls 14, Maori 1 male and 3 female : Pasifika 0 males and 3 female	We need to move 9 students
Five	Total: 16 Boys 7, Girls 9, Maori 1 male and 0 female : Pasifika 3 males and 1 female	We need to move 7 students
Four	Total: 17 Boys 6, Girls 11, Maori 0 male and 2 female : Pasifika 2 males and 2 female	We need to move 7 students
Three	Total: 20 Boys 7, Girls 13, Maori 2 male and 2 female : Pasifika 0 males and 3 female	We need to move 8 students
Two	Total: 28 Boys 11, Girls 17, Maori 1 male and 2 female : Pasifika 0 males and 0 female	We need to move 10 students

NAG 2: SELF REVIEW

STRATEGIC OUTCOME: Raising expectations for achievement of all learners by ongoing quality self-review.

2020	2021	2022
<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Growth and Knowledge ● Tri-annual Catholic Character Review scheduled for March 2020. ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Special Character Attestation. ● Review learning support programmes and make recommendations for 2021. ● Perception check surveys of community ● Wellbeing@school survey. ● Review of School Strategic Plan 	<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Christian Witness ● Survey school community on Health programmes. ● Curriculum teams review curriculum areas and make recommendations for 2022. ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Special Character Attestation. ● Review learning support programmes and make recommendations for 2022. ● Perception check surveys of community. 	<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Encountering Christ ● Ongoing BOT cyclical review of all policies according to SchoolDocs schedule. ● Code of Practice attestation. ● Special Character Attestation. ● Review learning support programmes and make recommendations for 2023. ● Perception check surveys of community ● Wellbeing@school survey.

NAG 3: PEOPLE

STRATEGIC OUTCOME: To build a school community where students their parents, staff and BOT members are valued and supported to work to their potential.

	2020	2021	2022
<p>Strategic outcomes for:</p> <p>STAFF:</p> <ul style="list-style-type: none"> ● Staff feel safe physically and emotionally in the school environment. ● Staff are actively involved in ongoing professional development. <p>BOT:</p> <ul style="list-style-type: none"> ● Effectively govern the school. <p>STUDENTS:</p> <ul style="list-style-type: none"> ● Positive members of society with a well-developed faith background. ● Independent, life-long learners. 	<ul style="list-style-type: none"> ● Implement transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Develop a staff well being programme for 2020 - 2021 ● Develop 2020-2021 EEO plan. ● BOT to review Governance Manual ● BOT to engage in quality BOT training. ● Wellbeing @ school survey ● PB4L - Tier Two programme 	<ul style="list-style-type: none"> ● Implement transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Review school culture through surveying staff, students and parents ● BOT to engage in quality BOT training. 	<ul style="list-style-type: none"> ● Implement transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Review 2020-2021 EEO plan ● Administer EEO survey to all staff. ● BOT to engage in quality BOT training.

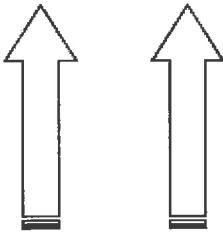
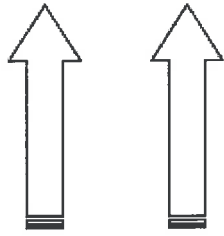
NAG 4: PROPERTY

STRATEGIC OUTCOME: To upgrade and improve our space so that we can continue to deliver a high quality curriculum.

2020	2021	2022
<ul style="list-style-type: none"> ● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal /Caretaker ● Programme Maintenance contract. ● Enviro-schools – work with students on planting initiatives. ● Complete Charism Garden ● Work closely with CISO to develop an overall Ten Year development plan for our school. ● Undertake bi-annual Property Audit by Covekinloch for Bishop. 	<ul style="list-style-type: none"> ● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal / Caretaker. ● Programme Maintenance contract. ● Enviro-schools – work with students on planting initiatives. ● Work closely with CISO to implement an overall Ten Year development plan for our school. 	<ul style="list-style-type: none"> ● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal /Caretaker ● Programme Maintenance contract. ● Enviro-schools – work with students on planting initiatives. ● Work closely with CISO to implement an overall Ten Year development plan for our school. ● Undertake bi-annual Property Audit by Covekinloch for Bishop.

NAG 4: FINANCIAL

FINANCIAL GOAL: Ensure that there are sufficient funds to support the strategic direction of the school.

2020	2021	2022
<ul style="list-style-type: none"> ● Develop and have approved annual budget. ● Annual Audit Report compliance. ● Lodge Annual Report with MOE. ● Review 10 year Cyclical Maintenance programme. ● Review monthly accounts procedures (office/internal controls) ● Presentation of monthly accounts to Board of Trustees. ● Monitoring Actual Cashflow & Budget. ● Ongoing review of Capital Expenditure Programme. ● Implement proactive Grants Applications for identified needs. ● Co-ordinate with PTFA regarding specific fundraising initiatives. 		<ul style="list-style-type: none"> ● Financial Policy Review 

NAG 5: HEALTH AND SAFETY

Goal: To provide a safe emotional environment for students.

Strategy: Using a co-ordinated approach with students, staff, parents and BOT, to promote the positive behaviours in accordance with the 'Bringing Christ into the World' through being the hands, face and voice of Jesus, in action in our classrooms, playground and sports fields.

ACTIONS PLANNED FOR 2020

STUDENTS	STAFF	PARENTS	BOT
<ul style="list-style-type: none"> ● Develop a Class Treaty based on our motto "Bring Christ into the world" by being the hands, face and voice of Christ. ● Rewarded for positive behaviour exhibiting "Charism" by certificates. ● Reward success with learning competencies through ACTS certificates. ● Sign Internet User Agreement. ● Cyber Citizenship show in February – every second year. ● Students re-visit Conflict Resolution framework through discussion, modeling and role play. Peer Mediation Cool Schools 	<ul style="list-style-type: none"> ● Promote positive behaviours in class/playground using PB4L Vouchers ● Monday morning 'Gospel/Prayer' assembly to promote acceptable behaviours in our school. ● Implementation of Cool Schools "The Process to Solve Conflicts" Framework in the classroom. ● Support Peer Mediators in the playground. ● Active lead team for PB4L schoolwide ● Promote our motto Bringing Christ into the world- How are we the hands, face and feet of Jesus? ● Promote the Charism value of the term. ● Review EOTC procedures. 	<ul style="list-style-type: none"> ● Internet User Agreement ● Regular notices and tips in newsletter on Cyber Safety ● Share our Value focus in newsletter. ● Sports parents agree to abide by Code of Conduct. ● Meetings held to fully inform parents of all major EOTC events. <ul style="list-style-type: none"> ○ Year 5 -6 camp ○ Year 7 – 8 camp ○ AIMS Games 	<ul style="list-style-type: none"> ● Reported at monthly BOT meetings: Total number of incidents recorded in First Aid Register Number of parents contacted as a result of a First Aid incident Health and Safety checks by Principal/Caretaker Health and Safety Committee report. ● BOT to approve all major EOTC events ie. Camps, AIMS Games

