



MARIAN CATHOLIC SCHOOL
Empowered to Learn, Inspired for Life

Charter 2022

*contains Strategic Plan 2022-2024
Annual Plan 2022*



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 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.
- Fortnightly 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 our Whānau Māori community
- Reporting to and consultation with 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

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 2022

Consists of:

1. *Strategic Plan 2022-24*

Strategic Goal #1	Presence: <i>Encounter Christ and develop a lifelong connection with God and the Church</i>
Strategic Goal #2	People: <i>Build cultural capability to develop educationally powerful relationships for all learners</i>
Strategic Goal #3	Practice: <i>Highly effective teaching pedagogies delivered by reflective practitioners</i>
Strategic Goal #4	Place: <i>Create environments that support quality learning</i>

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



STRATEGIC GOALS 2022-2024

MISSION
Successful lifelong learners in a Catholic context

VISION
Empowered to learn, inspired for life

VALUES
Live Once Be the Hands, Face and Voice of Jesus by: Live Love, Live Faith, Live Community, Live Mission

LEADING AND TEACHING IN THE NORTH EAST
High relationships, high teaching, and high monitoring

PRESENCE	PEOPLE	PRACTICE	PLACE
Encounter Christ and develop a lifelong connection with God and the Church 1. Build teacher capacity and confidence in offering a variety of 'prayer' across the school - ensuring consistency 2. Embed our shared Character lens over our focused connected curriculum 3. Develop in students a deeper understanding of our School Story - Christ, Pauline, Home Grown and School History	Build cultural capability to develop educationally powerful relationships for all learners 1. Develop teacher confidence and capability in To do More across the school 2. Teaching in the North East - varied relationship based learning tools to guide, high expectations, high teaching and high monitoring 3. Embed Positive Behaviour for Learning a. Strengthen learning connections with staff and students - with a focus on our 'Many' - Pauline, Jordan and Bourke families.	Highly effective teaching pedagogies delivered by reflective practitioners 1. Upskill teachers in unpack, and deliver our localised, extended curriculum across the school 2. Build teacher capability in differentiated effective strategy across the school 3. Develop teacher expectations across school and address (Keep them) for expected levels of achievement in lessons across the school 4. Develop to teacher confidence and capability in implementing digital technologies consistently into learning and teaching	Create environments that support quality learning 1. Develop a ten year educational building plan for the school site 2. Integrate Educational Technology (SELBY) into our learning connecting curriculum, promoting tangible outcomes within our environment 3. Early restoration project

SPECIAL CHARACTER

STRATEGIC GOAL: Presence Encounter Christ and develop a lifelong connection with God and the Church			
2022	2023	2024	
- Select quotes from our Founders that support our Marian Charism and display them around 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. - Make effective use of the RE digital resource as well as sharing and making use of websites and online resources. - 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. - Promote and publicise Sunday Mass in school newsletter. - Weekly Prayer Assembly. - Sacramental programmes. - Nearest and Dearest Day. - Catholic Charter Self-Review (one per year) - Encountering Christ - 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.	- Hold a staff Retreat Day - Identify Mary's Mission and how we can live this out in our school through looking at the Life of Christ. - 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. - Promote and publicise Sunday Mass in school newsletter. - Job descriptions include and identify responsibilities related to Special Character and reviewed as part of teachers' appraisal. - Weekly Prayer Assembly. - Sacramental programmes. - Nearest and Dearest Day. - School newsletter contains Gospel reflection and Charism values. - Catholic Charter Self-Review (one per year) - Christian Witness	- Hold staff meetings facilitated by DRS or other guest speakers. - 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. - Promote and publicise Sunday Mass in school newsletter. - Weekly Prayer Assembly. - Sacramental programmes. - Nearest and Dearest 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) - Growth and Knowledge	

NAG 1: Annual Curriculum Targets - Reading

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

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 to class programme..
School wide review of target students will occur in Week 8 of each term.

Whole school Reading data summary end of 2021

Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8	Totals
Well above									0
Above	10	26	23	7	4	6		5	81
At	30	27	40	59	50	60	56	70	392
Below	11	15	6	9	11	2	13	23	90
Well below	4	6	7	3	4		1	1	26
Totals	55	74	76	78	69	68	70	99	589

80% of ALL students are AT or ABOVE expected levels of achievement in reading

89% of NZE students are AT or ABOVE expected levels of achievement in reading.

83% of Maori students are AT or ABOVE expected levels of achievement in reading.

67% of Pasifika students are AT or ABOVE expected levels of achievement in reading.

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 Literacy intervention Tier 2
- Building reading mileage through Reading Buddy programme
- Home reading programme established
- Set up a RBL - Guiding Coalition monitoring team to feed target achievement information to SLT
- Teachers are encouraged to review their support programmes for targets within class to identify if acceleration is happening or if the intervention needs adaption to be effective.

Learning Targets for 2022 Reading		
Year	BELOW (Current Students 2021 OTJ)	Target for 2022 (40%)
Two	14 students; 5 boys and 9 girls Maori: no students Pasifika: 1 boy and 2 girls	We need to move 6 students
Three	22 students; 11 boys and 11 girls Maori: 1 boy and 3 girls Pasifika: 5 boys and 2 girls	We need to move 9 students

NAG 1: Annual Curriculum Targets - Writing

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

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.

Whole school Writing data summary end of 2021

Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8	Totals
Well above									0
Above	2	2		6	1	3			14
At	28	42	35	46	42	46	50	54	343
Below	25	30	39	26	24	17	18	42	221
Well below			2		2	2	2	3	11
Totals	55	74	76	78	69	68	70	99	589

61% of ALL students are AT or ABOVE expected levels of achievement in writing

72% of NZE students are AT or ABOVE expected levels of achievement in writing.

54% of Maori students are AT or ABOVE expected levels of achievement in writing .

49% of Pasifika students are AT or ABOVE expected levels of achievement in writing .

Actions:

- Senior school all participating in Write that Essay PD, licenses for students
- Year 5-6 re establish and in some cases begin to use clear scope and sequence with - the Code for literacy.
- Junior school to use Marian School scope and sequence for consistency across school.
- Integrate BSL/ SL assessment procedures with Marian School Procedures for SEA testing and 6 year testing.
- Continue to build resources for staff to use (learning resources site) , targeting and consolidating skills in phonics. Increasing professional knowledge.
- Refinement of Tier two programmes to accentuate and accelerate progress of literacy through use of consistent methods and scope and sequence.
- Establish assessment system for reading which highlights progression in skills rather than solely using running records.

- Align SL stages with Marian reporting and next steps on HERO.
- Grow teacher knowledge and understanding of SL approaches and the reasoning behind this through small workshops, possibly supported with RTLB.

Learning Targets for 2022 Writing

Year	BELOW (Current Students 2021 OTJ)	Target for 2022 (40%)
Three	31 students; 15 boys and 16 girls Maori: 1 boy and 3 girls Pasifika: 6 boys and 2 girls	We need to move 12 students
Four	39 students; 19 boys and 21 girls Maori: 3 boy and 4 girls Pasifika: no students	We need to move 16 students
Five	27 students; 12 boys and 15 girls Maori: 2 boy and 2 girls Pasifika: no boys and 1 girl	We need to move 11 students
Six	24 students; 12 boys and 12 girls Maori: 1 boy and 3 girls Pasifika: 2 boys and 4 girls	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.

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.

Whole school Mathematics data summary end of 2021

Judgement	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8	Totals
Well above					4	3			7
Above	15	7	8	15	9	11	9	12	86
At	30	47	43	46	39	35	37	54	331
Below	10	20	17	16	16	18	23	20	140
Well below			8	1	1	1	1	13	25
Totals	55	74	76	78	69	68	70	99	589

72% of ALL students are AT or ABOVE expected levels of achievement in mathematics

74% of NZE students are AT or ABOVE expected levels of achievement in mathematics.

56% of Maori students are AT or ABOVE expected levels of achievement in mathematics.

50% of Pasifika students are AT or ABOVE expected levels of achievement in mathematics.

ACTIONS:

- Numicon intervention - school trained TA provided to target learners across the LC's
- Development of online tools for numeracy - staff wide meeting with ASC Digital fluency
- Teacher Only Day - Bruce Moody Knowing & Identifying the gaps, growing cultural competence in mathematics (BM & LG) 1 April
- Internal staff development - reviewing and engaging in progressions, moderation across the school.
- Establish an assessment system for maths which highlights moderating across the levels in skills rather than looking at teams in isolation.
- Align numeracy levels with curriculum levels in HERO.

Learning Targets for 2022 Mathematics

Year	BELOW (Current Students 2021 OTJ)	Target for 2022 (40%)
Year 3	20 students; 11 boys and 9 girls Maori: 1 boy and 2 girls Pasifika: 5 boys and 2 girls	We need to move 8 students
Year 4	25 students; 9 boys and 16 girls Maori: 2 boys and 4 girls Pasifika: no students	We need to move 10 students
Year 7	17 students; 4 boys and 13 girls Maori: 1 boy and no girls Pasifika: 1 boy and 5 girls	We need to move 7 students
Year 8	22 students; 7 boys and 15 girls Maori: no boys and 3 girls Pasifika: 1 boy and 2 girls	We need to move 8 students

NAG 2: SELF REVIEW

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

2022	2023	2024
● Catholic Charter Self-Review (one per year) - Growth and Knowledge ● 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 ● Review of School Strategic Plan ● Wellbeing@school survey.	● Catholic Charter Self-Review (one per year) - Christian Witness ● Survey school community on Health programmes. ● Curriculum teams review curriculum areas and make recommendations for 2024. ● 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 2024. ● Perception check surveys of the community.	● 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 2025. ● 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.				
Strategic outcomes for:	2022	2023	2024	
STAFF: ● Staff feel safe physically and emotionally in the school environment. ● Staff are actively involved in ongoing professional development.	● Implement a transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Administer EEO survey to all staff. Develop 2022-2023 EEO plan.	● Implement a 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	● Implement a transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Review 2022-23 EEO plan	
BOT: ● Effectively govern the school.	● BOT to review Governance Manual ● BOT elections in September 2022 ● Induction of new members	● BOT to engage in quality BOT training.	● BOT to engage in quality BOT training.	
STUDENTS: ● Positive members of society with a well-developed faith background. ● Independent, life-long learners.	● PB4L - Embed PB4L across the school - Charism Rewards - Pens and Badges ● Wellbeing@school survey.			

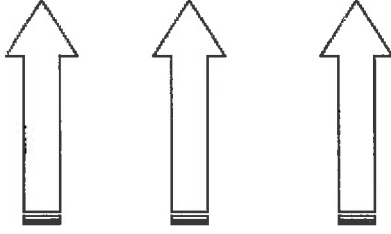
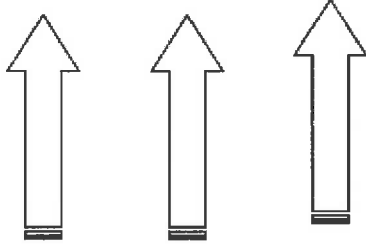
NAG 4: PROPERTY

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

2022	2023	2024
● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal /Caretaker ● Programme Maintenance contract. ● Enviroschools – work with students on planting initiatives. ● Work closely with CISO to develop an overall Ten Year development plan for our school. ● Undertake bi-annual Property Audit by Covekinloch for Bishop.	● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal / Caretaker. ● Programme Maintenance contract. ● Enviroschools – work with students on planting initiatives. ● Work closely with CISO to implement an overall Ten Year development plan for our school.	● Monthly report to BOT by Caretaker. ● Weekly meetings with Principal /Caretaker ● Programme Maintenance contract. ● Enviroschools – 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.

2022	2023	2024
● 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.		

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 2022			
STUDENTS	STAFF	PARENTS	BOT
- 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 using Charism Cards - Regular draws at Team Assemblies - Reward success with learning competencies through ACTS certificates. - Sign Internet User Agreement. - Students re-visit Conflict Resolution framework through discussion, modeling and role play. Peer Mediation Cool Schools	- Promote positive behaviours in class/playground using PB4L Charism Cards - 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. - 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. - Health and Safety Committee meet monthly	- Internet User Agreement - Regular notices and tips in newsletter on Cyber Safety - Share our Charism Value focus in newsletter. - Sports parents agree to abide by Code of Conduct. - Meetings held to fully inform parents of all major EOTC events. - Year 5 -6 camp - Year 7 – 8 camp - AIMS Games	- 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