



MARIAN CATHOLIC SCHOOL

Empowered to Learn, Inspired for Life

Charter 2023

contains Strategic Plan 2023-2025
Annual Plan 2023



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 Education Learning Priorities

The Board of Trustees at Marian Catholic School provides:

OBJECTIVES	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>
	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	
			<p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</p>	<p>In particular, the TES is required to meet the Governance Standard. Boards of Trustees must have regard to the Standard when reviewing or renewing their Strategic Plan.</p> <p>The TES sets out the standards for Education and Training. Boards of Trustees must give effect to the standards when developing their Qualifications Framework.</p>

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 Rangiāowhia
- 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 of

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 2023

Strategic Plan 2023-25

Strategic goals	Presence Catholic Character	Practice <i>NELP 1,2 and 3</i>	Place <i>NELP 1 and 3</i>
		<i>Encounter Christ and develop a lifelong connection with God and the Church</i>	<i>Lead and teach in the North East with high learning relationships with learners and their whanau, effective teaching pedagogies and continual monitoring of impact.</i>
Strategic Initiatives	1. Build teacher capacity and confidence in offering a variety of 'prayer ' across the school - ensuring consistency.	1. Strengthening teacher capability in and implementation of the North East Teaching Profile <i>NELP 1, 2 and 3</i>	1. Create an environment where Māori and Pasifika students see themselves reflected and valued. <i>NELP 1 and 3</i>
	2. Embed our Special Character lens over our localised connected curriculum	2. Strengthen learning partnerships with whanau with a focus on our Māori, Pasifika, Indian and Spanish families. <i>NELP 1 #2</i>	2. Build a whanau like learning environment for all staff focussing on staff culture and wellbeing. <i>NELP 1 #1</i>
	3. Develop in students a deeper understanding of our School Story - <i>Charism, Founders and School History.</i>	3. Raise student achievement and reduce disparity in literacy and numeracy across the school. <i>NELP 2 #4</i>	3. Implementation of the 10 Year Property Plan

Initiative Links to National Education and Learning Priorities (NELP)

<p>OBJECTIVES</p> <p>1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>PRIORITIES</p> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>OBJECTIVE</p> <p>2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p>OBJECTIVE</p> <p>3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<p>Strengthening teacher capability in and implementation of the North East Teaching Profile</p> <hr/> <p>Strengthen learning partnerships with whanau with a focus on our Māori, Pasifika, Indian and Spanish families.</p>	<p>Strengthening teacher capability in and implementation of the North East Teaching Profile</p> <hr/> <p>Raise student achievement and reduce disparity in literacy and numeracy across the school.</p>	<p>Strengthening teacher capability in and implementation of the North East Teaching Profile</p> <hr/> <p>Create an environment where Māori and Pasifika students see themselves reflected and valued</p>



STRATEGIC PLAN 2023 - 2025

MISSION

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

LEADING AND TEACHING IN THE NORTH EAST

High relationships, high teaching, and high monitoring

PRESENCE

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 Special Character lens over our localised connected curriculum.
3. Develop in students a deeper understanding of our School Story - Charism, Founders and School History.

PRACTICE

Lead and teach in the North East with high learning relationships with learners and their whānau, effective teaching pedagogies and continual monitoring of impact.

1. Strengthening teacher capability in and implementation of the North East Teaching Profile NELP 1, 2 and 3.
2. Strengthen learning partnerships with whānau with a focus on our Māori, Pasifika, Indian and Spanish families. NELP 1 #2.
3. Raise student achievement and reduce disparity in literacy and numeracy across the school. NELP 2 #4.

PLACE

Create safe and inclusive learning environments across the school.

1. Create an environment where Māori and Pasifika students see themselves reflected and valued. NELP 1 and 3.
2. Build a whānau like learning environment for all staff focussing on staff culture and wellbeing. NELP 1 #1.
3. Implementation of the 10 Year Property Plan.

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

Special Character

Student Achievement Curriculum Targets in Reading, Written Language and Mathematics (NELP 1 and 3)

Self Review

People (NELP 1 and 3)

Financial

Property

Health and Safety (NELP 1)

SPECIAL CHARACTER

STRATEGIC GOAL: Presence Encounter Christ and develop a lifelong connection with God and the Church		
2023	2024	2025
<ul style="list-style-type: none"> ● 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) Christian Witness ● 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 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) <ul style="list-style-type: none"> ○ Encountering Christ 	<ul style="list-style-type: none"> ● 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 2022

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	7	16	16	12	1	2	1	4	59
At	40	36	48	53	56	56	68	58	415
Below	10	4	12	11	15	15	5	14	86
Well below	9		1	3	6				19
Totals	66	56	77	79	78	73	74	76	579

81% of ALL students are AT or ABOVE expected levels of achievement in reading

90% of NZE students are AT or ABOVE expected levels of achievement in reading.

78% of Maori students are AT or ABOVE expected levels of achievement in reading.

73% 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 2023 Reading

Year	BELOW (Current Students 2022 OTJ)	Target for 2023 (40%)
Six	20 students; 10 boys and 10 girls Maori: 1 boy and 1 girl Pasifika: no boys and 1 girl	We need to move 8 students
Seven	14 students; 8 boys and 6 girls Maori: no boys and 2 girls Pasifika: 1 boy and 2 girls	We need to move 6 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 writing 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 2022

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	4	6		4	3	1		2	20
At	12	30	47	40	40	44	62	55	331
Below	50	20	29	34	34	17	12	17	213
Well below			1	1	1	9		2	14
Totals	66	56	77	79	78	72	74	76	578

59% of ALL students are AT or ABOVE expected levels of achievement in writing

66% 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 .

55% of Pasifika students are AT or ABOVE expected levels of achievement in writing .

Actions:

- LC3-5 all participating in Write that Essay PD, licenses for LC5 students

- Build teacher capability in assessment and moderation of writing
- Year 5-6 use clear scope and sequence with - the Code for literacy.
- 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.
- 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 2023 Writing

Year	BELOW (Current Students 2022 OTJ)	Target for 2023 (40%)
Three	21 students; 10 boys and 11 girls Maori: no boys and 1 girl Pasifika: 1 boy and 2 girls	We need to move 9 students
Four	30 students; 12 boys and 18 girls Maori: no boys and 3 girls Pasifika: 5 boys and 2 girls	We need to move 12 students
Five	33 students; 16 boys and 17 girls Maori: 4 boy and 3 girls Pasifika: no students	We need to move 14 students
Six	34 students; 18 boys and 16 girls Maori: 1 boy and 2 girls Pasifika: 1 boy and 1 girl	We need to move 14 students
Seven	24 students; 14 boys and 10 girls Maori: 1 boy and 3 girls Pasifika: 1 boy and 3 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 ALL students will occur in Week 8 of each term.

Whole school Mathematics data summary end of 2022

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				1	3	2			6
Above	8	4	12	11	10	10	9	10	74
At	42	40	43	37	46	46	47	47	348
Below	16	12	18	29	17	12	16	9	129
Well below			4	1	2	3	2	10	22
Totals	66	56	77	79	78	73	74	76	579

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

82% of NZE students are AT or ABOVE expected levels of achievement in mathematics.

66% of Maori students are AT or ABOVE expected levels of achievement in mathematics.

58% 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 LCs
- Development of online tools for numeracy - staff wide meeting
- Bruce Moody Knowing & Identifying the gaps, growing cultural competence in mathematics LC1-2
- 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 2023 Mathematics

Year	BELOW (Current Students 2022 OTJ)	Target for 2023 (40%)
Five	28 students; 10 boys and 18 girls Maori: 4 boy and 3 girls Pasifika: no students	We need to move 12 students
Six	18 students; 5 boys and 13 girls Maori: 1 boy and 2 girls Pasifika: no boys and 1 girl	We need to move 8 students

NAG 2: SELF REVIEW

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

2023	2024	2025
<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Christian Witness 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 community ● Review of School Strategic Plan ● Wellbeing@school survey. 	<ul style="list-style-type: none"> ● Catholic Charter Self-Review (one per year) - Encountering Christ ● Special Character Attestation. ● Survey school community on Health programmes. ● Curriculum teams review curriculum areas and make recommendations for 2025. ● 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 the community. 	<ul style="list-style-type: none"> ● 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. ● Review learning support programmes and make recommendations for 2026. ● 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:	2023	2024	2025
<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 a transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Administer EEO survey to all staff. Develop 2023-2024 EEO plan. <ul style="list-style-type: none"> ● BOT to review Governance Manual <ul style="list-style-type: none"> ● PB4L - Embed PB4L across the school - Charism Rewards - Pens and Badges ● Wellbeing@school survey. 	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● BOT to engage in quality BOT training. <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Implement a transparent performance management system. ● Provide opportunities for staff to reflect on, implement/share professional development opportunities. ● Review 2023-24 EEO plan <ul style="list-style-type: none"> ● BOT to engage in quality BOT training.

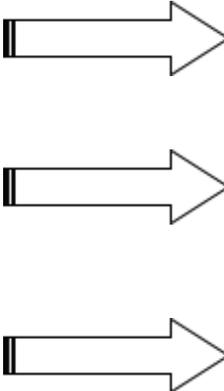
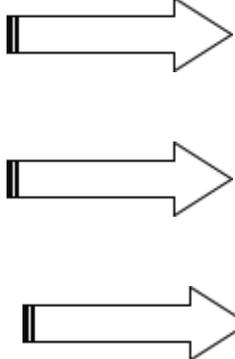
NAG 4: PROPERTY

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

2023	2024	2025
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

2023	2024	2025
<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.		

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 2023

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 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. <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