

# ***St. Patrick's School Charter 2021***



## ***SCHOOL MISSION***

*Preparing for the future in a Catholic environment*

# Contents



	Page
♣ School Description	3
♣ School Principles	4
♣ Catholic Character, Values & Virtues	6
♣ Learner Qualities	7
♣ Graduate Profile	8
♣ 2021 – 2023 Strategic Plan	9
♣ 2021 School Annual Plan	10
♣ 2021 Student Achievement Targets & Actions	17
♣ Internal Self Evaluation Programme	19
♣ Charter Review	22



# ***St Patrick's School***

St Patrick's School is a Catholic Integrated Primary School for girls and boys from New Entrants to Year 6, offering education with a special character. It is situated at 132 Chapel Street, Masterton.

The school opened in 1883. Brigidine Sisters ran the school from 1899 with a starting roll of 64 students. Lay teachers assisted the nuns 1961-1986 when the last religious sister retired from her position. A close relationship exists between the school, the Catholic Parish of the Wairarapa and the St Patrick's church community.

St Patrick's has an expected roll of approximately 260 students for 2021. The maximum roll is 320, of which 10% may be non-preference. There are currently 15 full and part-time teaching positions covering 2 syndicates - junior (Brigidine) and senior (Kildare).

The majority of our students come from a European background, with 45% being represented in this group. 30% of children have Maori backgrounds and 25% from a range of different cultures mainly from the Pacific Islands, India and Asia. We are a Decile 5 school.



The current strategic plan contains three major areas. These are to implement a curriculum that empowers and engages students for the future, establishing a nurturing environment that enhances the holistic wellbeing of our community and maximising the potential of staff.

Our school curriculum prepares students to be Catholic citizens who can participate and contribute to our ever changing world. The New Zealand & Religious Education Curriculums are underpinned by our school Virtues and Learner Qualities which we believe are essential in developing and growing student understanding of how to participate in the modern world.








The school is committed to the inclusion of all students, with teacher aides assisting teachers to support the learning for children with special needs, led by the Special Educational Needs and Learning Support Co-ordinators. Support-staff are part of the dedicated school team who work for the benefit and well-being of all our students.

The school's academic, social and spiritual dimensions are integrated within a stimulating learning environment. Pastoral care has its foundations in Gospel values for all policies and practices.





Our Board of Trustees, school and community work together in realising our school vision and are committed to providing excellence in education at St Patrick's School within our caring, Catholic environment.

# St Patrick's School Principles

At St. Patrick's School, curriculum decisions are based on the following principles from the New Zealand National Curriculum:

Principle	Definition	School Stewardship
<b>Catholic Special Character</b>	<p>Catholic beliefs and traditions are implemented throughout the school by the practice of Gospel values, daily prayer, religious education programmes, promoting the sacraments, attending Mass and maintaining links with the parish.</p> 	<ul style="list-style-type: none"> <li>School liturgies and masses</li> <li>Acknowledging the Brigidine history of our school.</li> <li>Donations to CARITAS and other aid agencies.</li> <li>Teaching of the Catholic RE curriculum through the use of principles of Catholic Social Teaching</li> <li>Sacramental programmes</li> </ul>
<b>High Expectations</b>	<p>Excellence is expected in teaching and learning.</p> 	<ul style="list-style-type: none"> <li>Collaborative focused working environment</li> <li>High work expectations for staff and students</li> <li>Aspiring to achieve the best everyone can possibly achieve</li> </ul>
<b>Treaty of Waitangi</b>	<p>The Principles of the Treaty of Waitangi are upheld.</p> 	<ul style="list-style-type: none"> <li>Waiata, Powhiri, Karakia</li> <li>Performing Kapa Haka group.</li> <li>Te Reo Maori and Kapa Haka</li> <li>Cultural aspects to school programmes</li> <li>Cultural celebrations for events such as Waitangi Day and Matariki</li> <li>Open respectful whanau, community &amp; iwi relationships</li> </ul>
<b>Cultural Diversity</b>	<p>The cultural diversity of our community is acknowledged and valued. A spirit of respect and love for self, others and the environment is promoted.</p> 	<ul style="list-style-type: none"> <li>Celebrating the feasts of St. Patrick and St. Brigid.</li> <li>School Cultural festivals.</li> <li>Choir &amp; musical productions</li> <li>Virtues programme</li> <li>Cultural welcoming wall</li> <li>Language celebration weeks</li> </ul>
<b>Inclusion</b>	<p>Each child's need is our first priority within a positive, safe environment.</p> 	<ul style="list-style-type: none"> <li>Collaborative learning</li> <li>Sports teams for all</li> <li>Safe environment</li> <li>Buddy systems</li> <li>House groups</li> </ul>



<p><b><i>Learning to Learn</i></b></p>	<p>There is an expectation for personal excellence.</p> 	<ul style="list-style-type: none"> <li>• Collaborative teaching</li> <li>• Peer mentoring programmes</li> <li>• Opportunities for reflection</li> <li>• Student agency</li> </ul>
<p><b><i>Community Engagement</i></b></p>	<p>The partnership of home, school and parish is essential for student learning.</p> 	<ul style="list-style-type: none"> <li>• Curriculum meetings</li> <li>• Parent teacher discussions</li> <li>• School sport &amp; Pet &amp; Craft days</li> <li>• Weekly newsletters</li> <li>• Facebook pages &amp; See-Saw blogs</li> <li>• Parish mass attendance</li> <li>• School performances in the community</li> </ul>
<p><b><i>Coherence</i></b></p>	<p>A holistic education supports physical, academic, emotional and spiritual development.</p> 	<ul style="list-style-type: none"> <li>• Sports teams and activities</li> <li>• Leadership opportunities</li> <li>• EOTC- class trips</li> <li>• Year 6 senior camp</li> <li>• Community partnerships with Police Education Officers</li> <li>• Accelerated Learning Programmes</li> </ul>
<p><b><i>Future Focus</i></b></p>	<p>A love of learning and sense of inquiry is promoted. We prepare the students to meet the future with confidence.</p> 	<ul style="list-style-type: none"> <li>• Enviro education</li> <li>• Developing personal responsibility</li> <li>• Digital Citizenship</li> <li>• Choices in learning</li> <li>• Developing Catholic leaders</li> <li>• Learner Qualities curriculum</li> </ul>

## St Patrick's School Catholic Character

The Catholic Character of St Patrick's School is something that makes our school special. Students develop and build on their spirituality throughout their time at St Patrick's School. During their spiritual journey with us, we want them to foster the development of our school and Gospel values and learn to be loving and non-judgemental Christians. In doing this they are encouraged to be responsible for being stewards of the church, school community and planet Earth.



## St Patrick's School Values

We have a positive and supportive school environment. Expectations for behaviour are well established and understood with a strong focus on supporting positive behaviour and enacting the school values of:

### **Strength (Kaha):**

*Making good choices to do what is right and when it is hard, be prepared to try again*

### **Kindness (Atawhai):**

*Being caring and thoughtful towards the needs of myself, others & creation*

### **Excellence (Kairangi):**

*Taking responsibility for being the best we can be, in everything we do.*



Students' self-regulation is explicitly taught, and co-operative learning opportunities promote the building of relationships. Our three core values underpin all that we say and do and are a core part of our school 'Positive Behaviour 4 Learning' programme.

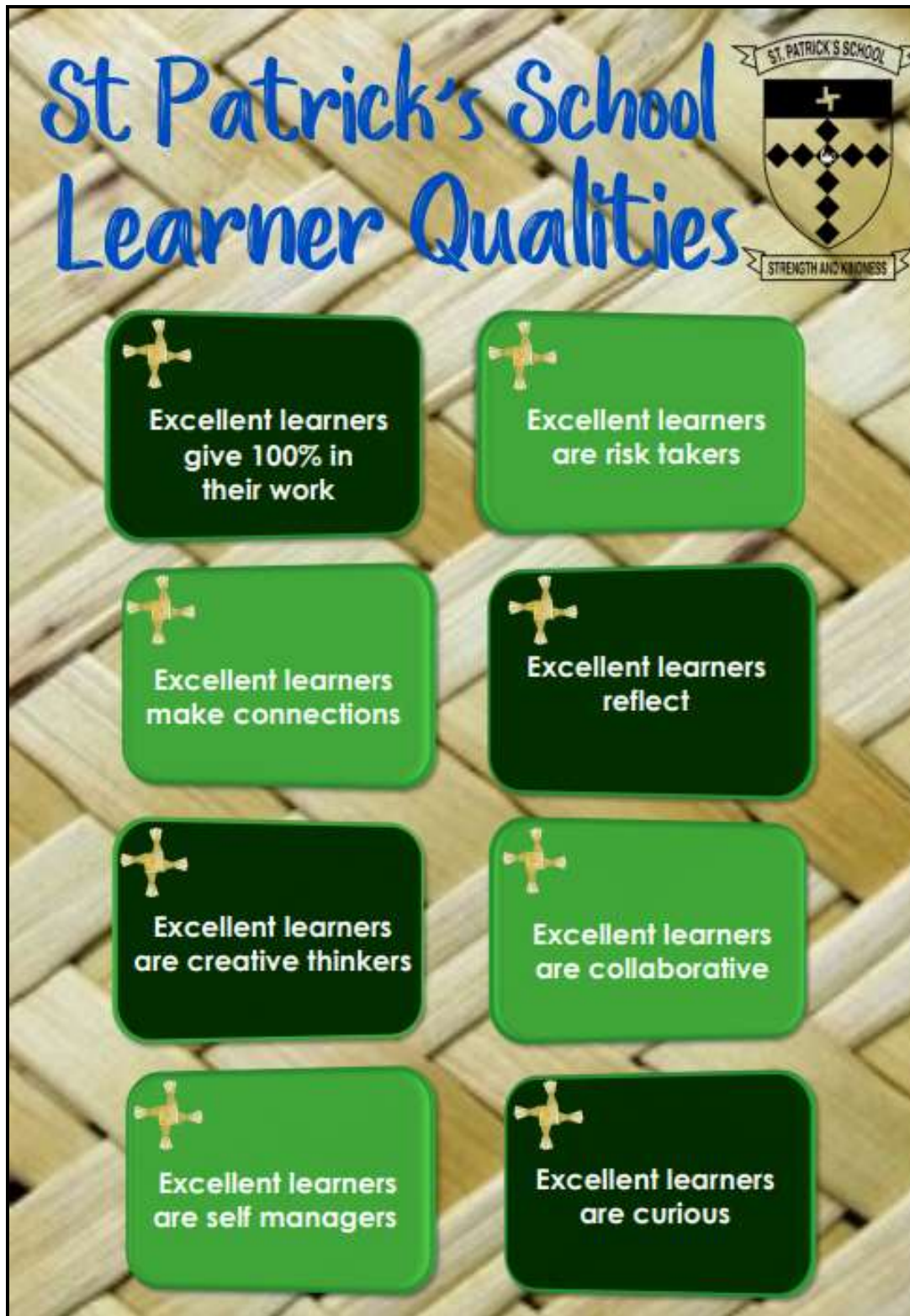
## St Patrick's School Prayer Virtues

Each month, throughout the school year, we focus on one of our school prayer virtues. These are the focus for daily prayer in which children are taught to pray in a range of different ways that include personal prayer, praying through art and mediation

<b>Peace</b> - Rangimarie	<b>Modesty Humility</b> - Ngakau Papaku
<b>Faithfulness</b> - Whakapono	<b>Self-control</b> - Whakahauhau
<b>Love/ Charity</b> - Aroha	<b>Generosity</b> - Ohaoha-nga
<b>Joy</b> - Koa	<b>Goodness</b> - Pai
<b>Gentleness</b> - Humarie	<b>Patience</b> - Manawanui
<b>Kindness</b> - Ngakau Atawhai	

## St Patrick's School Learner Qualities

Preparing students with future focused life skills are a key element of our school curriculum. Our aim is for students to be engaged in what they are learning and empowered to learn how to lead their own learning here at school and in the future. To do this they need to be encouraged to develop qualities which will put them in a position to be able to best achieve this. These learner qualities include:





# St Patrick's School Graduate Profile

*'Learners who show love for God's creation and are the best they can be' - School Vision*

Our aim is for students to graduate St Patrick's School as young people who have upheld our school vision and have developed spiritually, academically, emotionally and physically to enable them to be:

## CONFIDENT

- ♣ Live Gospel values through words & actions
- ♣ Believe in themselves and their abilities
- ♣ Show excellence in all they do
- ♣ Curious & inquiring
- ♣ Self-motivated
- ♣ Resilient risk-takers



## CONNECTED

- ♣ Demonstrates values of strength and kindness
- ♣ Empathetic of and able to relate to others
- ♣ Inclusive of all
- ♣ Effective communicators
- ♣ Stewards of the environment
- ♣ Digital citizens
- ♣ Culturally responsive



## ACTIVELY INVOLVED

- ♣ Involved in social justice
- ♣ Self-managing
- ♣ Leaders of their learning
- ♣ Collaborative team member
- ♣ Make good decisions that promote a healthy, well-balanced lifestyle
- ♣ Contributors to the well-being of New Zealand and the world



## LIFELONG LEARNERS

- ♣ Lifelong learners on their faith journey
- ♣ Literate and numerate
- ♣ Critical and creative thinkers
- ♣ Active seeker, users and creators of knowledge
- ♣ Flexible decision makers
- ♣ Passionate & adaptable





# ST PATRICK'S SCHOOL STRATEGIC PRIORITIES 2021 – 2023





# ST PATRICK'S SCHOOL 2021 ANNUAL PLAN

<b>Strategic Goal 1:</b>	<b>Implement a curriculum that empowers and engages students for the future</b>	<b>Initiative:</b>	<b>Catholic social teaching focused curriculum</b>	<b>Leader:</b> Chris Connor
<b>Outcome:</b>	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
<b>Measure:</b>	Establish a mid-point measure of how well CST teaching is being implemented and an overview of strengths and gaps			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Upskilling of staff knowledge and understanding of the new termly themes based on principles of Catholic Social Teaching.	Chris Connor (Organisation)	Time: regular termly staff meetings	Term 1	Term 4
Regularly updating family/ whanau of the focus and content of the Catholic Social Teaching principles as they are being taught.	Chris Connor & syndicate leaders (Organisation)	Time: for sharing updates with community	Term 1	Term 4
Analysis of practice - planning and lesson observation	Chris Connor (Organisation)	Time: for release for analysis of planning	Term 1	Term 4
Collecting evidence of impact on students - what difference is it making to them	Chris Connor (Organisation)	Time: for discussion with student groups to collect evidence	Term 3	Term 3
Using the new ETap 'Spotlight' tool to begin sharing evidence of understanding, with family/ whanau, of the principles of Catholic Social Teaching.	Syndicate leaders (Organisation) Teachers (Participation)	Cost: 2020 MOE PLD funding (60 hours) Time: for staff to learn how to use the new 'Spotlight' system	Term 4	Term 4

<b>Strategic Goal 1:</b>	<b>Implement a curriculum that empowers and engages students for the future</b>	<b>Initiative:</b>	<b>Future focused life skills curriculum</b>	<b>Leader:</b> Steve Wheeler
<b>Outcome:</b>	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
<b>Measure:</b>	Staff are using and engaging Etap Spotlight to plan for and measure student progress.			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Teaching staff to work together to breakdown each of the eight Learner Qualities at junior and senior level into: <ul style="list-style-type: none"> <li>- overall sub-heading</li> <li>- descriptor for each sub-heading</li> </ul>	Steve Wheeler (Organisation) All teachers (Participation)	Time: to participate in PLD on teacher-only day	Teacher Only Day - pre-term 1	Teacher Only Day - pre-term 1
Teacher Only day (6 hours): Focus - collection of student evidence <ul style="list-style-type: none"> <li>- introducing students to Etap tool 'Spotlight'</li> </ul> School PLD (6 hours): Focus - problem solving of issues/ concerns based on learnt 'Spotlight' processes	Steve Wheeler (Organisation) All teachers (Participation)	Cost: 2019/ 2020 MOE PLD funding (12 hours)  Cost of release time: \$700  Time: staff classroom release to participate in PD	Term 1	End of Term 1
PLD plan to be implemented based on the implementation of the Etap tool 'Spotlight' focusing on: <ul style="list-style-type: none"> <li>- developing teacher and student sustainable practices</li> <li>- reporting procedures</li> <li>- digital reporting templates</li> <li>- upskilling of teacher and admin staff</li> </ul>	Steve Wheeler (Organisation) All teachers (Participation)	Cost: 2020 MOE PLD funding (60 hours)  Cost of release time: TBC  Time: staff classroom release to participate in PLD	Term 2	Term 4



<b>Strategic Goal 2:</b>	<b>Establish a nurturing environment that enhances the holistic wellbeing of our community</b>	<b>Initiative:</b>	<b>Staff wellbeing</b>	<b>Leaders:</b> Kim Teahan & Penny Thomson
<b>Outcome:</b>	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
<b>Measure:</b>	Staff individually and as a collective have knowledge and understanding of how to maintain long term wellbeing.			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Collective staff sharing of ideas of how both the school as a collective and individual staff can support well-being: - personal individual responsibility - hub and syndicate responsibility - whole school responsibility	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Time: for discussions to take place at hub, syndicate and whole school level	Term 1	Term 1
Two lead teachers to participate in the Whakaoriori Kahu Ako PLD organised by the New Zealand Institute of Wellbeing & Resilience	Kim Teahan & Penny Thomson (Organisation & Participation)	Cost of leaders release time: \$2000	Term 1	Term 4
Administer with teaching staff (mid-year) NZCER teacher workplace survey. Analyse results and discuss findings.	Steve Wheeler (Organisation)	Cost: NZCER survey \$250 Time: to administer, analyse & discuss results	Term 2	Term 2
Administer with teaching staff (end-year) NZCER teacher workplace survey. Analyse results and discuss findings.	Steve Wheeler (Organisation)	Cost: NZCER survey \$250 Time: to administer, analyse & discuss results	Term 4	Term 4
Design a collective mindset focused on wellbeing that staff agree to aim to live and work by	Kim Teahan & Penny Thomson (Organisation)	Time: to work together as a staff to create collective mindset agreement	Term 4	Term 4

<b>Strategic Goal 2:</b>	<b>Establish a nurturing environment that enhances the holistic wellbeing of our community</b>	<b>Initiative:</b>	<b>Student wellbeing</b>	<b>Leader:</b> Kim Teahan & Penny Thomson
<b>Outcome:</b>	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
<b>Measure:</b>	An increase of pro-social behaviour is evident amongst students.			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Applications for programme funding completed: <ul style="list-style-type: none"> <li>- Ministry of Education Urgent Response Fund</li> <li>- Masterton TrustLands Trust Wellbeing Project</li> </ul>	Kim Teahan & Penny Thomson (Organisation)	Time: to complete applications	Term 1	Term 1
Source and purchase 'Zones of Regulations resources and 'Emotion' books that support implementation of the programme	Kim Teahan & Penny Thomson (Organisation)	Cost: to purchase 'Zones of Regulation' resources \$549.00 Cost: to purchase emotion resources books \$ 280.00	Term 1	Term 1
Two lead teachers to be upskilled as experts in knowledge of and delivery of 'Zones of Regulation' programme and adapt this programme into our school curriculum.	Kim Teahan & Penny Thomson (Participation)	Time & cost - for leaders to be released \$1,750	Term 2	Term 2
Lead teachers to upskill school staff focusing on their understanding of the 'Zones of Regulation' programme and what it will look like as part of our curriculum.	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Time - for staff to be upskilled at staff meetings	Term 3	Term 4
Lead teachers to support classroom teachers to begin implementing the 'Zones of Regulation' programme in classrooms	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Time & cost - for leaders to be released \$7,000	Term 3	Term 4

<b>Strategic Goal 2:</b>	<b>Establish a nurturing environment that enhances the holistic wellbeing of our community</b>	<b>Initiative:</b>	<b>PB4L Tier 2 systems and practices</b>	<b>Leader:</b> Chris Day
<b>Outcome:</b>	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
<b>Measure:</b>	A reduction in behaviour incidents at Tier 2 level based on an overall improvement in student wellbeing and an increase in student self regulation/management.			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
PB4L Tier 2 team members attend four days training focused on the implementation of tier 2 in school: <ul style="list-style-type: none"> <li>- Systems</li> <li>- Science of behaviour</li> <li>- Interventions</li> <li>- School &amp; system planning</li> </ul>	Chris Day (Organisation)  2x team members (Participation)	Cost: covered by MOE funding of \$10,000 for programme implementation  Time: for team members to be released to attend training	11th March 3rd June 4 August 18 November	11th March 3rd June 4 August 18 November
PB4L Tier 2 team members attend the PB4L conference in Wellington	Chris Day (Organisation)  2x team members (Participation)	Cost: covered by MOE funding of \$10,000 for programme implementation  Time: for team members to be released to attend training - \$1,400	August 13	August 14
School staff upskilled with learnt knowledge from PB4L trainings	Chris Day (Organisation)  School staff (Participation)	Time: for staff to be upskilled at regular termly staff meetings	Term 1	Term 4



<b>Strategic Goal 3:</b>	<b>Maximise the potential of staff to develop their capabilities for teaching &amp; learning</b>	<b>Initiative:</b>	<b>Collaborative teaching practices</b>	<b>Leader:</b> John Murray
<b>Outcome:</b>	Our staff have capability to be the best they can be, to help students aim for excellence in all that they do.			
<b>Measure:</b>	Staff understand how to work effectively together to support each other and deliver the school curriculum			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Review & reflect on the collaborative practices developed in the hub structure during 2020: <ul style="list-style-type: none"> <li>- what has worked</li> <li>- what hasn't worked</li> <li>- what else could we think about</li> </ul>	John Murray (organisation)  Staff team members (Participation)	Time: staff meeting to complete review  Time: to analyse review document	Term 1	<i>Term 1</i>
Investigate examples of best practice on the theme of collaboration: <ul style="list-style-type: none"> <li>- School visits</li> <li>- Links to reading</li> <li>- PLD</li> </ul>	John Murray	Time: release time for leader  Time: to analyse and discuss findings  Cost: PLD (tbc)	Term 2	<i>Term 2</i>
Staff to produce a collaborative document detailing our beliefs about what collaboration looks like at St Patrick's School	John Murray (organisation)  Staff team members (Participation)	Time: release time for leader  Time: for staff to work together to design documentation	Term 4	<i>Term 4</i>

<b>Strategic Goal 3:</b>	<b>Maximise the potential of staff to develop their capabilities for teaching &amp; learning</b>	<b>Initiative:</b>	<b>Leadership capability</b>	<b>Leader:</b> Steve Wheeler
<b>Outcome:</b>	Our staff have capability to be the best they can be, to help students aim for excellence in all that they do.			
<b>Measure:</b>	Leaders to be more self aware of their role and able to recognise their strengths & weaknesses as collaborative leaders			

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Leadership team members to attend the four day 'Leading Edge PLD' led by Mark Sweeney that focuses upon: <ul style="list-style-type: none"> <li>-Building &amp; influencing relationships</li> <li>-Core communication capabilities</li> <li>-Coaching &amp; developing others</li> <li>-Problem solving</li> <li>-Knowing my shape as a leader</li> </ul>	Steve Wheeler (Organisation)  Leadership team members (Participation)	Cost of PLD: \$2,400  Cost of relievers: \$1,500	Term 1	End of Term 2
Principal & leadership team members to participate in a professional learning group, facilitated by Ed Hodgkinson from Evaluation Associates, focused on the theme of leadership: <ul style="list-style-type: none"> <li>- 4 two hour sessions (one per term)</li> <li>- 3 holiday sessions (one per term break)</li> </ul>	Steve Wheeler (organisation)  Leadership team members (Participation)	Cost of PLD: \$3,000  Cost of release time: \$5,600  Time: to undertake personal profession reading/ research	Term 1	Term 4
Principal & leadership team members to work together an overview of what leadership looks like at St Patrick's School. (Review end of each term)	Leadership team members (Participation)	Time: to work together as a team	Term 1	End of Term 1
Leadership team members to self-reflect and review discussion of strengths & weaknesses with the Principal. Design an action plan	Leadership team members (Participation)	Time: to meet with leaders and review their strengths and weaknesses	Term 4	End of Term 4

# 2021 Student Achievement Targets

## Student Achievement Target: Year 3 Reading & Writing

**Annual Target:** *To support those students in Year 3, who are not yet at our school benchmarks in Reading & Writing, to make where possible accelerated progress*

**Baseline data:** Our baseline data is taken from the from the 2020 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. At the end of 2020, in Reading **76%** and in Writing, **67%** of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2021:

- Year 3 students (Reading) - 13 students
- Year 3 students (Writing) – 15 students

## Student Achievement Target: Year 5&6 Writing

**Annual Target:** *To support those students in Year 5 & 6, who are not yet at our school benchmarks in Writing, to make where possible accelerated progress*

**Baseline data:** Our baseline data is taken from the from the 2020 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. At the end of 2020, in Writing, **67%** of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2021:

- Year 5 students - 6 students
- Year 6 students - 11 students

## Student Achievement Target: Year 4-6 Social Competence

**Annual Target:** *To develop the social and emotional competence of students in Year 4-6 to aid successfully managing emotional understanding and engaging positively in social settings*

**Baseline data:** Our collected data over the past year has shown a growing trend of: defiance, fighting, disruption to learning. Incidents peak in the first block (9-11am) and at lunch time (1-2pm) indicating that when they have unstructured, socially focussed experiences they do not have the skills to manage these situations. The results of the 2020 Year 4-6 student 'NZCER Well-being at School' survey identified a large group of children who were having problems with self-regulating their emotions and reducing regulation of emotions and maintaining control of their emotions. Also identified were difficulties with social skills. Results indicated that:

- 80% of children were unable to name emotions
- 54% did not have the emotional vocabulary, or the cues to identify feelings in self and others.
- 30% could not identify a way to stand up for themselves calmly
- 22% had an inability to ask for help
- 36% are not treating other with respect



## Action plan for student achievement targets:

When:	What:	Who:	Indicators of progress:
Term 1: weeks 4 - 11	Teachers identify specific actions for term 1 to meet the identified needs of targeted children.	Syndicate & hub teams	Syndicate teams work collaboratively to identify a plan of action for identified children. Classroom programmes are differentiated to meet the identified needs of students.
End of each term	Teachers evaluate targeted children's progress over the term. Progress and evaluation of what was and wasn't successful is recorded on the document.	Syndicate & hub teams	Online tracking document contains updated progress information and an evaluation for the term. Classroom programmes are differentiated to meet the identified needs of students.
Start of each new term	Teachers identify new goals and identify specific actions for the new term to meet the identified needs of the targeted children.	Syndicate & hub teams	Syndicate teams work collaboratively to identify a plan of action for identified children. Classroom programmes are differentiated to meet the identified needs of students
End of the school year	Analyse end of year data to inform progress and planning for the next year.	Leadership team	Leadership team collaborate to analyse the end of year data. End of year results used to inform next steps which will include which interventions have and have not been successful.
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>Syndicate &amp; hub teams to work collaboratively monitoring student progress</li> <li>Regular meetings between SENCO, LSC &amp; Principal to discuss progress of the identified actions.</li> <li>Principal regularly reports to the Board of Trustees on progress.</li> </ul>		
<b>Resourcing:</b>	<ul style="list-style-type: none"> <li>Relevant budgets that will need to be used if there are costs associated with identified interventions.</li> <li>Internal support: LSC &amp; SENCO</li> <li>External support: RTLB, MOE Learning Support &amp; other agencies</li> </ul>		

## INTERNAL SELF EVALUATION

St Patrick's School evaluation procedures are a way of establishing what is and what is not working well for learners, and then to determine what changes are needed to advance equity and excellence goals.

The focus of our evaluation process is to ensure that we are providing **equity** for all students where everyone is given what they need to be successful at St Patrick's School.



Effective internal evaluation enables trustees, leaders, teachers, parents, family/ whanau and the wider school community to better understand:

- impacts of actions on outcomes for learners
- changes and further actions needed
- patterns and trends
- practices likely to make the most difference/ result in the most value for learners
- how improvements promote the school's vision, values, strategic direction, goals and priorities for equity and excellence



*Types of Internal Evaluation –Education Review Office (ERO)*

Internal evaluations vary greatly in scope, depth and focus depending on the purpose and the context. The evaluations undertaken during each cycle come under three headings:

Strategic	Regular	Emergent
<p><b>Strategic evaluations</b> focus on activities related to the vision, values, goals and targets of the school community.</p> <p>They aim to find out to what extent the vision is being realised, goals and targets achieved, and progress made.</p> <p>For boards of trustees and leaders strategic evaluations are a means of answering such key questions as:</p> <ul style="list-style-type: none"> <li>-To what extent are all our learners experiencing success?</li> <li>-To what extent are improvement initiatives making a difference for all learners?</li> <li>-How can we do better?</li> </ul> <p>Because strategic evaluations delve into matters that affect the school as a whole, and the wider community, they need to be in-depth and they take time.</p>	<p><b>Regular planned evaluations</b> are business-as-usual evaluations or inquiries, where boards of trustees, leaders and teachers (and, where appropriate, students) gather data, monitor progress towards goals, and assess the effectiveness of programmes or interventions.</p> <p>They ask:</p> <ul style="list-style-type: none"> <li>-To what extent do our policies and practices promote the learning and wellbeing of all students?</li> <li>-How fully have we implemented the policies we have put in place to improve outcomes for all learners?</li> <li>-How effective are our strategies for accelerating the progress of target learners?</li> </ul> <p>Business-as-usual evaluations vary in scope and depth and feed back into the school's strategic and annual plans.</p>	<p><b>Emergent evaluations</b> are a response to an unforeseen event or an issue picked up by routine scanning or monitoring.</p> <p>Possible focus questions include:</p> <ul style="list-style-type: none"> <li>-What is happening?</li> <li>-Who for?</li> <li>-Is this okay?</li> <li>-Should we be concerned?</li> <li>-Why?</li> <li>-Do we need to take a closer look?</li> </ul> <p>Emergent evaluations arise out of high levels of awareness about what is happening for learners.</p>

## St Patrick's School 2021 - Ongoing School Regular Internal Evaluation Programme

Term	2021
<b>One</b>	St Patrick's School Curriculum Review – 'Implementing a curriculum that empowers and engages students for the future'
	<ul style="list-style-type: none"> <li>• School Charter</li> <li>• Emergency Plan</li> <li>• Police Vetting &amp; Teacher registration</li> <li>• Professional Growth Cycles Systems; Teacher Job Descriptions &amp; Teaching Profession Standards</li> <li>• Attendance &amp; Absenteeism</li> <li>• Monitoring of Student Achievement</li> </ul>
<b>Two</b>	St Patrick's School Curriculum Review – 'Implementing a curriculum that empowers and engages students for the future'
	<ul style="list-style-type: none"> <li>• Monitoring of Student Achievement</li> <li>• Police Vetting &amp; Teacher registration</li> <li>• Planning: Budget Priorities &amp; monitoring</li> </ul>
<b>Three</b>	St Patrick's School Curriculum Review – 'Implementing a curriculum that empowers and engages students for the future'
	<ul style="list-style-type: none"> <li>• Attendance &amp; Absenteeism</li> <li>• Planning: Budget Priorities &amp; monitoring</li> <li>• Monitoring of Student Achievement</li> <li>• Police Vetting &amp; Teacher registration</li> </ul>
<b>Four</b>	RE Dimension 1: Encounter with Christ & RE Dimension 4: Safeguarding & Strengthening
	<ul style="list-style-type: none"> <li>• Variance Report: Student Achievement Data, Analysis &amp; Next Steps</li> <li>• Strategic Priorities, Annual Development goals, School Charter Review &amp; Consultation</li> <li>• Annual Special Character Compliance &amp; Annual Proprietors Report</li> <li>• Police Vetting &amp; Teacher registration</li> <li>• End of Year Summery Reports &amp; evaluations</li> </ul>



St Patrick's School Board of Trustees – School Evaluation Programme									
2021	Area for Review	February	April	May	June	August	September	November	December
Strategic Review	Charter/ Strategic Plan	2021 Charter & 2020 Analysis of Variance (AOV) to MOE: 1 <sup>st</sup> March	Annual aims regularly reviewed and reported to board through Principal's reports					Review of 2021 strategic & annual plan	2022 Annual Plan draft
	Strategic Aims		Ongoing Review of Strategic Aims through Principal's BOT meeting report						
Regular Review	Policy	Role of the Chair Principal Performance Management	To be reviewed in accordance to the new system in School Docs						
	Learner Progress & Achievement	AOV report Achievement Targets				Mid-year achievement & progress report			AOV draft
	HR	Principal performance agreement approved					Provisional staffing & funding for 2022		Principal appraisal report & 2022 performance agreement process
	Curriculum	St Patrick's School Curriculum Review regularly reported to board through principal's reports						RE Dimension 1: Encounter with Christ	RE Dimension 4: Safeguarding & Strengthening
	Budget	Monthly report	Monitor Monthly report	Monitor Monthly report		Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Approve budget Monthly report
	Community of Learning	Community of Learning/ Kahui Ako regularly reported to board through principal's reports							
Emergent Review	New govt./ local initiatives								
Board Process Requirements		Elect Chair & Deputy Chair	Roll Return 1 <sup>st</sup> March Accounts - auditor	Annual Plan to MOE: 31 <sup>st</sup> May	Roll Return 1 <sup>st</sup> July		Health Curriculum Consultation		
Board Best Practice		Delegations Trustee Code of Conduct						Succession planning	
Board PLD		<ul style="list-style-type: none"> <li>Archdiocese of Wellington Leadership Consultant, Frank Wafer, to visit and speak to the board</li> <li>NZSTA board of trustee workshops</li> <li>Archdiocese of Wellington lunchtime board training sessions &amp; School cluster meetings for staff and board members</li> </ul>							

## **St Patrick's School**

# **CHARTER REVIEW**

- ♣ The Charter for 2021 has been prepared following 2020 school review:
  - the school's guiding principles
  - annual development plan review
  - student achievement review
  - strategic plan review
- ♣ Review and revision of the school's strategic plan maintains consistency with school priorities, New Zealand Curriculum, National Education Learning Priorities (NELP'S) and National Curriculum expectations.
- ♣ The School Charter drives school operations and links with the policies and procedures of the school.
- ♣ School Review is a cyclical process: strategic, regular and emergent. Community consultation, including with our Maori and parish communities, occurs as part of our strategic and regular review programmes. Reporting on individual student achievement is throughout the year formally at parent teacher and IEP meetings, through mid & end of year reports and informally on request where needed.
- ♣ Development and implementation of the annual development plan is consistent with the strategic plan and meets the needs of St Patrick's School and the wider school community
- ♣ Target goals have been identified using end of year student data. Selected learning areas in evaluations and reporting include Maori and Pacific Island students as a priority for monitoring progress and achievement. Support for the learning of Maori and Pasifika students continues through community liaison and consultation and implementation of Ka Hikitai and Pasifika Education Plan guiding principles.
- ♣ The 2021 school charter has been ratified by the Board of Trustees and will be presented to the staff and parents of the school.
- ♣ The 2021 School Charter will be submitted to the MOE by 1<sup>st</sup> March, 2021