

St. Patrick's School Charter 2022



SCHOOL MISSION

Preparing for the future in a Catholic environment

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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 2022. 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 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
<i>Catholic Special Character</i>	<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"> • School liturgies and masses • Acknowledging the Brigidine history of our school. • Donations to CARITAS and other aid agencies. • Teaching of the Catholic RE curriculum through the use of principles of Catholic Social Teaching • Sacramental programmes
<i>High Expectations</i>	<p>Excellence is expected in teaching and learning.</p> 	<ul style="list-style-type: none"> • Collaborative focused working environment • High work expectations for staff and students • Aspiring to achieve the best everyone can possibly achieve
<i>Treaty of Waitangi</i>	<p>The Principles of the Treaty of Waitangi are upheld.</p> 	<ul style="list-style-type: none"> • Waiata, Powhiri, Karakia • Kapa Haka & performing arts instruction • Cultural aspects to school programmes • Cultural celebrations for events such as Waitangi Day and Matariki • Open respectful whanau, community & iwi relationships
<i>Cultural Diversity</i>	<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"> • Celebrating the feasts of St. Patrick and St. Brigid. • School Cultural festivals. • Choir & musical productions • Virtues programme • Cultural welcoming wall • Language celebration weeks
<i>Inclusion</i>	<p>Each child's need is our first priority within a positive, safe environment.</p> 	<ul style="list-style-type: none"> • Collaborative learning • Sports teams for all • Safe environment • Buddy systems • House groups

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

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.

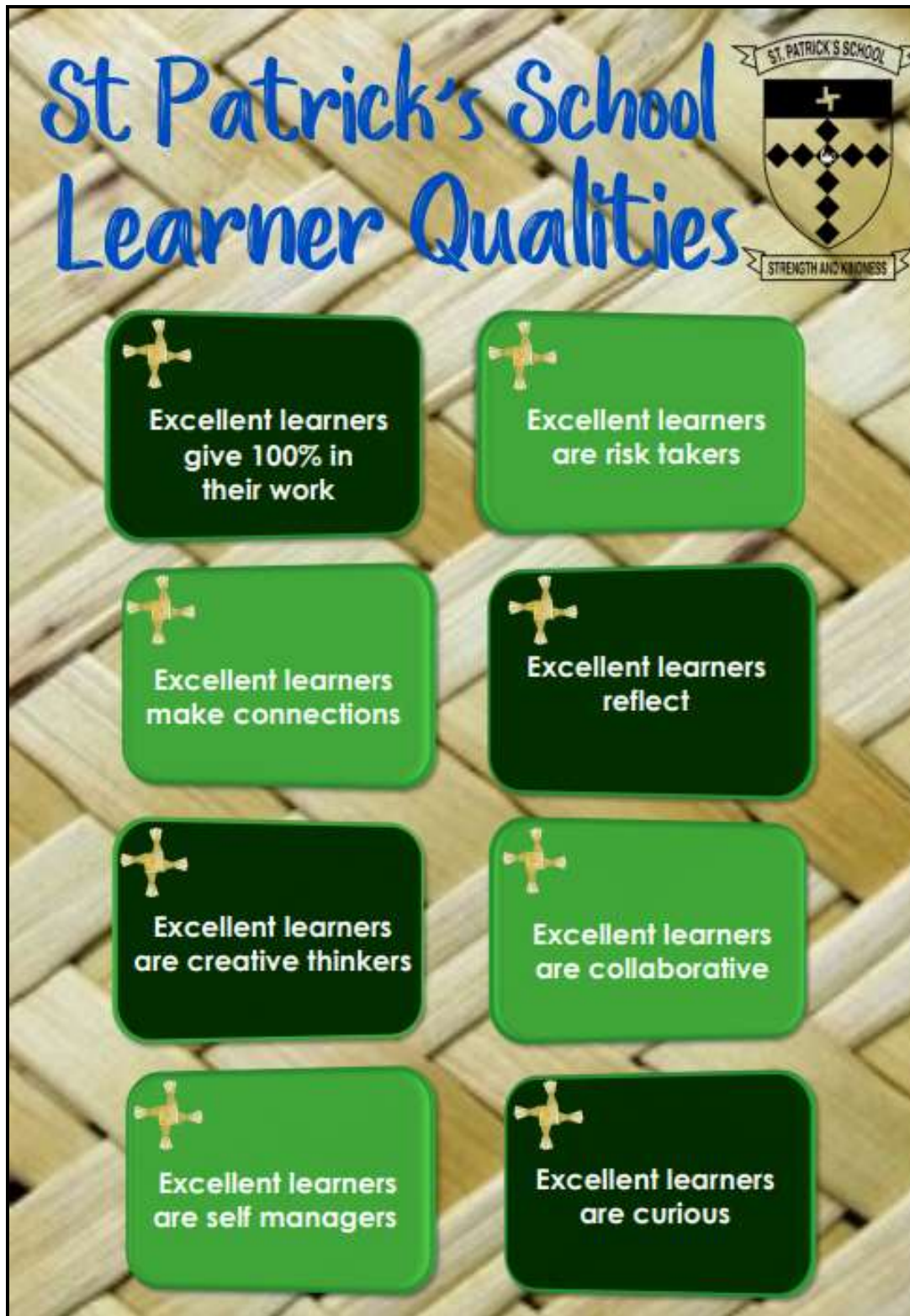
St Patrick's School Prayer Virtues

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

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



Student Profile

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



Our goal is to prepare our students to be Catholic citizens who can participate and contribute to our ever-changing world. We want them to live our school vision through developing their understanding of our three school values:

Strength

KAHA

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

- Use creative thinking & problem-solving skills
- Stand up for what is right
- Active participants in their own learning
- Confident in their identity
- Hold positive relationships
- Effective communicator
- Show resilience
- Learn from mistakes
- Regulate emotions & behaviours

Kindness

ATAWHAI

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

- Live Gospel virtues through words & actions
- View the world through the lens of Catholic Social Teaching
- Reflect and pray
- Inclusive & considerate of others
- Take responsibility for our physical, mental and emotional, social, & spiritual wellbeing
- Active stewards of the environment

Excellence

KAIRANGI

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

- Developing their own Catholic faith journey
- Have a positive outlook
- Relate respectfully with their own & other cultures
- Practising & valuing of Te Reo Maori, Tikanga & Te Tiriti o Waitangi
- Literate and numerate across the curriculum
- Appreciation of the arts
- Lifelong learners
- Positive engagement with digital technologies.



ST PATRICK'S SCHOOL STRATEGIC PRIORITIES 2021 – 2023





ST PATRICK'S SCHOOL 2022 ANNUAL PLAN

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

Action	Responsibility	Resources	Start	Due
School teaching staff to work together to: <ul style="list-style-type: none"> create a draft reporting framework for school explaining what is reported upon and when design guidelines to determine what data & when is recorded on school SMS system- Etap design a mid & end of year report template from the school SMS system design an overview of what is good feedback 	Steve Wheeler (Organisation) All teachers (Participation)	Time: start of year TOD and staff meetings to meet together and discuss	Pre-Term 1	Term 1
School PLD: Focus - school teaching staff learning how to get students' blogging their own learning and sharing with whanau through the Etap 'Spotlight' tool.	All teachers (Participation)	Cost: 2022 MOE PLD hours Time: for staff to be upskilled at staff meetings	Term 1	Term 1
School PLD: Focus - school teaching staff learning <i>how to assign goals</i> through the Etap 'Spotlight' tool.	All teachers (Participation)	Cost: 2022 MOE PLD hours Cost of release time: \$700 Time: staff release for PLD	Term 2	Term 2
School PLD: Focus - school teaching staff learning <i>how to upload evidence</i> through the Etap 'Spotlight' tool.	All teachers (Participation)	Cost: 2022 MOE PLD hours Cost of release time: \$700 Time: staff release for PD	Term 2	Term 2
Reflect, review and implement professional development or training based on the needs of the first half of the school year.	Steve Wheeler (Organisation)	Cost: 2022 MOE PLD hours Time: TBC	Term 3	Term 4

Strategic Goal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	Learning experiences across all curriculum areas	Leader: Steve Wheeler
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Cultural capabilities of staff are strengthened			

Action	Responsibility	Resources	Start	Due
Teacher Only Day: <ul style="list-style-type: none"> • Historical landscape of NZ focused on Maori • Te Tiriti o Waitangi responsibilities • Strengthen personal cultural competencies • Identifying next steps on this journey 	Steve Wheeler (Organisation) All teachers (participation)	Cost: \$1,600 for Janelle Riki-Waka as Core-Education, facilitator Time: to participate in PLD on teacher-only day	Pre - term 1	Pre - term 1
Investigate resources/ readings/ videos that staff can use to further develop their understanding and knowledge e.g: <ul style="list-style-type: none"> • MOE resources • Local iwi resources 	Penny Thomson & Kim Teahan (organisation)	Time: to undertake personal professional reading/ research Time: to be able to read, watch, discuss resource content	Term 1	Term 4
Staff to be upskilled in the purpose and content of the new Aotearoa NZ histories curriculum.	Penny Thomson & Kim Teahan (organisation) All teachers (participation)	Cost: TBC for potential PLD or resources	Term 1	Term 2
Implement learnings & opportunities from Whakaoriori Kahui ako workstream 'Wairarapatanga': <ul style="list-style-type: none"> • Resources • Ideas • PLD courses 	Kim Teahan (organisation)	Cost: TBC - potential relief costs for PLD Time: time to attend PLD and share with staff	Term 1	Term 4

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

Action	Responsibility	Resources	Start	Due
Organise a staff wellbeing retreat to help develop a wellbeing focused culture within the school	Kim Teahan & Penny Thomson (Organisation & Participation)	Cost: \$1500 - \$2000 for venue, facilitators and food Time: Pre-term 1 staff TOD	Pre-term 1	Pre-term 1
Lead teachers to participate in the Whakaoriori Kahu Ako 'Well Being' PLD and work streams	Kim Teahan & Penny Thomson (Organisation & Participation)	Cost of leaders release time: paid for through school staffing entitlement	Term 1	Term 4
Develop a resource to support staff in keeping wellbeing as a key priority for all (individually & collectively) now and ongoing in the future	Kim Teahan & Penny Thomson (Organisation & Participation)	Cost of leaders release time: paid for through school staffing entitlement Time: staff meetings Cost: TBC for potential resources	Term 1	Start of Term 3
Administer with teaching staff (end-year) NZCER teacher workplace survey. Analyse results and discuss findings.	Steve Wheeler (Organisation) Teaching Staff (Participation)	Cost: NZCER survey \$250 Time: to administer, analyse & discuss results	Term 4	Term 4

Strategic Goal 2:	Establish a nurturing environment that enhances the holistic wellbeing of our community	Initiative:	Zones of Regulation	Leaders: Penny Thomson & Kim Teahan
Outcome:	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
Measure:	Our school community are using tools and strategies to regulate their behaviour			

Action	Responsibility	Resources	Start	Due
Lead teachers to continue to support classroom teachers to fully implement the 'Zones of Regulation' curriculum in classrooms	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Cost of leaders release time: paid for through school staffing entitlement Time: staff meetings	Term 1	End of Term 2
Applications for programme funding completed: <ul style="list-style-type: none"> Masterton TrustLands Trust Wellbeing Project 	Kim Teahan, Penny Thomson & Jo Miller (Organisation)	Time: to complete applications paid for through school staffing entitlement	Term 1	Term 2
Creating a visual presence for the community within the school environment	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Cost of leaders release time: paid for through school staffing entitlement Cost: \$500 for school zones mural	Term 1	Term 1
Designing a school wide process and cycle to embed the zones of regulation programme for future years	Kim Teahan & Penny Thomson (Organisation) All teachers (Participation)	Cost of leaders release time: paid for through school staffing entitlement Time: staff meetings	Term 3	Term 4

Strategic Goal 2:	Establish a nurturing environment that enhances the holistic wellbeing of our community	Initiative:	PB4L systems and practices	Leader: Chris Day & John Murray
Outcome:	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
Measure:	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.			

Action	Responsibility	Resources	Start	Due
Restorative conversations What Restorative Practise PD is out there - research and investigate through PB4L moderators	Chris Day & John Murray (Organisation)	Cost: Budget for PD Time: Webinars with PD providers Time/ cost: Possible release time for leaders & staff to attend	Term 2	End Term 3
Consistency of school behaviour system Ensure year starts off with clear expectations of staff PD opportunities for new staff to clarify and embrace Tier 1/2 systems and practices	Chris Day & John Murray (Organisation)	Time: Slots in staff meetings Time: workshops/learning opportunities for new staff.	Term 1	End Term 1
Reward system Investigate further new bracelet reward system school wide - what other schools are using it, providers, costs ? What could this look like at St Patrick's School?	Chris Day & John Murray (Organisation)	Cost: Budget for purchasing Time: Leaders release time for investigation/agreement on process etc.	Term 2	End Term 3
Student PBL leaders Create and train a team of senior students to assist in ensuring expectations are met during break times.	Chris Day & John Murray (Organisation)	Time: working with senior students and create/monitor systems	Term 2	End term 3
PB4L tier 2 pld support Ensure year starts off with clear expectations of staff PD opportunities for new and existing staff to clarify and embrace Tier 2 systems and practice	Chris Day & John Murray (Organisation)	Time: slots in staff meetings Time: workshops/learning opportunities for new staff.	Term 1	End Term 1

Strategic Goal 3:	Maximise the potential of staff to develop their capabilities for teaching & learning	Initiative:	Leadership by tagged teachers	Leader: Chris Connor
Outcome:	Staff have the capability to be the best they can be, to help students aim for excellence in all that they do.			
Measure:	Staff understand their role as tagged S464 teachers and how to work effectively together to support each other and deliver the school curriculum			

Action	Responsibility	Resources	Start	Due
Principal and DRS to source support from Anna Maria Vissers (ADW) to discuss and design a programme of support for tagged S464 teachers.	Chris Connor (DRS)with support from Steve Wheeler (Principal)	Time: to meet together as a group	Pre-Term 1	<i>Start of Term 1</i>
Tagged, S464 team members to participate in a professional learning group, facilitated DRS, Principal & Anna-Maria Vissers (ADW): <ul style="list-style-type: none"> 7 two hour sessions 2 per terms 1-3 and 1 in term 4 	Chris Connor (DRS)with support from Steve Wheeler (Principal)	Time: to work together as a team Cost: N/A as internal school cover for attendees	Term 1	<i>Term 4</i>
Collaboratively develop up to date and relevant job descriptions for tagged S464 teaching staff.	Chris Connor, (DRS) & Tagged, S464 team members	Time: to work together as a team	Term 3&4	<i>Term 4</i>
Tagged, S464 team members including DRS & Principal to review learnings from 2022 and design a programme of potential support to meet identified needs and next steps.	Chris Connor, (DRS), Steve Wheeler (Principal) & Tagged, S464 team members	Cost: N/A as internal school cover for attendees Time: to meet together as a team	Term 4	<i>Term 4</i>

2022 Student Achievement Targets

Student Achievement Target: **Reading achievement levels**

Annual Target: *To support those students in Years 2 & 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 2021 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 2021, in Reading **73%** 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 2022:

- Year 2 students - 24 students (below)
- Year 3 students - 11 students (below)

Student Achievement Target: **Writing achievement levels**

Annual Target: *To support those students across the school, 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 2021 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 2021, in Writing, **64%** 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 2022:

- Year 2 students - 26 students (below)
- Year 3 students - 10 students (below)
- Year 4 students - 6 students (well below)
- Year 5 students - 6 students (well below)
- Year 6 students - 6 students (well below)

Student Achievement Target: **Maths achievement levels**

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

Baseline data: Our baseline data is taken from the from the 2021 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 2021, in Maths **66%** 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 2022:

- Year 6 students - 6 students (well below)

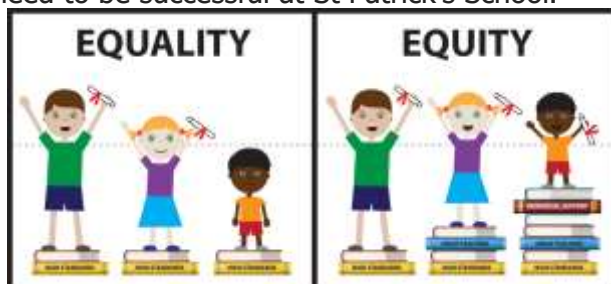
Action plan for student achievement targets:

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.
Monitoring:	<ul style="list-style-type: none"> Syndicate & hub teams to work collaboratively monitoring student progress Regular meetings between SENCO, LSC & Principal to discuss progress of the identified actions. Principal regularly reports to the Board of Trustees on progress. 		
Resourcing:	<ul style="list-style-type: none"> Relevant budgets that will need to be used if there are costs associated with identified interventions. Internal support: LSC & SENCO External support: RTLB, MOE Learning Support & other agencies 		

ST. PATRICK'S SCHOOL 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>Strategic evaluations 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"> -To what extent are all our learners experiencing success? -To what extent are improvement initiatives making a difference for all learners? -How can we do better? <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>Regular planned evaluations 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"> -To what extent do our policies and practices promote the learning and wellbeing of all students? -How fully have we implemented the policies we have put in place to improve outcomes for all learners? -How effective are our strategies for accelerating the progress of target learners? <p>Business-as-usual evaluations vary in scope and depth and feed back into the school's strategic and annual plans.</p>	<p>Emergent evaluations 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"> -What is happening? -Who for? -Is this okay? -Should we be concerned? -Why? -Do we need to take a closer look? <p>Emergent evaluations arise out of high levels of awareness about what is happening for learners.</p>

St Patrick's School Board of Trustees – School Evaluation Programme

2022	Area for Review	February	April	May	June	August	September	November	December	
Strategic Review	Charter/ Strategic Plan	2022 Charter & 2021 Analysis of Variance (AOV) to MOE: 1 st March	Annual goals regularly reviewed and reported to board through Principal’s reports						Review of 2022 strategic & annual plan	2023 Annual Plan draft
	Strategic Aims		Ongoing Review of Strategic Aims through Principal’s BOT meeting report							
Regular Review	Policy	To be reviewed in accordance to the School Docs Review Schedule								
	Learner Progress & Achievement	AOV report Achievement Targets				Mid-year achievement & progress report			AOV draft	
	HR	2022 Principal performance agreement approved					Provisional staffing & funding for 2022		Principal appraisal report & 2023 performance agreement process	
	Curriculum	St Patrick’s School Curriculum Review regularly reported to board through principal’s reports						RE Dimension 1: Growth in Knowledge	RE Dimension 4: Safeguarding & Strengthening	
	Budget	Monthly report 1 st January budget update	Monthly report	Monthly report 1 st April budget update		Monthly report 1 st July budget update	Monthly report	Monthly report 1 st October budget update	2023 draft budget Monthly report	
	Kahui Ako	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 (not in election year)	Roll Return 1 st March Accounts - auditor	Annual Plan to MOE: 31 st May	Roll Return 1 st July	Health Curriculum Consultation	School Trustee Elections			
Board Best Practice		Delegations Trustee Code of Conduct						Succession planning		
Board PLD		<ul style="list-style-type: none">Archdiocese of Wellington Leadership Consultant, Frank Wafer, to visit and speak to the boardNZSTA board of trustee workshopsArchdiocese of Wellington lunchtime board training sessions & school cluster meetings for staff and board members								

St Patrick's School

CHARTER REVIEW

- ♣ The Charter for 2022 has been prepared following 2021 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 2022 school charter has been ratified by the Board of Trustees and will be presented to the staff and parents of the school.
- ♣ The 2022 School Charter will be submitted to the MOE by 1st March, 2022