

St. Patrick's School

Charter 2023



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 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 245 students for 2023. The maximum roll is 320, of which 10% may be non-preference. There are currently 15 full and part-time teaching positions covering two 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
<p><i>Catholic Special Character</i></p>	<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
<p><i>High Expectations</i></p>	<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
<p><i>Treaty of Waitangi</i></p>	<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
<p><i>Cultural Diversity</i></p>	<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
<p><i>Inclusion</i></p>	<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>Learning to Learn</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>Community Engagement</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>Coherence</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>Future Focus</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, 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

Strategic Plan 2021 - 2023

Strength
KAHA

Kindness
ATAWHAI

Excellence
KAIRANGI

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

Implement a curriculum that empowers and engages students for the future

- Catholic social teaching focused curriculum
- Future focused life skills curriculum & reporting
- Authentic learning experiences across all New Zealand curriculum areas

Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners



Establish a nurturing environment that enhances the holistic wellbeing of our community

- Staff wellbeing
- Student wellbeing
- PPHL Tier 2 systems & practices

Our community members experience growth in their well-being through understanding how to care and look after themselves and others



Maximise the potential of staff to develop their capabilities for teaching & learning

- Collaborative teaching practices
- Leadership capability

Our staff have capability to be the best they can be, to help students aim for excellence in all that they do



ST PATRICK'S SCHOOL 2023 ANNUAL PLAN

Strategic Goal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	New national Religious Education curriculum - 'To Tatou Whakapono - Our faith'	Leader: Chris Connor
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - learners with their whanau are at the centre of education NELP Objective 2: Barrier free access - great education opportunities and outcomes are within reach for every learner NELP-Objective 3: Quality teaching & leadership - quality teaching and leadership make a difference for learners and their whānau			
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Staff have a sound knowledge and understanding of the new RE curriculum 'To Tatou Whakapono - Our Faith' and are in a position to be confident to begin to implement this in classroom programmes			

Action	Responsibility	Resources	Start	Due
Lead teacher and other lead staff members to be upskilled in the planned changes within the refreshing of the RE curriculum 'To Tatou Whakapono - Our Faith' and design a within school PLD plan to lead the staff: - 30 March: Curriculum Themes & Junior Resources - 8 June: Curriculum Cross Themes - 31 August: Curriculum Touchstones - 19 October: Curriculum Pedagogy & Assessment	Chris Connor (Organisation)	Time: for leader to be upskilled Cost: \$2400 - relievers Cost: \$720 - course registration	Term 1	Ongoing
School PLD: Focus - Implement a programme of support for the staff to be upskilled in the refresh of the NZ Curriculum.	Chris Connor (Organisation) All teachers (Participation)	Cost: release time included- 2023 staffing Time: for staff to be upskilled at staff meetings	Term 1	Term 4
School Curriculum design: Focus - lead the staff in starting to redesign our school curriculum to match the changes in the refreshed NZ Curriculum.	Chris Connor (Organisation) All teachers (Participation)	Cost: no cost Time: for staff to be upskilled at staff meetings	Term 3	Ongoing

Strategic Goal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	Wairarapatanga - ANZ histories curriculum	Leader: Kim Teahan
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 2: Barrier free access - <i>great education opportunities and outcomes are within reach for every learner</i> NELP-Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Staff have improved cultural capability focused on knowing stories & history that are important to us and that is used to inform and improve classroom practice			

Action	Responsibility	Resources	Start	Due
Teacher Only Day: All school staff to attend a day learning about our local school, Masterton, Wairarapa stories and history. This included a focus on both Maori and non-Maori contexts.	Steve Wheeler (Organisation) All teachers (participation)	Cost: \$600 for Joe Potangaroa, facilitator Time: to participate in PLD on teacher-only day	Pre-term 1	Pre-term 1
Implement learnings & opportunities from Whakaoriori Kahui ako work stream 'Wairarapatanga': <ul style="list-style-type: none"> 'Te reo Maori, ki te tikanga me te kawa' - Maori language, customs, ways of being, protocols) 'Te Korero tuku iho' - wisdom, narratives & stories from our ancestors 'To turangawaewae' - the place where we stand, belong & connected to 'Nga ura nga matapono' - values & principles 	Kim Teahan (organisation)	Cost: one day a week leadership release day Time: time to attend PLD and planning for sharing with staff	Term 1	Term 4
School PLD: Focus - implement a programme of support for the staff to be upskilled in the context of: <ul style="list-style-type: none"> Aotearoa New Zealand Histories curriculum Matauranga Maori/ Maori spirituality from our Catholic Special Character 	Kim Teahan (Organisation) All teachers (participation)	Cost: no cost Time: for staff to be upskilled at staff meetings/ TOD's	Term 1	Term 4

StrategicGoal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	NZ Curriculum refresh - Te Mataiaho general curriculum overview	Leader: Steve Wheeler
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 2: Barrier free access - <i>great education opportunities and outcomes are within reach for every learner</i> NELP-Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Staff have a sound understanding of the aims and purpose of the NZ Curriculum refresh and are starting to develop ideas for adapting our current school curriculum in line with these			

Action	Responsibility	Resources	Start	Due
Lead teacher to be upskilled in the planned changes within the refreshing of the NZ Curriculum and design a within school PLD plan to lead the staff	Steve Wheeler (Organisation)	Time: for leader to be upskilled	Term 1	Ongoing
School PLD: Focus - Implement a programme of support for the staff to be upskilled in the refresh of the NZ Curriculum.	Steve Wheeler (Organisation) All teachers (Participation)	Cost: no cost Time: for staff to be upskilled at staff meetings	Term 1	Term 4
Teacher Only Days (TOD'S): Focus - In 2023, two Ministry of Education additional teacher-only days are to be planned to support implementation activities across The New Zealand Curriculum refresh, the re-design of Te Marautanga o Aotearoa.	Steve Wheeler (Organisation) All teachers (Participation)	Cost: no cost as these are MOE funded days Time: to participate in PLD on teacher-only day	TOD 1: Monday 25th April TOD 2: TBC	
School Curriculum design: Focus - lead the staff in starting to redesign our school curriculum to match the changes in the refreshed NZ Curriculum.	Steve Wheeler (Organisation) All teachers (Participation)	Cost: no cost Time: for staff to be upskilled at staff meetings & TOD's	Term 3	Ongoing

StrategicGoal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	NZ Curriculum refresh - Te Mataiaho: Literacy curriculum	Leader: John Murray
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 2: Barrier free access - <i>great education opportunities and outcomes are within reach for every learner</i> NELP-Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Staff have a sound understanding of the aims and purpose of the refreshed literacy curriculum and are starting to develop ideas for adapting our current school curriculum in line with these			

Action	Responsibility	Resources	Start	Due
Lead teacher to be upskilled in the planned changes within the refreshing of the Literacy Curriculum within the new NZ Curriculum and design a within school PLD plan to lead the staff	John Murray (Organisation)	Time: one day a week leadership release day that includes time to be upskilled	Term 2	Ongoing
School PLD: Focus - Implement a programme of support for the staff to be upskilled in the refresh of the new Literacy Curriculum within the new NZ Curriculum.	John Murray (Organisation) All teachers (Participation)	Cost: one day a week leadership release day Time: for staff to be upskilled at staff meetings	Term 3	Term 4
Teacher Only Days (TOD'S): Focus - In 2023 two Ministry of Education additional teacher-only days are to be planned to support implementation activities across The New Zealand Curriculum refresh, the re-design of Te Marautanga o Aotearoa (focus on Literacy)	Steve Wheeler & John Murray (Organisation) All teachers (Participation)	Cost: no cost as these are MOE funded days Time: to participate in PLD on teacher-only day	TOD 1: Monday 25th April TOD 2: TBC	
School Curriculum design: Focus - lead the staff in starting to redesign our school Literacy curriculum to match the changes in the refreshed NZ Curriculum.	John Murray (Organisation) All teachers (Participation)	Cost: no cost Time: one day a week leadership release day that includes time to be upskilled Time: for staff to be upskilled at staff meetings	Term 3	Ongoing

StrategicGoal 1:	Implement a curriculum that empowers and engages students for the future	Initiative:	NZ Curriculum refresh - Te Mataiaho: Maths curriculum	Leader: Chris Day
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 2: Barrier free access - <i>great education opportunities and outcomes are within reach for every learner</i> NELP-Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Our curriculum has students engaged and empowered to strive for excellence as Catholic life-long learners			
Measure:	Staff have a sound understanding of the aims and purpose of the refreshed Mathematics curriculum and are starting to develop ideas for adapting our current school curriculum in line with these			

Action	Responsibility	Resources	Start	Due
Lead teacher to be upskilled in the planned changes within the refreshing of the Maths Curriculum within the new NZ Curriculum and design a within school PLD plan to lead the staff	Chris Day (Organisation)	Time: one day a week leadership release day that includes time to be upskilled	Term 2	Ongoing
School PLD: Focus - Implement a programme of support for the staff to be upskilled in the refresh of the new Maths Curriculum within the new NZ Curriculum.	Chris Day (Organisation) All teachers (Participation)	Cost: one day a week leadership release day Time: for staff to be upskilled at staff meetings	Term 3	Term 4
Teacher Only Days (TOD'S): Focus - In 2023 two Ministry of Education additional teacher-only days planned to support implementation activities across The New Zealand Curriculum refresh, the re-design of Te Marautanga o Aotearoa (focus on Maths)	Steve Wheeler & Chris Day (Organisation) All teachers (Participation)	Cost: no cost as these are MOE funded days Time: to participate in PLD on teacher-only day	TOD 1: Monday 25th April TOD 2: TBC	
School Curriculum design: Focus - lead the staff in starting to redesign our school Maths curriculum to match the changes in the refreshed NZ Curriculum.	Chris Day (Organisation) All teachers (Participation)	Cost: no cost Time: one day a week leadership release day that includes time to be upskilled Time: for staff to be upskilled at staff meetings	Term 3	Ongoing

Strategic Goal 2:	Establish a nurturing environment that enhances the holistic wellbeing of our community	Initiative:	PB4L Restorative practices	Leader: Chris Day
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Our community members experience growth in their well-being through understanding how to care and look after themselves and others			
Measure:	<i>Staff have developed a sound and growing understanding of 'restorative practices' and are developing ideas on how to implement this within our school culture</i>			

Action	Responsibility	Resources	Start	Due
Teacher Only Day: <ul style="list-style-type: none"> • PB4L Restorative Practices school introduction focusing on the Why? What? How? of the programme 	Steve Wheeler (Organisation) All teachers & support staff (participation)	Cost: <ul style="list-style-type: none"> • MOE funded programme • \$750 for Learning Assistants to attend Time: to participate in PLD on teacher-only day	Pre-term 1	Pre-term 1
Undertake the 'Sustainable Restorative Practice in Schools' initial survey to gauge school direction to move forward in phase 1 in 2023. Key areas include: <ul style="list-style-type: none"> - School values, expectations & systems - Leading Restorative practices - Staff engagement, capability & wellbeing - Student engagement in learning, voice & wellbeing - Sustainable practices in transitions 	Chris Day (Organisation)	Cost: MOE funded programme & one day a week leadership release day Time: one day a week leadership release day that includes time to be upskilled	Mid-term	End term 1
School programme design: Focus - design and then lead the staff in the phase 1 implementation plan for restorative practices.	Chris Day (Organisation) All teachers & support staff (participation)	Cost: no cost Time: one day a week leadership release day Time: for staff to be upskilled at staff meetings	End Term 1	Term 4

StrategicGoal 3:	Maximise the potential of staff to develop their capabilities for teaching & learning	Initiative:	Developing deeper knowledge and understanding of diverse learning needs to aid engaging students in our curriculum	Leader: Penny Thomson
National Education Learning Priorities:	NELP Objective 1: Learners at the centre - <i>learners with their whanau are at the centre of education</i> NELP Objective 2: Barrier free access - <i>great education opportunities and outcomes are within reach for every learner</i> NELP-Objective 3: Quality teaching & leadership - <i>quality teaching and leadership make a difference for learners and their whānau</i>			
Outcome:	Staff have the capability to be the best they can be, to help students aim for excellence in all that they do.			
Measure:	School practices and programmes delivered by staff underpin effective inclusive practices			

Action	Responsibility	Resources	Start	Due
Collaborate with support groups/ communities to develop deeper knowledge of diverse learning needs that are in need of being supported at St Patrick's School e.g. SEN team, RTL, MOE Learning Support	Penny Thomson (organisation)	Cost: one day a week leadership release day Time: time to attend PLD and planning for sharing with staff	Term 1	Term 4
Implement learnings & opportunities from Whakaoriori Kahui ako work stream 'Attendance & Engagement': <ul style="list-style-type: none"> using attendance data to identify and respond to issues. implementing the Learning Support Delivery Model to give effect to national policy statements by using tools to strengthen inclusive practices and connect with whānau and communities. obtain student, teacher, support staff, leaders and whanau voice. identify the range of practices and programmes that contribute to an inclusive environment 	Penny Thomson (organisation)	Cost: one day a week leadership release day Time: time to attend PLD and planning for sharing with staff	Term 1	Term 4
School PLD: Focus - implement a programme of support for the staff to be upskilled in the context of: <ul style="list-style-type: none"> practices/ programmes with effective inclusive practices deliberate professional acts that embrace culture, language, identity curriculum and engagement in learning by student 	Penny Thomson (Organisation) All teachers (participation)	Cost: no cost Time: for staff to be upskilled at staff meetings/ TOD's	Term 1	Term 4

2023 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 to make where possible accelerated progress*

Baseline data: Our baseline data is taken from the from the 2022 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for reading. At the end of 2022, in Reading **74%** 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 2023:

- Year 2 students - 18 students (below)
- Year 3 students - 13 students (well below)

Student Achievement Target: **Writing achievement levels**

Annual Target: *To support those students in **Years 2,3 & 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 2022 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 2022, 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 2023:

- Year 2 students - 11 students (below)
- Year 3 students - 15 students (below)
- Year 6 students - 11 students (below)

Student Achievement Target: **Maths achievement levels**

Annual Target: *To support those students in **Years 5 & 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 2022 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 2022, in Maths **69%** 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 2023:

- Year 5 students – 20 students (well below)
- Year 6 students - 25 students (well below)

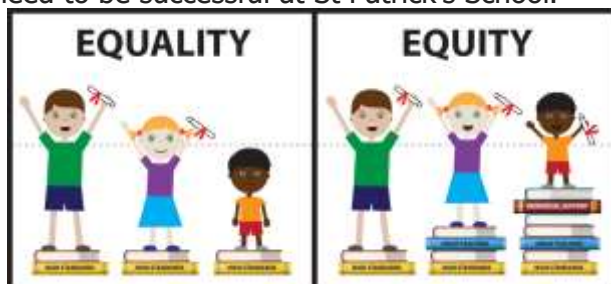
Action plan for student achievement targets:

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 was not 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

2023	Area for Review	March	April	May	June	August	September	November	December
Strategic Review	Charter/ Strategic Plan	2023 Charter & 2022 Analysis of Variance (AOV) to MOE: 1 st March	Annual goals regularly reviewed and reported to board through Principal's reports					Review of 2023 strategic & annual plan	2024 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	2023 Principal performance agreement approved					Provisional staffing & funding for 2023		Principal appraisal report & 2024 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	2024 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 PLD- support and workshops NZSTA board of trustee workshops Archdiocese of Wellington lunchtime board training sessions & school cluster meetings for staff and board members 							

St Patrick's School CHARTER REVIEW

- ♣ The Charter for 2023 has been prepared following 2022 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 2023 school charter has been ratified by the Board of Trustees and will be presented to the staff and parents of the school.

- ♣ The 2023 School Charter will be submitted to the MOE by 1st March, 2023