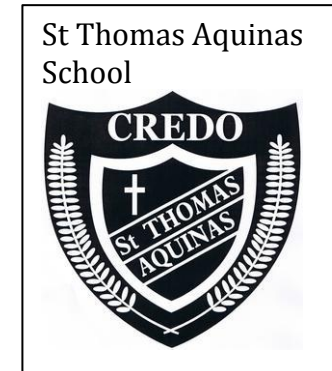


School Charter Strategic and Annual Plan for St Thomas Aquinas School



2019 - 2021

Principals' endorsement:	Teresa
Board of Trustees' endorsement:	Kelvin Moylan (Board Chairperson)
Submission date to Ministry of Education:	March 2019

St Thomas Aquinas School 2019 - 21
Introductory Section - Strategic Intentions

Mission Statement	A supportive environment where we live our faith and celebrate our learning in life
Vision	Quality Catholic education
Values	<p>The Sister of Mercy were the founders of St Thomas Aquinas School, they chose certain Gospel values that were important to help them make decisions and live their lives. We promote and teach these Mercy values at St Thomas Aquinas School to our students:</p> <p><u>C</u>ompassion - Aroha <u>H</u>ospitality - Manaakitanga <u>A</u> <u>S</u>ocial Justice - Tika <u>E</u>xcellence - Panekiritanga <u>R</u>espect - Te tapu o te tangata <u>S</u>ervice - Rato</p> <p>At St Thomas Aquinas School we are <u>CHASERS</u></p>

<p>Principles</p>	<p>These are the following principles that St Thomas Aquinas School base its learning on:</p> <p style="text-align: center;">Knowing about self / Matatau Motuhaketanga</p> <p style="text-align: center;">Knowing about God/ i mohio e pā ana ki te Atua</p> <p style="text-align: center;">Knowing about the environment / Matatau taiao</p> <p style="text-align: center;">Knowing about our world / Matatau aoturoa</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p style="text-align: center;">Aims:</p> <p>St Thomas Aquinas School recognises and values the unique position of Maori in New Zealand society and the significance of the Treaty of Waitangi.</p> <ul style="list-style-type: none"> • All students will have the opportunity to acquire knowledge of Maori language and culture. Our students will have the opportunity to learn Te Reo and Tikanaga Maori • Policies and practices that reflect New Zealand’s cultural diversity and the unique position of the Maori culture are intertwined within teaching the curriculum. • Ensure that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the Moari language) for full time studetns whose parents request it. <ul style="list-style-type: none"> • English as a second language students, and ELLP students will be identified on enrolment and consultation with these communities will be regular via face to face student led conferences/school surveys and community meetings.
<p>Special Character / Māori Medium status</p>	<p>The school is a community where gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.</p> <p style="text-align: center;">The school helps to fulfil the teaching mission of the Church.</p> <p style="text-align: center;">The school community nutures, supports and cares for individuals.</p>

Baseline Data or School Context

Students' Learning	<p>Previous target 2016-2018: Mathematics Focus for 2019 - Writing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Co-horts</th> <th style="text-align: left;">Year</th> <th style="text-align: left;">Below</th> <th style="text-align: left;">At</th> <th style="text-align: left;">Above</th> </tr> </thead> <tbody> <tr> <td><i>All Students</i></td> <td><i>2016</i></td> <td><i>27%</i></td> <td><i>56%</i></td> <td><i>17%</i></td> </tr> <tr> <td><i>Maori</i></td> <td><i>2016</i></td> <td><i>20%</i></td> <td><i>50%</i></td> <td><i>30%</i></td> </tr> <tr> <td><i>Filipino</i></td> <td><i>2016</i></td> <td><i>28%</i></td> <td><i>52%</i></td> <td><i>20%</i></td> </tr> <tr> <td><u>All Students</u></td> <td><u>2017</u></td> <td><u>35%</u></td> <td><u>55%</u></td> <td><u>10%</u></td> </tr> <tr> <td><u>Maori</u></td> <td><u>2017</u></td> <td><u>67%</u></td> <td><u>33%</u></td> <td><u>0%</u></td> </tr> <tr> <td><u>Filipino</u></td> <td><u>2017</u></td> <td><u>14%</u></td> <td><u>70%</u></td> <td><u>16%</u></td> </tr> <tr> <td>All Students</td> <td>2018</td> <td>28%</td> <td>63%</td> <td>7%</td> </tr> <tr> <td>Maori</td> <td>2018</td> <td>66%</td> <td>33%</td> <td>0%</td> </tr> <tr> <td>Filipino</td> <td>2018</td> <td>17%</td> <td>82%</td> <td>0%</td> </tr> </tbody> </table>					Co-horts	Year	Below	At	Above	<i>All Students</i>	<i>2016</i>	<i>27%</i>	<i>56%</i>	<i>17%</i>	<i>Maori</i>	<i>2016</i>	<i>20%</i>	<i>50%</i>	<i>30%</i>	<i>Filipino</i>	<i>2016</i>	<i>28%</i>	<i>52%</i>	<i>20%</i>	<u>All Students</u>	<u>2017</u>	<u>35%</u>	<u>55%</u>	<u>10%</u>	<u>Maori</u>	<u>2017</u>	<u>67%</u>	<u>33%</u>	<u>0%</u>	<u>Filipino</u>	<u>2017</u>	<u>14%</u>	<u>70%</u>	<u>16%</u>	All Students	2018	28%	63%	7%	Maori	2018	66%	33%	0%	Filipino	2018	17%	82%	0%
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Student Engagement	<p>School wide survey results from 2018 show that our students are happy to be at school and have a real want to be exposed to a range of learning experiences. Our school attendance rate for 2018 was 90.9%.</p>																																																						
School Organisation and Structures	<p>Our school is organised into four composite classes; Room 1 – Year 0-2, Room 2 – Year 3&4, Room 3 - Year 5&6, Room 4 – Year 7&8.</p> <p>St Thomas Aquinas School is led by the Principal – Teresa Jarvis. Management Unit Holders – Lenka Simpson and Lauren Morsink are part of the leadership team. Director of Religious Studies – Tessa Henderson.</p>																																																						

	Full time classroom teachers – Nic Maley. Part time teachers – Melanie Cooper and Lisa Henderson. In 2019 the Board of Trustees are funding a 0.6 Learning Support teacher.
Review of Charter and Consultation	A community consultation was carried out in 2018 which showed positive results and also gave us ideas for future direction. Some of these ideas are being implemented into the school curriculum for 2019.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
<p>Students' Learning</p>	<p>Improve outcomes for all students, particularly Maori, Pasifika and children with special needs.</p> <p>Accelerate progress of students performing below expectations.</p>	<p style="text-align: center;">2019 (Writing)</p> <ul style="list-style-type: none"> • Review Writing curriculum <ul style="list-style-type: none"> • Unpack 2018 data • Professional Learning for staff in writing <ul style="list-style-type: none"> • Increase engagement in writing <p style="text-align: center;">2020</p> <p style="text-align: center;">Review what has happened in 2019 and set goals for 2020</p> <p style="text-align: center;">2021</p> <p style="text-align: center;">Look at next steps in 2019</p>
<p>Student Engagement</p>	<p>Look at improving attendance rate from 90% to 95%</p>	<p style="text-align: center;">2019</p> <ul style="list-style-type: none"> • Review policy on attendance • Monitor attendance in Term One • Students of concern – parents will receive phone call, then a letter. If attendance rate continues to be low – referral to REAP Truancy <ul style="list-style-type: none"> • Review attendance at end of year <p style="text-align: center;">2020</p> <ul style="list-style-type: none"> • Take next steps from 2019 review and reset <p style="text-align: center;">2021</p> <ul style="list-style-type: none"> • Continue to review and act

<p>School Organisation and Structures</p>	<p>Operate within annual grants/funding</p> <p>Implement leadership structure across school</p>	<p>2019</p> <ul style="list-style-type: none"> • Set budget with Board Chair for 2019 • Review March return to see the effects of budget • Monthly review of finances alongside the finance officer and board chairperson • Investigate additional funding and grants for big projects/resources <ul style="list-style-type: none"> • Liase with property manager <p>2019</p> <ul style="list-style-type: none"> • Review every term how this new organisation within the school is working <p>2020</p> <ul style="list-style-type: none"> • Reset goals to align with next steps <p>2021</p> <ul style="list-style-type: none"> • Review and reset goals for 2021

<p>Personnel</p>	<p>Continue to stream line appraisal practices</p> <p>Teachers to extend knowledge in Special Catholic Character</p>	<p>2019</p> <ul style="list-style-type: none"> • Use appraisal connector as a tool for using the spiral of inquiry with teaching team • Teachers new to Catholic School PLD for a group of teachers new to St Thomas Aquinas School <p>2020</p> <ul style="list-style-type: none"> • Teachers to share their spiral of inquiry with teaching team using appraisal connector <ul style="list-style-type: none"> • Teachers to attend Gathering to gain knowledge <p>2021</p> <ul style="list-style-type: none"> • Teachers to share their spiral of inquiry with teaching team using appraisal connector <ul style="list-style-type: none"> • Teachers to opt into TCI papers
<p>Property</p>	<p>Continue to focus on upgrading school buildings and grounds</p>	<p>2019</p> <ul style="list-style-type: none"> • Paint the exterior of the school building <p>2020</p> <ul style="list-style-type: none"> • Liase with property manager in preparation for redevelopment <p>2021</p> <ul style="list-style-type: none"> • Liase with property manager during the redevelopment phase

<p>Finance</p>	<p>Operate within annual budget - operational grants and funding</p>	<p>2019</p> <ul style="list-style-type: none"> • Track spending using monthly reports • Continue to investigate avenues for alternate funding/grants <ul style="list-style-type: none"> • Action applications for big projects <p>2020</p> <ul style="list-style-type: none"> • Review 2019 Budget and action next steps into 2020 budget <p>2021</p> <ul style="list-style-type: none"> • Review 2020 Budget and action next steps into 2021 budget
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Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<p>Students' Learning</p>	<p>Improve outcomes for all students, particularly Maori, Pasfika and children with special needs.</p> <p>Accelerate progress of students performing below expectations.</p>	<p>To have at least 80% of students working within the expected curriculum level in Writing.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Carry out Literacy Review specifically on Writing <input type="checkbox"/> Unpack Writing data from 2018 <input type="checkbox"/> PLD for staff in writing <input type="checkbox"/> Increase engagement in writing = increased achievement <ul style="list-style-type: none"> ○ Learning Support Teacher to work with students who need support in core curriculum areas
<p>Student Engagement</p>	<p>Improve attendance rates across the school</p>	<p>To increase attendance rates from 90% to 95% in 2019.</p>	<ul style="list-style-type: none"> • Review policy on attendance • Monitor attendance in Term One • Students of concern – parents will receive phone call, then a letter. If attendance rate continues to be low – referral to REAP Truancy • Review attendance at end of year

School Organisation and Structures	Implement Leadership Structure across the school	To have a Junior and Senior Team Leader	<ul style="list-style-type: none"> ➤ Leaders to facilitate meetings with team members ➤ Team members to plan collaboratively
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Improvement Plan - Domain: Learning				
Strategic Goal <ul style="list-style-type: none"> • Improve outcomes for all students, particularly Maori, Pasifika and children with special needs. • Accelerate progress of students performing below expectations. 			Annual Goal 80% of students working within the expected curriculum level for writing	
Baseline data and Annual Target				
% Expected or Above Level	2016	2017	2018	2019 target
Writing	73%	70%	70%	80%

Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1	Carry out Literacy Review specifically on Writing Unpack 2018 data	Lenka & Lauren	Literacy leaders will lead staff in a writing curriculum review Staff will look at the data of the previous year. We will specifically look at trends and patterns in our data to inform our next steps.
Term 2	Moderation (viewing writing samples)	Lenka & Lauren	Teachers will be able to see what is working well within their writing programmes and would possibly needs to change. Learners writing samples will be viewed collaboratively. We will have a school wide focus by this stage.
Term 3 & 4	Reciprocal visits of writing across the school Observations of teachers in other schools Writing Professional Learning	All Staff	The teachers will observe writing lessons intra and inter school. Teachers will have an opportunity to implement new learnings from PLD into their writing programmes.
<p>Monitoring Learning Support teacher will monitor progress of target students who have specific needs in writing. This data will be recorded and reviewed every term alongside the teaching team. Literacy leaders will also monitor progress across the school within writing.</p>			
<p>Resourcing The budget for PLD and Literacy this year will be \$9000. This will allow teachers and learners to have rich learning opportunities with writing throughout the year.</p>			

Other 2019 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
Paint the entire exterior of the school building	<ul style="list-style-type: none"> - Create maintenance plan for next 10 years - Liase with Property manger for upcoming redevelopment - Liase with contractors to ensure work is being completed 	Operate within annual budget – operational grants and funding	<ul style="list-style-type: none"> - Apply for funding for needs within the school
Personnel	Short Report	Community Engagement	Short Report
Continue to streamline appraisal practices Extend teachers knowledge in the Catholic faith	<ul style="list-style-type: none"> - PLD on Appraisal Connector - Refine practices of sharing teacher inquiry 	Increase parental engagement across the school	<ul style="list-style-type: none"> - Create forums for migrant families - Open Classrooms - Sharing of learning

Improvement Plan for a Learning Area/Department/Faculty/Syndicate

School Strategic Learning Goal Improve outcomes for all students, particularly Maori, Pasifika and children with special needs.	School Annual Learning Target Implement an effective Learning Support Programme for our students who are working below the expected level in core curriculum areas.
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Baseline data and Target (Dept. or Syndicate etc)
 Please see data from Learning Support teacher - attached

Key Improvement Strategies

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 4 2018	Research effective learning support models. Discuss positive and negative outcomes of each model.	Teresa Lisa	Commit to implementing an effective model that is conducive to our children's learning outcomes.
Term 1	Identify children who need support in core curriculum areas across the school.	Staff	Teachers will have identified children and their specific learning needs and passed this information onto Lisa (Learning Support Teacher)
Term 1 -4	Implement LS programme across the school. LST to work alongside students in classrooms.	SENCO LST	LST to gather baseline data. LST/SENCo to implement learning programmes across school using chosen model. LST to review progress at the end of each term. Progress will be shared with the BOT/Staff frequently.
Term 4	Review LS programme.	SENCO LST	LST and SENCo to discuss learner outcomes and progress.

Monitoring *How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.*

Resourcing

Learning Support Teacher is a board funded position. The Board of Trustess has committed to funding this position at 0.6 capacity across 2019.