



School Charter Strategic and Annual Plan for St Thomas Aquinas School

2022-2024

Principals' endorsement:	Teresa Jarvis
Board of Trustees' endorsement:	Kelvin Moylan (Board Chairperson)
Submission date to Ministry of Education:	March 2022

St Thomas Aquinas School 2022-2024 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 Sisters 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.</p> <p>We teach and promote these Mercy values at St Thomas Aquinas School every day:</p> <p style="text-align: center;"> COMPASSION – Aroha HOSPITALITY – Manaakitanga SOCIAL JUSTICE – Tika EXCELLENCE – Panekiritanga RESPECT - Whakaute SERVICE – Rato </p> <p style="text-align: center;">At St Thomas Aquinas School, we are CHASERS</p>
Principles	<p>These are the following principles that St Thomas Aquinas School base learning on:</p> <p style="text-align: center;"> Knowing about self – Matatau Motuhaketanga Knowing about God – I mohio e pa ana ki te Atua Knowing about the environment – Matatau taiao 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 the Maori language and culture. Our students have the opportunity to learn Te Reo and Tikanga 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 (Maori language) for students whose parents request it. ❖ 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, community consultations and meetings.
<p>Special Character</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 nurtures, supports and cares for individuals.</p>

Baseline Data or School Context

Students' Learning	Years	Reading	Writing	Mathematics
	2020 (8 week extended absence from school due to Covid)	90% within curriculum	81% within curriculum	76% within curriculum
	2021(further Covid 19 Lockdowns)	84% within curriculum	76% within curriculum	82% within curriculum
Student Engagement	<p>As a school we have experienced not only extended absences from school but also a major redevelopment of our learning spaces. Our children have learnt in a number of locations temporarily with a number of factors of impact. Generally students are highly engaged within their classroom environment. Building resilience is and will remain a priority for all students across the school.</p>			
School Organisation and Structures	<p>Our school is organised into four composite classes: Room 1 – Year 0-1, Room 2 - Year 2 Room 3 Year 3 &4, Room 4 Year 5&6, Room 5 Year 7&8</p> <p>St Thomas Aquinas School is led by the Principal – Teresa Jarvis. Lenka Simpson is the current Deputy Principal and 2IC. Director of Religious Studies – Tessa Henderson. Information Technology Lead - Eve McSoriley.</p> <p>Classroom Teachers – Lenka Simpson, Mel Cooper, Tessa Henderson, Eve McSoriley, Rebecca Drake (Beginning Teacher)</p> <p>Learning Support Teacher – Lisa Henderson (Board Funded part time position)</p>			

Review of Charter and Consultation	Given the recent climate of instability nationally community consultations did not eventuate in 2021. In 2022 we have a scheduled wellbeing survey that will go out to all levels within the school. Major community consultations are not currently conducive to the current climate.
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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2022-2024
Students' Learning	<ul style="list-style-type: none"> o Improve outcomes for all students, particularly Maori, Pasifika and children with special needs. o Ensure progress for all children across the curriculum 	<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> ● Reestablish our board/PTA funded learning support programme ● Continue to gain support from MOE and outside agencies ● Enhance wellbeing for all students <p style="text-align: center;">2023</p> <ul style="list-style-type: none"> ● Review and reset goals <p style="text-align: center;">2024</p> <ul style="list-style-type: none"> ● Review and reset goals
Student Engagement	<ul style="list-style-type: none"> o Increase student engagement through improving attendance 	<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> Review attendance trends and patterns from 2021 Promote opportunities for whanau engagement across the school Provide meaningful and consistent learning programmes across the curriculum <p style="text-align: center;">2023</p> <p style="text-align: center;">Review and reset goals</p> <p style="text-align: center;">2024</p> <p style="text-align: center;">Review and reset goals</p>
School Organisation and Structures	<ul style="list-style-type: none"> o Respond to the environment and physical factors in our school space 	<p style="text-align: center;">2022</p> <ul style="list-style-type: none"> Configure temporary and finite classroom spaces based on the needs of students <p style="text-align: center;">Establish library and whole school meeting area</p> <ul style="list-style-type: none"> Implement HERO SMS <p style="text-align: center;">2023</p>

		<p>Review activity in each new learning space and set goals 2024</p> <p>Review activity in each learning space and set goals</p>
Personnel	<ul style="list-style-type: none"> o Focus on well-being of students and staff identifying opportunities to promote well-being and spiritual growth 	<p>2022</p> <p>Facilitate student and staff wellbeing sessions through Mitey</p> <p>Assign a welfare officer to coordinate wellbeing opportunities</p> <p>Provide opportunities to enhance well-being for students and staff</p> <p>Provide opportunities for spiritual growth for students and staff</p> <p>2023</p> <p>Review and reset goals</p> <p>2024</p> <p>Review and reset goals</p>
Property	<ul style="list-style-type: none"> o Work alongside Property Manager, Contracting company whilst redevelopment takes place 	<p>2022</p> <p>Provide up to date information to parent community on progress of redevelopment and next steps</p> <p>Work alongside property team in redevelopment Phase 3</p> <p>2023</p> <p>Review and discuss options for maintaining redeveloped and existing spaces</p> <p>2024</p> <p>Review and discuss options for maintaining redeveloped and existing spaces</p>
Finance	<ul style="list-style-type: none"> Operate within annual grants/funding 	<p>2022</p> <p>Set budget alongside Board for 2022</p> <p>Review March return to see the effects of the budget</p>

		<p>Monthly review of finances alongside finance officer and board chairperson</p> <p>Investigate and apply for funding via outside agencies</p> <p>2023</p> <p>Review and reset goals</p> <p>2024</p> <p>Review and reset goals</p>
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Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	<ul style="list-style-type: none"> o Improve outcomes for all students, particularly Maori, Pasifika and children with special needs. <p>Ensure progress for all children across the curriculum</p>	<p>All students to experience progress across all core curriculum areas throughout the year</p> <p>Maintain achievement levels across the school</p>	
Student Engagement	<p>Increase student engagement through improving attendance</p>	<p>Whole school attendance rates to be between 90-95% throughout 2022</p>	

School Organisation and Structures	Respond to the environment and physical factors in our school space	Continue to work alongside property team to complete development	

Improvement Plan - Domain: Learning	
Strategic Goal Improve outcomes for all students, particularly Maori, Pasifika and children with special needs	Annual Goal Raise and sustain achievement through a schoolwide well being approach.
Baseline data and Annual Target Raise and sustain achievement through a schoolwide well being approach. Pre - Student Voice Pre - Parent Voice Pre - Staff & Board of Trustees Voice	

<i>Summarised Data</i>			
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Gain student, teacher and parent voice Unpacking data -Identifying patterns and trends with a wellbeing lens Facilitate sessions for staff on the following: Prior knowledge of Wellbeing fundamentals Wellbeing initiatives	Lenka Teresa All Staff	School wide Community survey data Analysis of data Staff will develop their knowledge of wellbeing fundamentals Staff will explore the Mitey initiative
Term 2 &3	Teachers integrate well being into their planning and learning	All Staff	Mitey initiative implemented across the curriculum
Term 4	Gain student, teacher and parent voice Unpacking data Identifying patterns and trends with a wellbeing lens	All Staff	School wide Community survey data Analysis of data Create next steps
Monitoring Review and reflect throughout this learning process. Gain feedback from students in their learning.			
Resourcing <i>This annual goal will take place over three years.</i>			

Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Redevelopment of entire school building and extension of staffroom	Phase One has been completed. Phase two is currently underway and due to be completed at the end of this calendar year. Extension of staffroom is also under construction and in decorating stages.	Source alternative funding via fundraising and grant funding	
Personnel	Short Report	Community Engagement	Short Report
Create practical wellbeing goals to support mental health in our school environment	We have taken a number of measures to support wellbeing at the student level. Wellbeing at the staff level still needs to be addressed in a more structured formal way.	Engage whanau in students learning through using online platforms	

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

School Strategic Learning Goal

Encounter with Christ - Encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God

School Annual Learning Target

Promote and encourage an ongoing encounter with Christ through our values and in conjunction with the Mitey initiative

Baseline data and Target (Dept. or Syndicate etc)

-Gather student, staff, community voice

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress <i>What will we see?</i>
Term 1	Gain student, teacher and parent voice Unpacking data -Identifying patterns and trends with a wellbeing and special character lens Facilitate sessions for staff on the following: Prior knowledge of Wellbeing fundamentals Wellbeing initiatives	Lenka Teresa All Staff	School wide Community survey data Analysis of data Staff will develop their knowledge of wellbeing and RE strand fundamentals and create clear links between the two concepts Staff will explore the Mitey initiative and how it correlates to the bridging document
Term 2-3	Teachers integrate well being into their planning and learning	All Staff	Mitey initiative implemented across the curriculum with clear integration of Religious Education

Term 4	Gain student, teacher and parent voice Unpacking data Identifying patterns and trends with a wellbeing lens	All Staff	School wide Community survey data Analysis of data Create next steps
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i> Continue to gather specific groups' voices. Review and reset goals			
Resourcing <i>The use of facilitators and experts in this space would be hugely beneficial.</i>			