SHINE
FOR
GOD

Stella Maris Catholic School

Charter 2019

Our Mission

As a Christ centered community, inspired by Mary and our Catholic faith, we will challenge, support and empower.

Our Vision

For our Students

Through our influence and efforts we aim to help our students to "Develop according to their individual capabilities."(Stella Maris Curriculum Plan)

Our Values

Our School is a Roman Catholic School in which the whole School community through the general School programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Auckland.

At Stella Maris we endeavour to demonstrate the Marian values in our words and actions every day:

- **Compassion**
- **Empathy**
- **Trust**
- **Faith**

- **Service**
- **Strength**
- **Courage**
- **Wisdom**

- **Obedience**
- **Loyalty**

Our People

Board of Trustees				Staff	Pupils
• Sarah Porter	Chairperson	• Irena Minogue	Parent Rep.	• 15 Fulltime teachers	Maximum roll is set at 500.
• Leanne Cate	Prop Appt.	• Derek Molloy	Parent Rep.	• 2 Part time teachers	
• John Walker	Prop Appt.	• Bronwyn Hudson	Parent Rep.	• School Secretary	
• Fr Emile Frische	Prop Appt.	• Kerri Tait	Parent Rep.	• School Administrator	
• Nicole Lawson	Prop Appt.	• Catherine Cyprian	Staff Rep	• 9 Teacher aides	
• Alan Watts	Principal			• 1 Property Manager	

This Charter has been developed in consultation with the Stella Maris School community and the Catholic Education Office.

National Education Priorities

Stella Maris will meet the National Education Priorities by:

1. Success for all
Robust child centred programmes based on the NZ Curriculum.

2. A Safe Learning Environment
A safe physical and emotional environment is maintained by monitoring, updating and regular review of school policies, procedures and practices.

3. Improving Literacy and Numeracy
Emphasis on Literacy and Numeracy programmes with appropriate professional development.

4. Better Use of Student Achievement Information
A systematic approach to assessment is employed that ensures evidence of progress and achievement of students, and is used to inform next teaching steps and programme priorities for the future.

5. Improving Outcomes for Students at Risk
By using effective assessment practices to identify and monitor students who may be at risk. Special learning programmes that cater for individual needs are developed. This may be for extension or remedial purposes.

6. Improving Maori and Pasifika Outcomes
Identification of Maori and Pasifika students to be made at enrolment. By using effective assessment practices to identify and monitor students who may be at risk.
Achievement of Maori students will be reported to the Maori community.
Achievement of Pasifika students will be reported to the Pasifika community.
Stella Maris is a member of "The North Shore Catholic Schools" Community of Learning. Across the community of learning Maori and Pasifika achievement was below that for others by more than 10%, with the exception of Reading for Pasifika where there was a difference of 5%.

7. Reporting
Students' achievements are reported on using a variety of methods. This includes BOT curriculum reports, written reports twice yearly to parents, as well as twice yearly teacher / parent conferences, and reports to the community, including specific reports to Maori and Pasifika communities. Information is relevant and specific to the group being reported to and will be in plain language against the National Standards.

| New Zealand's cultural diversity and the unique position of Maori Culture | Education Act: Our charter is required to meet these aims:
1) developing for the school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture; and
2) The aim of ensuring all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo maori (Maori language) are provided for fulltime students whose parents request it. | All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families, within the principles of the Treaty of Waitangi. In consultation with the school's Maori whanau/families the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines. |

PROCEDURAL INFORMATION

Date for lodging copy of updated Charter/Annual Plan: 1st March each year
Date for lodging copy of Annual Report: 31st May each year

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- School Policies
- Curriculum Plans
- Assessment Plans
- Assessment Records
- Reporting plans (to parents, BOT and community) including National Standards reporting
- Teacher/Teacher Aide programmes of work
- Staff Appraisals

The following documentation will support us in developing good management practises and effective school systems

- School Policies
- School Procedures
- Governance and Management Plans
- Job Descriptions
- Annual Budget
- Ten Year Maintenance Plan
- Catholic Education Policy One Capital Works Plan
- Health and Safety Procedures
- Board of Trustees Overview
- Asset Replacement Register

The Strategic Planning and Annual Planning sections of this Charter are designed to raise student achievement (with particular emphasis on Maori/Pasifika students) and to improve school practices.

STRATEGIC PLANNING

At Stella Maris School, strategic planning is based around seven main sections, each of which relates to the National Administration Guidelines (NAG's) as follows:

Section 1. Special Character	– NAG 6
Section 2. Student Learning – Engagement, Progress and Achievement	– NAG 1 & 2
Section 3. Effective Teaching	– NAG 1 & 2
Section 4. Leading and Managing the School	– NAG 2 & 3
Section 5. Governing the School	– NAG 3, 4, 5 & 6
Section 6. Safe and Inclusive Culture	– NAG 5
Section 7. Engaging Parents, Whanau and Community	– NAG 2 & 5

OUR AIMS

1. Special Character
As a Christ centred community continue to teach the approved Religious Education Programme, using teaching as inquiry and future focussed collaborative practices and witness the Marian Values. Develop and strengthen the relationships between our School, Parish and the wider Catholic Community. Internal review for 2019 will focus on Growth and Knowledge as stated in the Catholic Special Character Review for Development

2. Student Learning – Engagement, Progress and Achievement
All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards.

3. Effective Teaching
All students are provided with motivated, highly skilled and knowledgeable teaching staff that are reflective and flexible in order to meet the needs of their learners. Teaching will be collaborative and future focussed, in line with current best practice, and reflective of our school values.

4. Leading and Managing the School
To have a consultative leadership team that communicates a clear, consistent educational vision that delivers measureable outcomes consistent with the schools vision, the needs and aspirations of our community, inclusive of Maori/Pasifika, and our strategic plan.

5. Governing the School
To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.

6. Safe and Inclusive Culture
To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.

7. Engaging parents, Whanau and Community
To provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment.

STRATEGIC PLAN AIMS AND OBJECTIVES

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following strategic aims;

Student learning and Effective Teaching are grouped together as they are interdependent.

AIMS	2019 Outcomes	2020 Outcomes	2021 Outcomes
Special Character As a Christ centred community continue to teach the approved Religious Education Programme, using teaching as inquiry and future focussed collaborative practices and witness the Marian Values. Develop and strengthen the relationships between our School, Parish and the wider Catholic Community.	• Review Growth in Knowledge for Special Character internal Review. • All Teachers will continue to be committed to regular Religious Education P.D. • Teaching staff will complete RE 502 Spirituality for Teachers paper from the Catholic Institute of Aotearoa New Zealand. • External R.E. Review will happen in September • Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. • Evidence of Special Character will be demonstrated in all aspects of school life. • The School will help Catholic Parents to support their children in their formation in the faith and practices of the Catholic Church by promoting prayer within the family unit and encouraging families to attend Sunday Masses on a regular basis. • The school will respect other religious traditions among the families in the school. • The school will uphold the importance in the children of personal faith in Jesus Christ.	• Review Christian Witness for Special Character internal Review. • All Teachers will continue to be committed to regular Religious Education P.D. • Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. • Evidence of this will be demonstrated in all aspects of school life. • The School will help Catholic Parents to support their children in their formation in the faith and practices of the Catholic Church by promoting prayer within the family unit and encouraging families to attend Sunday Masses on a regular basis. • The school will respect other religious traditions among the families in the school. • The school will uphold the importance in the children of personal faith in Jesus Christ.	• Review Encounter with Christ for Special Character internal Review. • All Teachers will continue to be committed to regular Religious Education P.D. • Teachers will be encouraged to participate in formal P.D. pathways with a view to accreditation update. • Evidence of this will be demonstrated in all aspects of school life. • The School will help Catholic Parents to support their children in their formation in the faith and practices of the Catholic Church by promoting prayer within the family unit and encouraging families to attend Sunday Masses on a regular basis. • The school will respect other religious traditions among the families in the school. • The school will uphold the importance in the children of personal faith in Jesus Christ.

Student Learning – Engagement, Progress and Achievement All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the New Zealand Curriculum, with a particular focus on reading, writing and mathematics as evidenced by the National Standards.	**Mathematics** • Ongoing targeted PD for teachers. • Student monitoring and measuring to be central to data analysis and teaching and learning programmes. • Differentiated planning for all students identified as below NZC Level. • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Moderation of assessments by teachers. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students.	**Mathematics** • Ongoing targeted PD for teachers. • Student monitoring and measuring to be central to data analysis and teaching and learning programmes. • Differentiated planning for all students identified as below NZC Level . • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Moderation of assessments by teachers. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students.	**Mathematics** • Ongoing targeted PD for teachers. • Student monitoring and measuring to be central to data analysis and teaching and learning programmes. • Differentiated planning for all students identified as below NZC Level . • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Moderation of assessments by teachers. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students.
AIMS	**2019 Outcomes**	**2020 Outcomes**	**2021 Outcomes**
Student Learning – Engagement, Progress and Achievement cont…	**Reading and Writing** • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • P.D. in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking.	**Reading and Writing** • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • P.D. in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking.	**Reading and Writing** • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of achievement to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • P.D. in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking.

Effective Teaching All students are provided with a motivated, highly skilled and knowledgeable teaching staff that is reflective and flexible in order to meet the needs of their learners. Ensure teaching is in line with current best practise and reflective of our school values.	• Staff will use peer mentoring to inform own practice. • Peer Coaching to be continued this year. • Induction programmes for coaching and peer mentoring for new staff. • Coaching programme develops reflective teachers and promotes our learning community. • Teaching as inquiry used to inform teacher practice. • Teachers to work collaboratively within the schools Community of Learning (COL) to ensure successful learning outcomes for students.	• Staff will use peer mentoring to inform own practice. • Peer Coaching to be continued this year. • Induction programmes for coaching and peer mentoring for new staff. • Coaching programme develops reflective teachers and promotes our learning community. • Teaching as inquiry used to inform teacher practice. • Matikao Team joins Mokehu and Huruhuru Teams working with key focus to be determined. • Teachers to work collaboratively within the schools Community of Learning (COL) to ensure successful learning outcomes for students.	• Staff will use peer mentoring to inform own practice. • Peer Coaching to be continued this year. • Induction programmes for coaching and peer mentoring for new staff. • Coaching programme develops reflective teachers and promotes our learning community. • Teaching as inquiry used to inform teacher practice. • Teachers to work collaboratively within the schools Community of Learning (COL) to ensure successful learning outcomes for students.
Leading and Managing the School To have a consultative and collaborative leadership team that communicates a clear, consistent educational vision that can deliver a supportive environment conducive to student learning and well-being, aligned with our school vision, strategic plan, aspirations of our hapori(community) and the needs of all akonga (students) especially Maori and Pasifika..	• Team Leaders to work with teachers to ensure planning and assessment consistency. • Principal appraisal carried out. • School Vision, School-wide Expectations implemented. • Principal and AP's have opportunities for professional development in leading and management.	• Team Leaders to work with teachers to ensure planning and assessment consistency. • School Vision, School-wide Expectations and Implementation Guidelines. • Leadership team operating as distributed leadership model. • Principal and AP's have opportunities for professional development in leading and management. • Principal appraisal carried out.	• Team Leaders to work with teachers to ensure planning and assessment consistency. • Principal and AP's have opportunities for professional development in leading and management. • Leadership team willing and able to take on new initiatives to raise student achievement and engage our community. • Principal appraisal carried out.
AIMS	**2019 Outcomes**	**2020 Outcomes**	**2021 Outcomes**
Governing the School To have an effective Board of Trustees that is consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.	• Revised School Charter and annual plan completed and implemented. • Ensure self-review process is robust and has integrity. • Engage staff, BOT, community and students in self-review processes.	• Revised School Charter and annual plan completed and implemented. • Ensure self-review process is robust and has integrity. • Engage staff BOT, community and students in self-review processes.	• Revised School Charter and annual plan completed and implemented. • Ensure self-review process is robust and has integrity. • Engage staff BOT, community and students in self-review processes.

	• Create action plan following any review. • BOT Review using the triennial review cycle. • Induction for new trustees. • BOT members to continue P.D.	• Create action plan following any review. • BOT Review using the triennial review cycle. • Carry out community survey. • BOT members to continue P.D. • Planning undertaken for BOT elections.	• Create action plan following any review. • BOT Review using the triennial review cycle. • BOT members to continue P.D. • Succession planning for future trustees.
Safe and Inclusive Culture To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual cultures and circumstances.	• Gather specific data from the community around belonging, safety and inclusiveness. • Review how well we are communicating our policies and practices to our stakeholders • Work effectively with parents, caregivers and whanau. • Have strong leadership within the school to communicate values	• Gather specific data from the community around belonging, safety and inclusiveness. • Review how well we are communicating our policies and practices to our stakeholders • Work effectively with parents, caregivers and whanau. • Have strong leadership within the school to communicate values	• Gather specific data from the community around belonging, safety and inclusiveness. • Review how well we are communicating our policies and practices to our stakeholders • Work effectively with parents, caregivers and whanau. • Have strong leadership within the school to communicate values
Engaging Parents, Whanau and Community To provide opportunities for all our parents, whanau and school hapori to actively engage in an inclusive and non-threatening environment.	• Whanau consultation meeting to be held. • Pasifika consultation meeting to be held. • Divergent Learners consultations meeting to be held. • Variety of communication mediums used e.g. -School website, School App, Class Angels, School Newsletter. • Regular liaisons with local early childhood centres • Engage and communicate with local parish and wider Catholic community. • Café Stella. • Welcome evenings by BOT for new families • Engagement of parents and whanau in school self- review process	• Whanau consultation meeting to be held. • Pasifika consultation meeting to be held. • Divergent Learners consultations meeting to be held. • Variety of communication mediums used e.g. -School website, School App, Class Angels, School Newsletter. • Regular liaisons with local early childhood centres • Engage and communicate with local parish and wider Catholic community. • Café Stella. • Welcome evenings by BOT for new families • Engagement of parents and whanau in school self- review process	• Whanau consultation meeting to be held. • Pasifika consultation meeting to be held. • Divergent Learners consultations meeting to be held. • Variety of communication mediums used e.g. -School website, School App, Class Angels, School Newsletter. • Regular liaisons with local early childhood centres • Engage and communicate with local parish and wider Catholic community. • Café Stella. • Welcome evenings by BOT for new families • Engagement of parents and whanau in school self- review process

Review Cycle

Area	Title	Review Leader	2019. Term 1	Term 2	Term 3	Term 4	2020. Term 1	Term 2	Term 3	Term 4	2021 Term 1	Term 2	Term 3	Term 4
Board	Annual Plan	PRC	Feb	Ongoing	Ongoing	Ongoing	Feb	Ongoing	Ongoing	Ongoing	Feb	Ongoing	Ongoing	Ongoing
Charter	Charter	PRC	Feb	Ongoing	Ongoing	Ongoing	Feb	Ongoing	Ongoing	Ongoing	Feb	Ongoing	Ongoing	Ongoing
Curriculum Plan														
	Content	Principal	Mar-RE	May-Arts Jun-P.E./Health	Aug-Concept Sep-ENGLISH	Nov Math	Mar-RE	May-Arts Jun-PE	Aug-Concept Sep-English	Nov-Maths	Mar - R.E.	May-Arts; Jun-Tech	Aug-Math; Sep-Eng	Nov-Sc
	Assessment & Evaluation.	PRC	Mar											
	Reporting To Parents.	PRC											July	
Curriculum Policy	Home Learning	PRC					Mar							
	EOTC	PRC											Aug	
	Curriculum Delivery	PRC									Mar			
	Divergent Learners	PRC										May		
Personal	Performance Management	PRC									Mar			
	Special Character	PRC				Oct								
	Student Health	PRC											Aug	
	EEO	PRC		May										

Area	Title	Review Leader	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
	Equal Educational Opportunity	PRC						May						
	Employee Assistance Programme	PRC											Aug	
	Private Tutors	PRC					Apr							
	Staff Professional Development	PRC									Feb			
	Staff Appointments	PRC	April											
	Harassment	PRC				Nov								
	Staff Leave	PRC							Sept					
			2019				2020				2021			
Area	**Title**	**Review Leader**	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Finance	Financial Management	PRC					Mar							
	Theft and Fraud Prevention.	PRC									Feb			
	Credit Card	PRC	Feb											
	Allocation of Units	PRC				Nov				Nov				Nov
Other	Supervision of children	PRC			Aug									
	Health & Safety	PRC									Mar			
	Animal Welfare	PRC			Sept									
	Complaints	PRC	Mar											
	Child Protection	PRC		May										
	Emergency Procedures	PRC				Nov								
	Enrolment	PRC				Oct								
	Privacy	PRC		Jun										
	Protected Disclosure	PRC										Jun		
	Gift	PRC		Jun										

Policy														
Treaty of Waitangi	PRC											Aug	
Behaviour Management	PRC		Jun										
CRT	PRC							Aug					
Environment	PRC										Jun		
ICT	PRC			Aug									
Policy Review	PRC	Feb											
School Uniforms	PRC						Jun						
Anti-Bullying	PRC										May		
Critical Incident Plan	PRC	Mar											
Code of Compliance for International Students	PRC					Apr							

PRC = Policy Review Sub-Committee