



SHINE
FOR
GOD

Stella Maris Catholic School

Charter 2021

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
• Derek Molloy	Chairperson	• Bronwyn Hudson	Parent Rep.	• 13 Fulltime teachers	Maximum roll is set at 500.
• Leanne Cate	Prop Appt.	• Druh Kelay	Parent Rep.	• 6 Part time teachers	
• John Walker	Prop Appt.	• Richard Bayley	Parent Rep.	• 2 School Secretaries in a shared role	
• Fr Raphael Lobo	Prop Appt.	• Lianne Timlin	Parent Rep.	• School Administrator	
• Nicole Lawson	Prop Appt.	• Olwyn Hobman	Staff Rep	• 12 Teacher aides	
• Catherine Cyprian	Principal			• 2 Property Managers in shared role	

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: <ol style="list-style-type: none">1) developing for the school policies and practices that reflect New Zealand’s cultural diversity, and the unique position of Maori culture; and2) 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.
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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 2021 will focus on Encounter with Christ 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 measured against the New Zealand Curriculum (NZC).

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 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.

5. Governing the School

To have an effective Board of Trustees that is collaborative, 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, included 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	2021 Outcomes	2022 Outcomes	2023 Outcomes
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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Review Growth in Knowledge 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. 	<ul style="list-style-type: none"> Review Christian Witness for Special Character internal Review. All Teachers will continue to be committed to regular Religious Education P.D. Teaching staff will complete RE 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.

<p>2. Student Learning – Engagement, Progress and Achievement</p> <p>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 New Zealand Curriculum.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • Ongoing targeted PD for teachers. • Differentiated planning for all students identified as below NZC Level. • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Ongoing targeted PD for teachers. • Differentiated planning for all students identified as below NZC Level . • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Ongoing targeted PD for teachers. • Differentiated planning for all students identified as below NZC Level . • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Consolidation of numeracy programme. • Evidence of data driven teaching programmes. • NZC monitoring and reporting continued. • Continue to provide support for targeted groups. • Maths lead teachers to support teachers. • Develop a secure number knowledge in all students.
AIMS	2021 Outcomes	2022 Outcomes	2023 Outcomes
<p>2 Student Learning – Engagement, Progress and Achievement cont...</p>	<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • PD in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking. 	<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • PD in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking. 	<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> • School wide focus on writing to lift writing achievement in line with reading achievement. • NZC monitoring and reporting continued. • Monitoring, measuring and moderation of assessment to be central to data analysis and teaching and learning programmes. • Literacy target group established. • Reading Recovery Programme. • PD in place for teachers to enable support of targeted learning programmes. • SMS (Assembly) used for tracking.

<p>3. Effective Teaching</p> <p>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.</p> <p>Ensure teaching is in line with current best practise and reflective of our school values.</p>	<ul style="list-style-type: none"> • 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 (Kahui Ako) to ensure successful learning outcomes for students. 	<ul style="list-style-type: none"> • 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 (Kahui Ako) to ensure successful learning outcomes for students. 	<ul style="list-style-type: none"> • 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 (Kahui Ako) to ensure successful learning outcomes for students.
<p>4. Leading and Managing the School</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. • Leadership team operating as distributed leadership model. 	<ul style="list-style-type: none"> • 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. • Leadership team willing and able to take on new initiatives to raise student achievement and engage our community. 	<ul style="list-style-type: none"> • 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. • Leadership team willing and able to take on new initiatives to raise student achievement and engage our community.
<p>AIMS</p>	<p>2020 Outcomes</p>	<p>2021 Outcomes</p>	<p>2022 Outcomes</p>
<p>5. Governing the School</p> <p>To have an effective Board of Trustees that is collaborative, consultative, responsive and who provide a clear vision and strategic direction and monitor outcomes against these goals.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>review.</p> <ul style="list-style-type: none"> • BOT Review using the triennial review cycle. • Induction for new trustees. • BOT members to continue P.D. • Succession planning for future trustees. 	<p>review.</p> <ul style="list-style-type: none"> • BOT Review using the triennial review cycle. • Carry out community survey. • BOT members to continue P.D. • Planning undertaken for BOT elections. • Succession planning for future trustees. 	<p>review.</p> <ul style="list-style-type: none"> • BOT Review using the triennial review cycle. • BOT members to continue P.D. • Succession planning for future trustees.
<p>6. Safe and Inclusive Culture</p> <p>To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued, included and respected, regardless of their individual cultures and circumstances.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>7. Engaging Parents, Whanau and Community</p> <p>To provide opportunities for all our parents, whanau and school hapori to actively engage in an inclusive and non-threatening environment.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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