

**St. Mary's Catholic School, Papakura**  
**Charter**  
**2021**



**MISSION**

*Together We Learn, We Pray, We Serve - Me Whakakotahi, Kia Maarama, Kia Pono, Ki Te Karakia*

**VISION**

Developing confident, connected, actively involved, lifelong learners, living the Gospel values in relationship with Christ.

**OUR VALUES**

As a Catholic school, everything we do will be characterised by the **Gospel Values of Our Lord Jesus Christ**, with a particular focus on the values of **respect, care and responsibility** (The St Mary's Way).

**OUR TWIN PILLARS**

Catholic Special Character and Student Achievement.

**OUR BICULTURAL PARTNERSHIP OBLIGATION**

**Provision for cultural diversity and recognition of the unique position of Maori** - We will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. The school supports parents requesting instruction in Tikanga and Te Reo Maori for their children, to the extent that existing school staff capabilities and classroom arrangements permit.

**OUR SPECIAL CHARACTER**

We nurture the Catholic faith formation of our students, their relationship with Christ and celebrate and honour the charism of the Sisters of our Lady of the Missions (RNDM)

**OUR STRATEGIC OBJECTIVES: 2021 – 2023**

**A. Prioritising and Developing our Catholic Character**

**B. Raising student achievement across the curriculum**

| <b>STRATEGIC OBJECTIVE A :<br/>Prioritising and developing our Catholic Character</b> |  |  |  |
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| <b>Actions</b>  | <b>2021</b>  | <b>2022</b>  | <b>2023</b>  |
| <b>1. To nurture our students' relationship with Christ</b>                           | <p>Concept learning integrated with RE Bridging Document – scripture reference to be foundational to each concept</p> <p>Daily gospel readings shared at daily morning prayers</p> <p>Maintain and develop our focus on meditative prayer</p> <p>Each class to attend mass at least once each month</p> <p>To review "The St Mary's Way" (Pastoral Care and Behaviour Management System) to align with Gospel values and school Charism.</p> <p>Review school processes for informing parents/caregivers about RE programme delivery</p> | <p>Consolidate our focus on meditative prayer</p> <p>Improved student participation in Masses</p> <p>Gospel Values are the focus of our "St Mary's Way"</p> <p>RE Information Evenings are an annual event on our school calendar</p> <p>Established sacramental programme</p> | <p>Review St Mary's Way</p> <p>Review success of integration/ implementation of RE Bridging document</p> |

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|   | Invite families of 5.3 -5.4 students to enrol for sacramental programme.   |  |   |
| <p><b>2. To support the evangelizing mission of the Church</b><br/>(Annual CC Review Dimension 3 – Christian Witness until end of Term 2)</p> | <p>To establish and maintain positive and impactful school-parish links – establish strong relationship with new parish priest/s</p> <p>Provide welcome packs to each family – incl. prayer booklet, rosary, candle and book of daily gospel readings</p> <p>Students and school staff more engaged with parish – mission work, service tasks on church grounds, involvement in Masses</p> | <p>Consolidate parish-school links</p> <p>Replenish welcome packs for homes</p> <p>Consolidate mission and service of staff and students at the parish</p>   | <p>Embed parish-school links</p> <p>Replenish welcome packs for homes</p> <p>Investigate opportunities for international mission and outreach for staff and students</p>                |
| <p><b>3. To support the faith formation of staff</b></p>  | <p>To rebuild and maintain a positive and Catholic staff culture after restructure and new appointments of staff and leadership team</p> <p>Opportunities for further RE or Theological study shared with all staff - all teaching staff to complete 2 RE papers per year</p> <p>Complete CC Self Review by end of Term 2 (Christian Witness)</p>  | <p>Establish an active, practicing Catholic staff</p> <p>Enrol all teachers in RE papers for 2022</p> <p>CC Self Review- Dimension 2 – Growth in Knowledge (begin in Term 3)</p> <p>Maintain health and wellbeing support of staff</p> | <p>Maintain an active, practicing Catholic Staff</p> <p>Enrol all teachers in RE papers for 2023</p> <p>Continue CC Self Review- Dimension 2 – Growth in Knowledge (Term 1 &amp; 2)</p> |

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|  | <p>All teaching staff expected to attend RE Cluster meetings</p> <p>Consolidate work of "Faith in Action" team – support for needy students</p> <p>Wellbeing programme further developed and maintained – staff health and wellbeing support (mental, emotional and spiritual)</p> <p>Staff masses once each month on school site</p> <p>Support Staff attend all Team Masses</p>         | <p>Review systems for financial support for students from needy families</p> <p>Support all teaching staff to attend staff retreats once per year and RE staff meetings once per term</p>  |   |
| <p><b>4. To develop our school branding and identity</b></p> | <p>Embark on a focused marketing strategy to build our preference roll</p> <p>School logo, charism and patrons to be the focus of our Term 1 Inquiry concept</p> <p>Develop a St Mary's, Papakura Student Profile</p> <p>Create and develop a pathway to St Ignatius of Loyola Catholic College, Drury</p> <p>Review the impact of our new school website and other online platforms.</p> | <p>Maintain marketing strategy, with a focus on preference enrolments</p> <p>Plan mini concept study to refresh students' knowledge on our logo, charism and patrons and to introduce new students and their families to St Mary's</p> <p>Consolidate work done on St Mary's Student Profile</p> <p>Build a robust transition process for students to St Ignatius of Loyola Catholic College</p> <p>Review internal transition processes</p> | <p>Establish and consolidate transition processes to St Ignatius of Loyola Catholic College</p> <p>Review all external transition processes</p> |

**STRATEGIC OBJECTIVE B :**  
**Raising Students Achievement across the Curriculum**

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| <p><b>1. To continue to develop a local, broadened curriculum</b></p> | <p>Continue to improve achievement in Literacy and Maths</p> <p>Review impact of Kahui Ako/CoL involvement – alignment of achievement challenge with our strategic goals</p> <p>Review impact of broadened curriculum on achievement, wellbeing and school culture of teaching and learning</p> <p>Review EOTC and STEAM activities provided in our school curriculum</p> <p>Introduce Play-based learning in the Junior School</p> | <p>Sustain achievement and progress in literacy and maths</p> <p>Continue to review the impact of the Kahui Ako/CoL on our valued student outcomes</p> <p>Review Digital Technology Curriculum</p> <p>Develop Play-based learning approach in the Junior School</p> <p>Arts Curriculum Review</p> | <p>Review Science Curriculum</p> <p>Review Health/P.E Curriculum</p> |
| <p><b>2. To improve Assessment &amp; Reporting Procedures</b></p>     | <p>To support teachers’ knowledge development on cross-curricular assessment against curriculum expectations</p> <p>To review reporting to parents (NAG 2) to prioritise cross curricular reporting against curriculum expectations</p> <p>Seek feedback from parents on new reporting format</p>   | <p>To consolidate our learning about cross curricular assessment and reporting</p> <p>Action feedback from parents about revised reporting format</p>   | <p>Review Reporting Processes</p>                                    |

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| <p><b>3. To enhance our School Environment</b></p>  | <p>Develop an ILE in the senior school to align with curriculum demands and enhance a collaborative approach to teaching and learning</p> <p>Continue to develop our property to reflect our Catholic Character, our cultural capital and our local broadened curriculum</p>   | <p>Review the use of the new ILE with a view to adjusting to the decapitation of our intermediate classes</p> <p>Review our property master plan to establish the impact of our developments and plan for the next steps</p>  |  |
| <p><b>4. To build our cultural partnerships</b></p> | <p>Review Pacific Island and Māori Success Plans.</p> <p>Staff effectively to support Te Reo. Te Ao Māori and Pacific Island achievement.</p> <p>Consolidate staff development in collaborative practice and cultural responsiveness (Te Reo Māori &amp; Te Ao Māori; developing Pacific cultural capital; celebrating and understanding Filipino culture)</p> <p>Engage with community leaders, parents and service providers to introduce Talanoa ako</p> <p>Provide support for teachers to work through their understanding of the Pacific Education Action Plan 2020-2030</p> | <p>Review Pacific Island and Māori Success Plans.</p> <p>Review staffing<br/>Monitor the effectiveness of staff development in cultural practice and responsiveness in their programmes, interactions with students and relationships with the parent community.</p> <p>Conduct further hui/ talanoa with families to support them to participate in the design of their children’s learning programmes and to participate in robust learning conversations about their children’s achievement and progress.</p> <p>Review implementation of Pacific Island Education Action Plan</p> | <p>Consolidate and sustain our cultural partnerships</p> |

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|   | Employ/ engage staff and/or agencies to support Pacific Island and Māori Education aspirations   |  |   |
| <b>5. To encourage staff growth and development</b> | <p>Provision of PLD in DMIC Maths</p> <p>Consolidate Oral Language focus and writing support</p> <p>Provide focused, quality professional development in Play Based Learning strategies for teachers and teacher aides in the Junior School</p> <p>Review fixed term management unit allocation against strategic goals</p> <p>Provide leadership support for new principal and leadership team</p> <p>Provide induction and support for new staff and introduce new professional growth cycle format for all staff</p> <p>Review fixed term appointments in light of roll growth/ drop and decapitation of Year 7/8 classes</p> | <p>Consolidate professional learning from DMIC Maths</p> <p>Build on resources and strategies gained from Play Based Learning PLD.</p> <p>Review staffing in anticipation of decapitation of Year 7/8 classes</p> <p>Management Review</p> <p>Review induction processes</p> | <p>Embed Maths learning and review progress and achievement in maths – review impact of DMIC pld</p> <p>Review impact of Play-based learning programme (analyse progress and achievement of students in Year 3 (students who have had 3 years in the programme) against previous Year 3 cohort)</p> |

**2021 Annual Plan**

| <b>Item</b>   | <b>Time Frame</b> | <b>Budget</b>  | <b>Responsibility</b>                                     | <b>Desired Outcome</b>   |
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| <b>Prioritising and developing our Catholic Character</b> |                   |  |   |  |
| 1. To nurture our students' relationship with Christ      | Ongoing           | RE Budget<br>Curriculum Budget   | Principal; DRS; Staff                                     | Curriculum integrated with RE Bridging Document<br>Daily readings are read by all classes<br>Meditation Prayer is strong across all year levels<br>Monthly attendance at Mass for all students<br>St Mary's Way aligned well with Gospel Values and School Charism<br>1 RE Parent Meetings held each year<br>5.3 and 5.4 students complete sacramental programme |
| 2. To support the evangelising mission of the Church      | Ongoing           | RE Budget  | Principal; DRS; RE Advisers; Catholic Character Committee | Strong relationship established with parish priests who are well known to the staff and students<br>Welcome packs provided to each new family who enrolls<br>Students and staff engaged in regular mission/ service works in the community and at the parish   |
| 3. To support the faith formation of staff                | Ongoing           | PLD Budget<br>Teacher Only Day Budget<br>Relief Budget<br>Retreat Budget | Principal; DRS; RE Advisers                               | A positive Catholic staff culture established<br>All staff complete 2 RE papers per year to gain RE qualifications<br>All teaching staff attend all RE Cluster meetings<br>Support staff attend 1 staff retreat<br>Staff wellbeing programme is well established<br>All staff attend staff Mass each month and support staff attend all team masses              |



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| 4. To develop our school branding and identity           | July 2021     | Property Budget                                      | Principal ; Parish Priests; RE Advisers; Catholic Character Committee | <p>Preference roll growing well</p> <p>Students are familiar with all school patrons, understand the meaning behind our logo and learn to live our charism</p> <p>St Mary's Papakura Student Profile is established and functioning well</p> <p>A strong pathway to St Ignatius of Loyola Catholic College, Drury is established</p> <p>School Website, Facebook page, ETAP and Seesaw is reviewed</p> |
| <b>Raising Student Achievement across the Curriculum</b> |               |  |   |  |
| 1. To continue to develop a local, broadened curriculum  | December 2021 | Curriculum Budget \$3000 in Capital Budget Provision | Principal; Leadership Team  | <p>Literacy and maths achievement is strong and consistently improving</p> <p>Impact of Kahui Ako/CoL is reviewed against strategic goals</p> <p>Impact of broadened curriculum is reviewed against student achievement and engagement</p> <p>EOTC and STEAM programmes are reviewed</p> <p>Play-based learning programme introduced and developing well</p>   |
| 2. To improve assessment and reporting procedures        | April 2021    | PLD Budget \$3000 (Seesaw & ETaP)                    | Principal; Leadership Team  | <p>Teachers are using cross curricular assessment procedures effectively to report student progress to parents</p> <p>Teachers are familiar with curriculum expectations across all curriculum areas for their year levels</p> <p>Reporting to Parents processes are reviewed against broadened curriculum</p> <p>Parents provide feedback on new reporting format</p>                                 |
| 3. To further enhance our school environment             | December 2021 | Property Budget 10YPP                                | Principal; Property Committee   | <p>ILE teaching and learning spaces built to align with curriculum demands and enhance a collaborative teaching and learning approach</p>  |

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|  |               |   |   | School property reflects our Catholic Character, our cultural capital and our local broadened curriculum   |
| 4. To build our cultural partnerships        | December 2021 | Staffing Budget<br>CoL Partnership Provision<br>PLD and Curriculum Budgets – Staff Te Reo Development via Education Perfect -\$3000 | Principal; Within School CoL Teacher; Cultural Liaison Officer/ Kapa Haka tutor | Whanau/Aiga Liaison person, Pasifika tutor and Kapa Haka Tutor employed min.15-20hrs per week (budgeted)<br>Māori and Pacific Island Success Plans are reviewed against Annual achievement and engagement<br>Staff are confident practitioners in collaborative practice and cultural responsiveness, including improving their Te Reo proficiency and knowledge in Te Ao Māori. Kapa Haka and Pacific Island culture groups functioning and performing well.<br>Talanoa Ako Programme established and functioning well<br>All teachers are familiar with the Māori and Pacific Island Education Action Plan 2020-2030 and can confidently measure their own development against its expectations for teachers |
| 5. To encourage staff growth and development | Ongoing       | PLD Budget<br>CoL Partnership Provision   | Principal; DP; Outside PLD Providers  | All teachers have been supported through and are engaged in DMIC Maths PLD and are using strategies effectively<br>Impact of Oral Language and writing PLD is reviewed<br>Junior Teachers receive ongoing support to build their knowledge and expertise in Play-Based Learning<br>Fixed Term management Units are reviewed<br>New Principal Support provided through MoE by Evaluation Associates<br>Principal and DP Appraisals supported by Capability Plus   |

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|  |  |  |  | <p>New Leadership team supported through Kahui Ako/ CoL</p> <p>New Staff well inducted into St Mary's Policies and Protocols</p> <p>Review Fixed Term Appointments</p> <p>All staff engaged in a Professional Growth Cycle to support their growth and development</p> |
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## 1. Trustee register: updated when there is any change of board membership and reviewed annually

Approved number of elected parent representatives = 5

| Name              | Phone/email   | Position on board – chair (CH), trustee (T), commissioner (CMR), member (ME) | Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal | Date started <sup>2</sup> | Date left the board | Current term expires |
|-------------------|---|--|--|---------------------------|---------------------|----------------------|
| George Khoury     | 021 975 591<br><a href="mailto:gkhoury794@gmail.com">gkhoury794@gmail.com</a>   | CH   | Parent elected   | 15/6/16                   |                     | Election 2022        |
| Evan Jensen       | 021 809 202<br><a href="mailto:evanneats@hotmail.com">evanneats@hotmail.com</a>   | (T) Deputy Chair   | Proprietor's appointee   | 15/6/16                   |                     | Election 2022        |
| Judy Zanzottera   | 021 537 140<br><a href="mailto:pjzanzottera@gmail.com">pjzanzottera@gmail.com</a>   | (T)  | Parent elected   | 15/6/16                   |                     | Election 2022        |
| Chris Butler      | 021 807 976<br><a href="mailto:chris.butler@aucklandcouncil.govt.nz">chris.butler@aucklandcouncil.govt.nz</a>   | (T)  | Proprietor's appointee   | 15/6/16                   |                     | Election 2022        |
| Audrey Kippen     | 027 3664424<br><a href="mailto:audreyk@stmaryspapakura.school.nz">audreyk@stmaryspapakura.school.nz</a><br><a href="mailto:principal@stmaryspapakura.school.nz">principal@stmaryspapakura.school.nz</a> | (T)  | Staff Trustee<br>Principal   | 16/8/18<br>14/11/20       |                     | Election 2022        |
| Anna Buckley      | 021945070<br><a href="mailto:annab@stmaryspapakura.school.nz">annab@stmaryspapakura.school.nz</a>   | (T)  | Staff Trustee  | 20/2/20                   |                     | Election 2022        |
| Fr James Mulligan | 09 298 5134   | (T)  | Proprietor's appointee   | 21/2/19                   |                     | Election             |

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|                 | <a href="mailto:father.mulligan@gmail.com">father.mulligan@gmail.com</a>                                  |                            |                               |          |  | 2022             |
| Wendy Peoples   | 021 644 645<br><a href="mailto:wendypeoplesbot@gmail.com">wendypeoplesbot@gmail.com</a>                   | (T)                        | Parent elected                | 25/10/18 |  | Election<br>2022 |
| Damian Williams | 021 0256 3709<br><a href="mailto:damian.williams@windowslive.com">damian.williams@windowslive.com</a>     | (T)                        | Parent elected                | 15/6/16  |  | Election<br>2022 |
| Greg Howarth    | 021 778 801<br><a href="mailto:greg.howarth@crombielockwood.co.nz">greg.howarth@crombielockwood.co.nz</a> | (T)                        | Parent elected                | 20/6/19  |  | Election<br>2022 |
| Catherine Venu  | 021 109 9514<br><a href="mailto:catherine_venu@msn.com">catherine_venu@msn.com</a>                        | (T)<br>Secretary           | Proprietor's appointee        | 20/6/19  |  | Election<br>2022 |
| Margaret Pahina | 021 956936<br><a href="mailto:margaretpahina@gmail.com">margaretpahina@gmail.com</a>                      | (N/A) Minutes<br>Secretary | Employed Minutes<br>Secretary | 20/2/20  |  | Election<br>2022 |
|                 |   |                            |                               |          |  |                  |

## Board Work Plan and Board meeting dates

| Area for Review                         | 25-Feb  | 25-Mar   | 20-May                                   | 24-Jun  | 29-Jul                            | 19-Aug  | 23-Sep                                 | 28-Oct                                | 18-Nov  | 2-Dec                       |                                   |
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| <b>Charter/strategic plan</b>           | Confirm and approve Charter. Submit to MoE by 1 <sup>st</sup> March | Annual aims/goals regularly reviewed and reported to BOT through Principal's reports |  |   |                                   |   |  |                                       |   | Review of strategic plan    | Strategic Plan draft and approval |
| <b>Strategic aims</b>                   |   | <b>Raising Student Achievement</b>   | <b>Building our Cultural Connections</b> | <b>Encouraging Staff Growth &amp; Development</b> | <b>Development of School Site</b> | <b>Nurturing our students's personal relationship with Christ</b> | <b>Delivering a Broader Curriculum</b> | <b>Review of Strategic Aims/goals</b> | <b>Draft Charter &amp; Strategic Plan 2020-2022</b> |                             |                                   |
| <b>Policies &amp; Procedures</b>        |   | Catholic Special Character   | Student Assessment & Evaluation          | Property Maintenance                              | Employee Assistance               | Hazards   | Classroom Release Time                 | Child Protection                      | Role of the chair                                   | Theft & Fraud Prevention    |                                   |
|   |   | Child Protection   | Sick Bay/Medical Room                    | Road Safety                                       |                                   | Equal Employment Opportunities                                    | Curriculum Delivery                    | Abuse                                 |   | Contractors Health & Safety | Segregation of Duties             |
|   |   | Code of Practice for International Students  | Parent Guidelines on Pupil Illness       | Internet  | Equity                            | Bi-Cultural   | Recognition of Service                 | Project Management                    | Sensitive Expenditure                               |                             |                                   |
| <b>Student progress and achievement</b> | Student achievement targets   | Special Education Needs Report   |  |   | Religious Education Report        | Mid-year Student Achievement Report                               | Special Needs Progress Report          |                                       |   | Analysis of variance        |                                   |

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| <b>Human resources</b>            | Approval of Principal Appraisal           | Principal performance agreement approved |  |                          |                  |                            | 2022 staffing needs analysis, vacancies | Staff PGC Report    | Formal review report principal performance |                              |
| <b>Curriculum</b>                 |   | PE/Sport                                 | Science & Digital Technology Report    |                          | Literacy         | Maths                      | Music & The Arts                        | PE/Sport            |  | Integrated Curriculum Report |
| <b>Budget</b>                     | Approved                                  | Monitor                                  | Monitor                                | Monitor                  | Mid-year review  | Monitor                    | Monitor                                 | Monitor             | 2021 draft                                 |                              |
| <b>New local initiatives</b>      |   | Marketing Campaign                       |  | School-Parish Connection |                  | Papakura Marae Connections |   |                     |  |                              |
| <b>Board process requirements</b> | Appoint chair, deputy chair and secretary | Accounts to auditor                      | Annual report approved and sent to MoE | Roll return 1 July       | Parent reporting |                            | Health curriculum consultation          | Succession planning | Parent reporting                           |                              |