



JOHN PAUL II HIGH SCHOOL

Te Kura Tuarua O Hone Paora Tuarua

GREYMOUTH - WESTLAND

Mawhera – Tai Poutini

(School No 304)

CHARTER AND STRATEGIC DEVELOPMENT PLAN

2018 – 2022

www.johnpaul.ac.nz



JOHN PAUL II HIGH SCHOOL

John Paul II High School is a small Catholic, State Integrated, co-educational secondary school for Years 9 – 13 students (situated near the central business district of the town of Greymouth) which was formed in 1979 by the amalgamation of Marist Brothers' High School for boys and St Mary's High School for girls. Catholic education in Greymouth first began in 1878 with the arrival of the Sisters of Mercy who established a small primary school within a short period of their arrival.

The 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 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. (An extract from the school's Integration Agreement.)

GOVERNANCE

The school is governed by the **Greymouth Catholic Schools' Board of Trustees** (see P.13) which also governs St. Patrick's Primary School –the main feeder school.

VISION

The Board's vision is articulated as:

By being inspired to live and share the Catholic faith through education, students are encouraged to reach their full potential, embrace integrity, respect themselves and others, become life long learners and will be prepared to be fully integrated members of our community.

VALUES

The school provides a Catholic education for its students and is committed to practicing and promoting the values shown below in all of its activities.

Staff Values: In reflecting the Founder Charisms (Marist and Mercy) of the school, teachers will exhibit in action, the following:

- Love of Work
- Living in the way of Mary through
 - Integrity
 - Compassion
 - Love of children
 - Service
 - Educating
 - Guiding
 - being Just and Fair
- Presence – being part of the lives of our students both in and out of school
- Knowing our students and forming sound working relationships with them
- Welcoming to all (*Manaakitanga*)

Values for students: In reflecting the Special Character of our school, teachers will actively support the development of the following values in our students:

- **Love God**
- **Love one another**
 - (The three Cs)
 - Consideration (for the needs of others)
 - (for the environment)
 - (tolerating differences)
 - (respect)
 - Co-operation (community)
 - Commitment (to excellence, to achieve and to learn)
- **Integrity**

MISSION STATEMENT

John Paul II High School offers families a comprehensive education in a school culture which nurtures and encourages individuals to achieve to their full potential in personal academic excellence, personal growth and life in faith in accordance with the values of Jesus Christ and Catholic tradition.

CORE BELIEFS

In recognition of our Core Beliefs, we will work together:

- to develop an ever-stronger sense of community within the school, with the Catholic parishes of the West Coast (Tai Poutini) and with our Rūnanga.
- to foster and develop the Gospel values of faith, hope, charity, justice and compassion.
- to nurture our Catholic community within the school while encouraging participation in Catholic traditions and observances as practiced in parish life.
- to foster a culture where each student will be treated as a unique creation made in the image of God, and where all learning aspects – spiritual, academic, physical, social and cultural are valued and developed.
- to develop a strong academic emphasis in the school so that our students have every chance to succeed in the modern world.
- to ensure that we maintain a caring and safe community in which our members may feel accepted, secure, included and valued.
- to develop the skills and attitudes that will enable students to be responsible for their own learning for the rest of their lives.
- to form adults with a sense of responsibility to contribute to making the world a better place and being capable of making responsible, loving, and faithful relationships.
- to foster knowledge of and respect for the values of Māori and other cultures and their religious beliefs.
- to address the personal and professional needs of each staff member by way of recognising the value of them.
- to focus on raising student achievement by developing and reviewing our Charter and Strategic Plan annually based on the needs identified by students, parents and teachers.
- to ensure that the school is meeting the needs of the community and complying with all relevant statutes and related legislation to ensure an effective and safe educational environment in order to provide the highest quality education available.

Founder Charisms

John Paul II High School was established as a result of combining the Marist Brothers' High School for boys with the Sisters of Mercy's St Mary's High School for girls, at the time of integration. In the intervening years, both orders have withdrawn from direct involvement with the education of Catholic children in Greymouth. The founder charisms have been maintained by teachers who were part of the school during the time of the orders being directly involved and by those who have actively chosen to be educated in the ways of the founders. Many of these teachers will soon leave and so the maintenance of the founder orders becomes a matter of serious concern for the future of the school.

While currently, the Marist Brothers are cognisant of this and have provided resources and support to help maintain the ethos of founder Marcellin Champagnat in the school, the Sisters of Mercy have not.

The senior administration and Trustees of the school must ensure that both founder charisms are maintained, if not strengthened in the school, to ensure that our unique Special Character shaped by these order charisms remains, indefinitely. In an effort to achieve this, the values for teachers (Staff Values, Page 2) are based on those set by Marcellin Champagnat and Catherine McAuley. In addition, in recent years, Marist Brothers and some of their employees have spent time in Greymouth running retreats for students in Years 11-13 by way of educating the students in the way of Marcellin and the charism of the Marist order. It is intended that these will become regular events to enable all students, passing through John Paul II High School, the opportunity to develop an understanding of the history of their founder orders and the rationale behind the formation of them and their schools.

Recognising New Zealand's Cultural Diversity

John Paul II High School, as appropriate to its community, will continue to develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising this uniqueness, John Paul II High School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language) for student's whose parents request it.

At John Paul II High School, Tikanga is available through our Social Sciences programmes at Years 9 and 10, in our Te Reo Māori option classes and for interested students through our Kapa Haka (Cultural Dance) programme; the latter two will be provided when a Māori teacher or Māori parent is available, which has been the case for the past eight Years. The use of Video Conferencing equipment to increase student access to Te Reo Māori is available in this school as well, especially for NCEA courses.

Opportunities for staff Professional Learning in Te Reo Māori and Tikanga Māori, will be on-going, although it is not intended that teachers should become fluent in the language. However, any teacher who shows such an interest in doing this will be supported by the Board. Teachers are expected to support the development of Te Reo Māori in the school when asked to do so, e.g. when celebrating *Māori Language Week for example*. Further learning opportunities for teachers in support of *Ka Hikitia* will be provided when available and the Board is committed to supporting the school's initiatives to raise Māori student achievement.

John Paul II High School will continue to be as responsive as facilities and resources permit, to any request made by parents or whanau of our Māori students in support of Te Reo Māori and Tikanga Māori.

The Māori component of the strategic plan was initially influenced by Ngai Tahu through our local tangatawhenua (Ngāti Waewae) as a consequence of Ngai Tahu's *Memorandum of Understanding* established between them and the Crown. Further input for the Annual Plan will be provided by the Whanau Group, where practicable. As a consequence of the number of iwi associated with our school, the wording ... Ngai Tahu/ Māori ... appears in our planning documentation.

Efforts to overcome difficulties experienced in maintaining contacts and a working relationship with our Māori parents will continue. It is expected that the Ngati Waewae approved Trustee will play a key role in strengthening Board/School/community relationships. A key strategy aimed at improving Board/School/Maori & Pasifica community is to use the Kapa Haka group established in 2013 as a vessel to do so and this is proving to be very successful.

The number of Pasifica students attending our High School has increased over the past ten years and our ESOL teacher works hard to ensure that their transition into our school is coordinated and effective. Our Pasifica and Maori communities receive regular consultation in regards to our annual and strategic plan and plans to be able to contact all members of our community via the internet, e-mails, and through Parent portals has come to fruition in recent times. Face to face meetings will be held when possible but it is recognised that we must use technology and be smart about how we have ongoing community consultation so that we can best engage our community.

Information and Communication Technology (ICT)

John Paul II High School is a member school of Net-NZ; a NZ wide ICT cluster working in support of teacher Professional Development and increasing student learning pathways. Video Conferencing IT is available for subject-specific Professional Development as well as making distance learning opportunities available for students. The Board will continue to support the school in its efforts to maintain the integrity of its IT hardware. In 2017 our school has placed most of it's ICT usage and data storage in the cloud via the company PC media. The BOT continues to support the provision of laptop computers for teachers under the *Tela Scheme*, a laptop for the principal under the *Laptops for Principals Scheme*, the maintenance of school-

owned computers and the school's network and the necessary on-going replacement programme of computers in classrooms as required. The replacement of computers in classroom has a much reduced need now as BYOD comes to fruition in 2018. Other IT facilities available include Interactive Whiteboards, data projectors, colour photocopy technology with scanning and e-mail facilities available for teacher use. The newly formed computing committee in 2013 (staff) was charged with leading the school into the twenty first century with the goal for mid-2015 to have BYOD capability (Bring your own devices) established in the school. The ICT infrastructure work was mostly completed in 2015 with the aid of \$69,000 from the West Coast Development Trust. The implementation of BYOD was trialed in the school in 2016. 2017 saw virtually all of our Primary school students coming into our school with Chromebooks and while these are not totally desirable in an NCEA environment for all subjects, they are adequate for use in Year 9 and 10 classrooms. BYOD was phased into the school in 2017 with pods of computers to be shared in all major classroom blocks to enable students without devices to be able to have access to them in class-time. Year 11 to 13 students are in 2018 to bring their own laptops to school. Teaching staff will try various teaching pedagogies using computing technology in preparation for an on-line education word, especially for assessments which will be the norm for external NCEA exams from 2020 as signaled by NZQA at recent meetings with Principals and Principal nominees.

Sport, Health and Fitness Programmes

The Board supports all activities which promote good health choices amongst its students, including the provision of as many interschool sporting activities as possible; both nationally and internationally, athletics sports days, swimming sports days, cross country running competitions, school camps and the provision of healthy eating choices from the Polytech's canteen. In addition, the Board will support the provision of curriculum based educational programmes encouraging healthy choices through Home Economics, Science, Health, Physical Education, Outdoor Education and school camps. The Board also supports students from John Paul II High School joining sports teams from Greymouth High School as a means of increasing individual sporting students to playing opportunities in order to gain additional experience not able to be offered by this school. Grey High school students are also able to join JPIIHS teams to allow their students those same opportunities when required, in a reciprocal arrangement between the two schools.

The Board supports the employment of a Sports Coordinator in the school, the cost of which is shared by *Kiwisport* and the Board. This person will help provide lunchtime sports equipment and support interschool sporting activities, both administratively and by their presence.

The Board-established *Sports Committee*, which has its own constitution, will continue in its administrative roll as outlined in that constitution. The *Friends of John Paul* parents support group raises funds to further enhance sporting opportunities for students attending this school. They are an autonomous organisation although from the end of 2014 their funds, donated by parents, are administered by the school's bursar in the school accounts. Our students travel all over the South Island to attend sporting events, the costs of which are met through individual contribution, Friends of John Paul and fundraising activities. Very little school Operations Grant funding is used in support of these activities.

Careers Education

The school has developed an operational Career Action Plan, fully supported by the Board, which will ensure that students at this school are provided with as much information on career pathways as possible and will include workplace shadowing in the junior years, vocational guidance linked to curriculum areas throughout their schooling, supported by individual Learning Plans and opportunities for Work Experience, Work Exploration, Practical training on Trades Academy programs at Polytech, On-site training through Gateway and opportunities for workplace visits. The plan also involves the teaching of relationships between curriculum subjects and related career opportunities within each curriculum area as well as a specific vocational studies programme at Year 10, within the Social Sciences area. A junior school (Year 9 and 10) and a senior school Dean (Year 11 to 13) have been appointed since 2013 to ensure that student choice and performance match intended vocational directions.

The Board agrees to maintain the employment of a dedicated Careers Advisor and to provide resources and amenities in support of this appointment as well as ensuring that a teacher is identified as the Teacher in Charge of Careers Education who will be eligible for the payment of the *Careers Advisor Allowance*. This position has been filled by the deputy Principal (curriculum) from the start of 2014.

A student leaver tracking system was put in place in 2008 to try and monitor student activities in relation to

employment and or tertiary education for a period of five years after leaving the secondary education system. We still attempt to continue this process and it is hoped that our school e-mail tree, web-site and face-book page will enable continued contact with past students.

Capital Improvement and Maintenance

The ten-year property maintenance plan, which was developed during 2007 and implemented in 2008 applied until 2012. The plan was revised in 2013 and will continue in subsequent years. The Board, the Proprietor and the local community will continue to organise plans to develop the property to provide maximum efficiency of available resources. Concept plans have been prepared for the construction of a new Technology block and when this project is completed (subject to the availability of funding), the Marist block will be decommissioned and the school will be on one side only of Alexander Street. A large area of concrete has been removed at the time R Block was demolished and this increased the grassed playing area by about 200%. This area was developed further in 2013. At the end of term three in 2013 the two story part of A block was deemed unsafe after a Dee report and was immediately shut down. The block was demolished in 2015. A new block of five classrooms was constructed and was in commission for the start of term three in 2014. The new classrooms were the start of major capital works for our school with most of our blocks needing strengthening or redevelopment over the next few years and there has been a commitment by the proprietor's office to complete all this work in 2017. A new 10-year property (maintenance plan) has been completed by the Principal for 2018 onwards.

Personnel Development, Performance Management and EEO Obligations

A comprehensive Performance Management System exists within this school and involves the appraisal of all employees. Teachers have their performance evaluated against the *Registered Teacher Criteria* and the Annual Plan Goals. In 2014, the *Four Minute Walkthrough* system was reinstated, continues and involves repeated short visits to all teachers by the Principal, senior management team and Peers during the school year. Peer review is an integral part of the appraisal process but the Principal (or his/her representative) will also appraise each individual. Non-teaching staff performance is evaluated/attested annually or three yearly, dependent on their level of responsibility and grading, against Performance Indicators specified in their Individual Agreements by the Principal or a delegated Senior or Middle Manager. In 2018 the performance management system will undergo a full review in term one to allow for the annual attestation of all teaching staff against the new teaching professional standards.

The Principal will continue to be actively engaged in detailed performance appraisals of Senior Managers also. The Principal undergoes an annual Performance Appraisal which is organised by the Board and employs the services of an external contractor every year.

EEO obligations are met where applicable, (EEO Procedures). It is not unusual in this school to have a single applicant for a particular position. Much of the geographical layout of the school inhibits the employment of wheelchair-bound teachers [(Section 29 (1)(a) Human Rights Act)]. However, as the property is modernised. Wheelchair access is improving. The Private Schools Conditional Integration Act specifies Tagged requirements of some teaching positions. All rights are applied equally to all employees or potential employees regardless of gender, age, ethnicity or tenure in accordance with the Equal Employment Opportunities, the Human Rights and the Private Schools Conditional Integration Acts. The *Employer Responsibility* Audit and Review Committee is responsible for reviewing all policies and procedures relating to all aspects of employment.

See also procedures for *Appointing Staff, Complaints, Employee disputes, Leave, Performance Management System, Employer Responsibility Policy, Principal's Appraisal, Professional Development, protected Disclosures and Allocation of Units.*

Financial Management

Separate documentation exists within the school describing how the Board facilitates targeted Resourcing for student achievement, as does the Board's Annual Budget. (See *Procedures for Financial Management, Procedures for Budget Preparation, Theft and Fraud Procedures, Fundraising and Reimbursement of Staff Expenses, Credit Card Use procedures and Entertainment Procedures*). SUE (Staffing Usage and Expenditure) reports are inspected monthly and signed off by the Principal's delegate, presently the school's bursar and the Board finance portfolio holder who also leads the *Resources Audit and Review Committee, presently Anthony Whitcombe (chairperson)*. This Board complies with all financial reporting requirements.

Additional Resourcing

Additional Resourcing, in most part, is provided by the Ministry of Education through targeted funding provided for development initiatives within the school. Such Resourcing includes *ministry funding for Years 11-13 students*. The school also receives *Secondary, Tertiary Alignment Resource* funding (STAR) from the Ministry of Education and *Gateway* funding through the Tertiary Education Commission. *Canterbury Sports and MoE Kiwisport* funding contributes towards the cost of the school's Sports Coordinator although the process has changed in regards to Canterbury Sports' funding since 2013 with minimal funding being provided by them.

Usual school fundraising activities occur but tend to be related to specific needs, such as Sports travel and school camps, where costs are high for West Coast Schools. Minimal income is raised directly from parents through activity donations and income from the hire of school facilities etc, although considerable fundraising activities, which are parent-run and supported, occur throughout the year. Substantial financial assistance is also gained from local Gaming Trusts and companies.

Health and Safety

There is a significant number of documents relating to this issue in this school. See *Overview for health and Safety* which outlines the school's documentation. This covers all aspects of NAG 5 with consideration for student well-being and staff safety in employment. An on-going focus will be to ensure that the school's action plan in the event of a pandemic arriving on the West Coast will be ready for implementation at all times. The *Health and Safety* Audit and Review Committee review procedures documentation on a cyclical basis.

Procedural Information

The Board, with the assistance of the Principal and its *Audit and Review* committees will review the current year's annual plan throughout the year and towards the end of the year will start to establish the following year's annual plan. This plan will be lodged with the Ministry of Education after the school community and the Catholic Education Office have had the opportunity to review it, comment on it and make modifications as a result (time permitting). It is anticipated that the Revised Charter and the Annual Plan will be lodged with the Ministry of Education by the end March of the current year although we will endeavor to make it available by the end of February. It should be noted that to allow for full community consultation the initial appendix A (annual plan/goals) for the year may be a draft document with additions and/or alterations as the year progresses – the end of February deadline means that the timing for community consultation is insufficient and the evidence upon which decisions are made for our school, especially those in relation to NCEA, are not available to us until after the end of March when the schools NCEA performance is finalised.

The Primary school model for providing full strategic plans for our year 9 to 13 secondary school by the end of February each year does not work well for us and an evolving strategic plan seems a logical compromise for us. The Academic achievement targets for all year levels across all areas of the curriculum will be set by the Principal in consultation with senior teachers at the beginning of each year and will form Appendix B of the Annual Plans. Year 9 targets will be set after school analysis of their individual and collective data provided to us by their former primary school coupled with our school's evaluation of them via e-astle and PAT tests etc.... From 2015 MidYis data has not be used by our school to estimate/label cohort abilities. This appendix B will be provided to the ministry as soon as possible – usually available by the end of March.

Reporting

Annual plan progress reports will be provided by the Principal to the BOT at most monthly meetings and be open for discussion by the Board. Separate reports will include information from the Audit and Review Committees' meetings. After the end of the school year, the success of the annual plan for the current year will be evaluated. The results of this evaluation will be reported upon by the Principal, on behalf of the Greymouth Catholic Schools' Board of Trustees, in the Board's Annual Report with particular reference to the evaluation of the variance between levels of achievement and the achievement targets set annually as recorded in each of the Board's Annual Plans. In addition, the outcomes of the evaluation will guide the Board in the preparation of the annual plan for the following year, bearing in mind what has already be mentioned in regards to the final NCEA grades being available at the end of March in the year following the exam year.

After the interim results are released by NZQA, the Annual Report will be compiled, presented to the Board of Trustees, made available to the community and sent to the Ministry of Education, prior to the Board's May meeting, early June being the deadline for the report to the ministry. When possible the Analysis of Variance (ANOVA) for the previous year's strategic plan's goals will be provided to the Ministry of Education by the end of February, time permitting.

Board and School Self Review

All teachers will record details of students' achievements in electronic mark books which will then be presented in detail to the Principal. Close analysis of this data by the Principal and individual teachers will provide observable achievement trends within the school and these will be reported to the BOT at its appropriate meetings. The Principal will oversee interventions where necessary as a consequence of this analysis. Internal achievement data will be compared closely with resulting external data, such as that from e-astle and NCEA examinations, to ensure that its integrity is maintained. One of the greatest difficulties for observing improving student achievement is the small sample variation and the range of cohort abilities from one year to the next shown through diagnostic testing upon entry to this school. However, having reference to baseline data provided through the use of *historical cohort data* the Principal is now in a position where, once the ability profile of a particular cohort is available, data from similar groups in earlier years will enable the Principal and Department Heads to set numerical targets as goals for improving and so raising student achievement. Such targets will rise and fall annually depending on the cohort ability although the National target of 85% of 18 years olds achieving NCEA Level II will be a driving factor at all levels.

The Board established five committees for performing **Auditing and Reviewing** functions as a means of ensuring that the School is meeting all statutory requirements, is performing in an effective manner and to identify areas where the school, through strategic planning, could produce higher quality student achievement outcomes. These committees include *Special Character* for ensuring that the school conforms to the requirements of the PSCIA and the wishes of the Proprietor, *Employer Responsibility* covering all of the aspects of employment, remuneration, performance management etc of its human resources, *Resources* to ensure maximum efficiency of predominantly financial resource utilisation, *Health and Safety* for obvious reasons and *Administration* to ensure that all administrative procedures are appropriate and effective. See procedures document *Governance and Management; Structures and Responsibilities*.

Student Achievement considerations is the responsibility of the full Board which will, with detailed information provided by the Principal, monitor the effectiveness of the school's Teaching and Learning, assessment, recording and reporting programmes and outcomes as well as the school's curriculum.

The Principal, HOD's and TIC's, will carefully collect, collate and analyse all student achievement data in order to keep the Board and school community informed, to enable teachers to enhance their teaching and learning programmes, to set achievement targets each year and ultimately to raise levels of student achievement. In 2017 the quality of grades is also being included in department achievement targets for students – Merit and Excellence endorsements are expected to improve because of this.

Outline of the Process of Strategic Planning

This Charter, prepared by the **Greymouth Catholic Schools' Board of Trustees**, assisted by the Principal and staff members (the school) and its community, has been prepared to provide an appropriate framework in which the school is able to identify, implement and evaluate strategic goals designed for the purpose of **raising student achievement**. The school, in association with the Board, will produce each year an Annual Plan which provides a series of actions which will be acted upon throughout the year to meet specific aspects of the Strategic Plan goals. These actions are included in **Appendix A** of the Charter. Specific Achievement Targets are set, by the Principal, the SLT and Middle Managers for all curriculum areas and Year levels as a means of evaluating the effectiveness of the Annual Plan goals and these are identified as **Appendix B** of the Charter.

In most cases, the process of identifying Annual Plan goals for Appendix A commences with meetings of interested parties by way of consultation – e.g. Realising Māori Student Achievement. Once the goals and

related actions are identified, the final document is approved by the Board, submitted to the Ministry of education and implemented by the school. Appendix A, and possibly the full charter once reviewed via consultation with the school community, may need to be resent to the Ministry as the full charter (including appendix A, evolves from the initial February/March form. In affect it is a draft strategic plans which can evolve as the year progresses, in consultation with the ministry of education.

The Board will review the performance of the school against these Goals and targets throughout the year by analysing the Principal's reports tabled at each Board meeting. An outcome of discussions of these reports is to help establish goals for the following year ie. what is working and what isn't.

STRATEGIC PLAN 2017-2021

BOARD GOALS FOR IMPROVING STUDENT ACHIEVEMENT

INTRODUCTION

The Strategic Plan goals are specified below. The Annual Plans to implement the strategic plan will be identified annually based on evidence collected by the school each year. The Board will produce two appendices to the Charter and Strategic Plan identified as the Annual Plan comprising of Appendix A and Appendix B. The former will include initiatives that the Board would like either developed or implemented in the school in a particular year and the latter will include student achievement targets for all year levels across all areas of the curriculum, where practicable. These targets will be set using historical data by the Principal in consultation with Senior Leaders and Middle Managers.

GOAL 1

Special Character. The Special Character goals have three main focal areas of Pastoral Care, Religious education and Catholic Community which are addressed triennially, as required by the Catholic Education Office primarily as foci for school self-review.

Pastoral Care whereby efforts are made to strengthen Pastoral Care in the school. Maori students, international students and students new to the school will be targeted each year Pastoral Care is a focus, however, initiatives to this effect are part of "business as usual". The BOT indicates its support of parents of students new to the school by individual Trustees contacting parents of new students to welcome them to the school and Parish community. This process is being finalized with the new 2013 BOT. Annual events include a *Welcome Evening* held for parents of students new to the school early in term 1. An Open Day will be held annually in term two as a means of providing information for existing families of the school and as a promotion exercise to encourage Catholic Families to enroll their children at this school. *Family Evenings* for parents of junior students and parents of senior students will be held in Term 2, on different dates, in order to encourage both parents and students to attend these evenings to discuss individual student's progress.

Student Leaders, mentors, will be appointed annually to facilitate the transition of students from primary schools to John Paul II High School and to ensure that students feel safe in the school environment.

Religious Education will focus on strengthening the learning programmes, improving curriculum delivery and so increasing engagement and ultimately to raise levels of achievement of students studying RE. This will be supported by specific PLD offered annually to teachers of RE by the Catholic Education Office advisory team and through sixteen-hour study programmes held over four days to provide opportunities for all teachers in this school to move towards *Certification in Religious Education*.

Catholic Community will focus on strengthening the sense of community both within the wider school community (students, teachers, support staff, parents and Trustees) and the school/Parish Community (including the Proprietor) and will build on aspects of the Annual Plans from previous years where analysis of outcomes has warranted an improvement in the idea implemented, retained because of the successful outcomes or removed where it was deemed to be a waste of time as well as new initiatives provided through the consultation process.

Triennial Cycle –2018 and 2021 focuses on Religious Education, 2020 will focus on Pastoral Care,

2019 and 2022 on Catholic Community and the cycle continues indefinitely.

Additional specific aspects of the Special Character goal in each Annual Plan will reflect targets identified by the Board of Trustees during the consultation process which includes the school's Principal and DRS, RE Teaching staff and members of the Parish including the Proprietors' representatives on the BOT.

GOAL 2

To improve the achievement levels of Maori. This goal will remain a key focus for all students. Efforts to strengthen home/school relationships through the establishment and maintenance of a Whanau group will continue. Active support of the Ngati Waewae approved trustee and the Principal are key to the success of this goal. The new, in 2013 and continuing in 2018, Kapa Haka, will continue to be used as a way in which the Maori and Pasifika communities associated with our school can be consulted about the school's strategic plan and annual goals. In 2017 Whananga's for senior Maori students at school were continued formally on the Coast via West-Reap for all secondary schools on the Coast. Eight students attended these from JPIIHS in 2017 with a further eight signed up for this year.

Where are we now? At present some Maori students, and generally boys, are still under achieving compared to their non –Maori members of their cohort in Year 9 and 10 although progress has been made in recent years. In 2017 Year 9 the sole Maori student passed compared to 93% of non-Maori. In 2017 in Year 10– 100% of Maori students (six out of six) were achieving/passing compared to 96% of non-Maori. The achievement of our Maori students improves, in terms of quality, as students move into NCEA classes, possibly due to the choices they have of subjects and the relevance those subjects have to their career paths. Gateway and the Trades academy have helped contextualise school work for senior students at school too aiding in their engagement in their learning and thus their success in it. Our Maori parents have traditionally not been an easy group to engage with in relation to their children's education but this has improved hugely since 2014 due to the Kapa haka group. Our Pasifika students are generally still achieving better than the rest of their cohort groups. Their parents and their children are engaged in their education at an early age in our school community but statistically the numbers are too small to be significant.

Where do we want to be in the future? We want our Maori students to be achieving as well as their non-Maori cohort at NCEA levels equal to or better than them especially in regards to M's and E's. We want our Maori community to be comfortable with coming into our school and engaging with us in regards to the education of their children. We want our Maori parents, and all of our parents, to access their children's achievement on line throughout the year instead of waiting for mid-year and end of year reports. We want our Maori students to be achieving as Maori and celebrating their successes with us.

General

From 2015 the school no longer undertakes MidYIS testing of Year 9 students annually via the Centre for Educational Management (CEM). It is considered that more reliable information can be gained in other ways, by e-astle for example and achievement data from primary schools in our Mawhera COL (Community of Learners).

Careful and on-going monitoring of Māori student achievement by all staff and BOT members in relation to their non-Māori cohorts is still essential in evaluating the school's effectiveness towards achieving goals in this area. All assessment data will be collated and disseminated, by the Principal, to all teachers with instruction to provide a report on their individual analyses of their Māori students in relation to their non-Māori peers. Results of these reports will be included as a general statement in the Annual Report.

Each year, members of our Māori parent community will be invited to attend a hui held for consultation to identify specific goals to be included in the subsequent Annual Plan. Such goals should be centred on educational and pastoral support for Māori students with as much active involvement of Māori parents as possible. Additional opportunities to strengthen Māori student educational and career pathways will also be explored each year and the process of *Tuakana Teina* strengthened in the school. Strategies to help Maori achieve as Maori will be explored at the consultation hui as well. The hui will usually be held midyear to discuss progress for that year and to plan for the following year but we have found holding such hui's after kapa haka practices or during meetings of Wananga students and their parents are quite well attended and productive in terms of strategic goals.

GOAL 3

To increase literacy skills of all students. It is recognised still that the literacy levels of some of our Year 9 and 10 students can become a barrier for their general learning. A key focus of our school is to identify early in our students' school life what their literacy levels are and then decide how we can best meet their needs. Students are evaluated in testing at the start of their Year 9 and any Individual learning plans carried through with them from their primary schools are continued and adjusted, where necessary, for their secondary schooling. Each year the junior dean obtains useful information from all primary schools involved in the transition of students from Year 8 into Year 9.

Where are we now? Too many of our Year 9 students in 2017 are reading at a level below what is expected of their age group. A number of our students have identified barriers for learning such as dyslexia and individual plans are formulated by the school's SENCo (Specialist Educational Needs Coordinator) and the special needs committee each year and individual progress is monitored on a regular basis. The local Mawhera COL (Community of Learners) which we joined half way through 2016 has a shared goal in 2018 to improve the reading and writing of boys. This will be a key focus, across all subjects, for our year 9 students this year – we will be closely monitoring the bottom six students in Year 9 via e-Asttle writing.

Where we want to be? We want boys to be comfortable with reading and writing (as much as the girls are) and have them recognise the importance of general literacy skills in their future beyond school. We want teaching staff to have the skills to be able to differentiate for students with literacy needs, and other associated learning needs, as they arise each year. We want all of our students to have the literacy skills required to allow them to reach their potential in life. Literacy is not a subject by itself, it is part of a required educational skill set taught within all curriculum areas at school.

General

PLD opportunities will be provided for all teachers each year, planned and presented by the school's Literacy Lead Teacher and through individual in-class support for literacy development specific to each curriculum area. Additional PLD opportunities made available to the school by outside agencies will be taken where specific needs are identified. Departments will learn from each other at staff meetings through Head of Departments (HOD's) and Teachers in Charge of subject areas (TIC's) providing feed-back on strategies they are using in class to help with literacy for students. Departments are required to have literacy as a key achievement objective within their teaching programme and that Objective may be reported directly or indirectly to the students and their parents/caregivers. In 2018 literacy goals will again be linked to COL goals and a number of staff will use a teaching as inquiry approach (spiral of enquiry) to support this goal.

Literacy abilities will be measured to establish baseline data using National Standards information, PATs and AsTTle. PATs and AsTTle will be used to monitor student progress and interventions will be provided to individual students and groups of students where needs are identified. The SENCo will be actively involved in providing targeted reading support primarily to Year 9 students and to Year 10 students in 2018, where needs have been identified. Year 11-12 students will also have an RTLB funded teacher aid to work with the bottom achieving students.

GOAL 4

Enhance the quality of teaching and Learning and so improve student outcomes. Regular and on-going quality PLD is seen by this Board as essential and necessary for all teachers to remain informed of the requirements of their curricula, to remain skilled in the use of current pedagogical practices in order to maximize the effectiveness of all teaching and learning programmes and to enhance student achievement.

Where are we now? New educational initiatives such as Trades academies and work-based learning are having an effect on the demands placed on teaching staff they have to be able to differentiate learning for students. Unfortunately some departments are still very traditional in their approach to teaching and learning. Throw in the demands of introducing 'BYOD' in 2017 and also varying learning styles-Some staff need support and the modeling of that support is required at the middle management level. The instructional capabilities of our teaching staff in regards to the mentioned issues, will be monitored throughout the year with PLD provided to staff, in particular to middle management, as required. PLD is unfortunately hard to come by and is limited to high needs schools. Most of our PLD will again be in house and will be delivered by focus groups, which has proven to be popular and effective. As in 2018, a key PLD focus in 2018 is ICT

educational pedagogy in the classroom. Blended learning is a key focus again in 2018. COL PLD is focused on literacy (reading and writing). More and more the Ministry of education is signaling cross-curricula approaches to student learning as being imperative to engaging students in their learning and this will be a challenge to traditional teachers that take an ivory tower approach to education, where they consider students as being 'their students'!

Where do we want to be? We need to have all staff competent in teaching students in a differentiated way that allows for each individual student's needs. The tool box of the teaching staff needs to be not only well equipped but it also needs to be flexible. All teaching staff need to be life-long learners and have clear short term and long term goals for their professional development. It is desirable for all teaching staff to be aligned to support via networks such as local and national subject associations. The continuing challenge for teachers in the 21st Century is that of IT and the use of computers in the classroom.

General

PLD support will be available as a priority where the Performance Management System identifies specific teachers' needs. Similarly, where individual teachers request specific PLD to support them in their curriculum delivery, this will also be made available as a priority.

Where external providers offer whole staff PLD opportunities in areas identified as a specific need of the school, then these will be undertaken.

GOAL 5

Increasing the numeracy skills of our students. It is recognised that numeracy skills are an essential part of not just day to day life but also it is an integral part of many types of jobs.

Where we are now? The numeracy skills of our students still fluctuates from year to year depending on the cohort group, a common issue for smaller secondary schools. It is important that we continue to monitor intakes of students each year and identify early in the piece students that will need individual support.

Where do we want to be? Numeracy is not just in Mathematics and there is the need for all departments at school to explore ways in which they can help develop students' general numeracy skills via such ways as contextual learning, estimation, mental arithmetic and graphing. We want all of our students to leave school with basic numeracy skills that will allow them to contribute to, and use those skills in, their future employment and life activities.

This school will continue to monitor numeracy strengths of new intake cohorts annually and identify individual students for short term interventions, where deemed necessary. Mathematical abilities of the cohorts will be closely monitored and Year 9 and 10 programmes modified as seen necessary from year to year to ensure that individual students' needs are met and that all students are capable of meeting the numeracy requirements of NCEA, Level 1.

GOAL 6

To Maintain the general good behaviour of students at school. Attention to little things at school such as school uniform, litter and language have helped keep the positive feeling and obvious pride in our school constantly fostered in our school students. We are faced with at times issues involving challenging student behavior, often from students we inherit from other schools. In 2017 Year 11 boys were proving to be a challenge for some teaching staff and a concerted and consistent approach to their behavior is being promoted within the school as they go into Year 12 in 2018.

Where are we now? We have procedures in place to allow for all student behaviour situations. Positive Behaviour for Learning (PB4L) has helped all staff and students to have common expectations for student behavior with a slant towards positive reinforcement and restorative practice.

Where we want to head? We want to have a Behavioural Management Plan (BMP) that allows for individual student circumstances, allows for restorative practice where possible but which at the same time is fair and consistent for all students. This will involve a balance between punitive punishments, counselling and family/student restorative meetings. Much work was done last year especially in the area of restorative

practices via the help of a new Pastoral care team. In 2018 we will further explore restorative practice techniques.

General

Strategies will be developed in this school to improve in-class behaviour using a positive behaviour programme. Such systems as *Gold Awards* and *Good Stuff Awards* will be used in the school to acknowledge positive behaviour amongst students and the school will continue to develop, implement and monitor a clearly defined programme to meet the needs of the students in this school.

The theme for our school for 2018 is 'looking to the past as we head into the future' and this will involve reminding the students, staff and parents about our history and what the core values of our school are – 'Christ is the reason our school exists'.

The school's anti-bullying programme will be reviewed annually and revised as necessary while the Behaviour Modification Programme (BMP) will be reviewed biennially and revised as required. The Board and staff support the concept of Student Voice and to reflect this, students will be involved in the processes of reviewing both programmes. School Wide PB4L (Positive behavior for Learning) will again help enhance the school's BMP in 2018.

The school will ensure that an appropriate student survey for Year 9 & 10 ('Me and my school' for example) is carried out annually and the results shared with all teachers as a valid means of evaluating student perceptions of the safety of the school environment.

Goal 7

International students; To increase the number of international students at school and to provide them with a sound Catholic education in accordance with the NZ code of practice.

Where are we now?

In 2017 we had the most international students that we have ever had on long term stays for the year, 3 full fee paying students. Host families, especially good ones, are hard to find for our students.

Where we want to head?

We are looking at building our full fee-paying students up to a maximum of 12 students. It is very likely that we will need to provide training for host families starting with an information evening. We want to have a school where international students are involved and celebrated in our school community. We have made a good start with the students that we have hosted in the past two years.

General

It is early days for our school in regards to hosting international students and there is huge potential to host families in NZ schools. We must of course be careful to maintain our special Catholic Character and not sacrifice our standards and expectations of our students, including our international students.

Goal 8

Pasifica students; To measure and improve when required the achievement of Pasifica students at school.

Where are we now?

In 2017 we had low numbers of Pasifica students at school and they are mostly children of professional couples and tend to achieve well.

Where we want to head?

We want to make sure that our Pasifica students have the chance to share their culture with us and for them to be able achieve as Pasifica students in our school. We want our Pasifica students and their families to belong in our school community and for them not to feel isolated in any way.

General

Our numbers of Pasifica students at school go up and down each year but generally they are increasing in number and location. We need to ensure that our processes at school including those involving student induction and contacting home are up-to-date and effective.

ANNUAL PLAN – APPENDIX - B ***SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT***

The Principal sets achievement targets for all Year levels in most curriculum areas using historical data and they are then negotiated with individual Middle Managers. Once agreed upon, that becomes the goal for student achievement for each class or group. These targets can be viewed in Appendix B and will be **available in April** when initial junior school data has been collated and when NCEA results have been available too and have been analysed after departments have viewed and reported on them to the Principal. A new Appendix B will then also be negotiated with departments by the end of term one in 2018.

Annual reports will include comments on the difference between actual achievement and planned achievement targets (analysis of variance).

GREYMOUTH CATHOLIC SCHOOLS' BOARD OF TRUSTEES – 2018

Trustee Name	M/F	Ethnicity	Position on Board	Type of Member	Start Date	Occupation
Whitmore, Tanya Mrs	F	NZE		Secretary		School office executive
Bergin, Christopher Mr.	M	NZE	ME	EL (Parents)	22-10-08	Opus manager
Zintl, Marcus Mr	M	NZE	ME	EL (Parents)	06-05-16	Lawyer
Sprock, Marjan Mrs	F	Dutch	ME	EL (Parents)	06-05-16	Vet
Williams, Jackie Ms.	F	NZE	ME	ER (Staff JPII)	06-06-16	Teacher
Dodds, Mandy Mrs.	F	NZE	ME	EL (parents)	06-05-10	Teacher
Stone, Kieran Mr.	M	NZE	ME	PR	05-05-12	Principal (JPIIHS)
Peter, Costello Fr.	M	NZE	ME	PR	29-01-13	Parish priest
Olivier, Caron Mrs.	F	ZA	ME	PR	22-02-11	Principal (SP)
Sollitt Byron Mr	M	NZE	ME	EL (Parents)	06-06-13	Quality Analyst
Paterson Rory Mr	M	NZE	ME	EL(Staff St Pats)	06-06-13	Teacher
Wallace Margaret- Mary	F	NZE	ME	PP (Proprietor)	12-06-16	Home Exec.
Roper Miles Mr	M	NZE	ME	PP (Proprietor)	Oct-14	IT Manager
Jack Eason Mr	M	NZE	ME	EL(Students)	12-10-17	Student
Thwaites Michael Mr	M	NZE	ME	ER(Parents)	06-06-13	Builder
Whitcombe, Anthony Mr.	M	*	Chair	PP (Proprietor)	15-05-07	Lawyer

* A Whitcombe is a citizen of Rotuma and is the Board's Tangatawhenua (Ngati Waewae) approved Māori representative.

Our theme for the year is 'looking to the past as we go into the future'.