



JOHN PAUL II HIGH SCHOOL

Te Kura Tuarua O Hone Paora Tuarua

GREYMOUTH - WESTLAND

Mawhera – Tai Poutini

(School No 304)

CHARTER

2020 – 2025

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 Year's 9 – 13 student's (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 lifelong 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 practising 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 who will contribute to making the world a better place and be 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 recognising their value.
- 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 the orders 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 students 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 ten years. The use of technology is available to increase student access to Te Reo Māori, 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 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 & Pasifika 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 Pasifika 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

Pasifika and Maori communities receive regular consultation in regards to our annual and strategic plan via the internet, e-mails, and through parent portals. 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 the West Coast COL, and ICT cluster of schools working together to support teacher Professional Development and increasing student learning pathways. On-line learning 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. This involves the provision of laptop computers for teachers and the principal, the maintenance of school-owned computers and the school's network and the necessary on-going replacement programme of computers in classrooms as required. Other IT facilities available include Interactive Whiteboards, data projectors, colour photocopy technology, with scanning and e-mail, google classroom & google hangout facilities available for teacher use. 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 established in the school in 2018. We now see the majority 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 will be adequate for use in Year 9 and 10 classrooms. Now with the BYOD fully implemented, students without devices are able to have access to school borrowed laptops for the school day. All students' are encouraged to bring their own laptops to school. Teaching staff use various teaching pedagogies for an on-line education word, especially for assessments which will be the norm in the near future for external NCEA exams as signaled by NZQA.

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 the collaboration between our school, Grey High and Westland High school joining sports teams, as a means of increasing individual sporting opportunities and gaining additional experience.

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

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 through the Trades Academy at Polytech, and on-site training through Gateway 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 Dean (Year 9 and 10) and a senior school Dean (Year 11 to 13) were appointed in 2013 to ensure that student choice and performance align with their 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 was filled by the Deputy Principal (curriculum) from 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 enable continued contact with past students.

Capital Improvement and Maintenance

The ten-year property maintenance plan, which was developed during 2019 has now been implemented in 2020. The school with the help from the Christchurch Catholic Diocese will develop a 10 year property plan in 2020 for Property 1 works.

Personnel Development, Performance Management and EEO Obligations

A comprehensive Performance Management System exists within this and involves the appraisal of all employees. Teachers have their performance evaluated against the *Registered Teacher Criteria* and the Annual Plan Goals. The *Four Minute Walkthrough* system continues successfully 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 against Performance Indicators specified in their Individual Agreements by the Principal or a delegated Senior Manager.

In 2020 the Principal, Deputy Principal and Assistant Principal will be appraised by an outside person.

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 modernized, 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 Mandy Dodds (Chairperson)*. This Board complies with all financial reporting requirements as detailed in NAG 4.

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 *RTLB 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* funding contributes towards the cost of the school's Sports Coordinator.

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. 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.

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 been 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-asTTle and NCEA examinations, to ensure that its integrity is maintained. Cohort abilities from one year to the next is shown through diagnostic testing upon entry to this school. The ability profile of a particular cohort is available from similar groups in earlier years, will enable the Principal and Department Heads to set numerical targets as goals for improving and raising student achievement. Such targets will rise and fall annually depending on the cohort ability as compared to the National targets.

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 consideration 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. 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, provides 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 an Annual Plan which provides a series of actions to be acted upon throughout the year to meet the 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 effect it is a draft strategic plan 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.

GREYMOUTH CATHOLIC SCHOOLS' BOARD OF TRUSTEES – 2020

Trustee Name	M/F	Type of Member	Occupation
Whitmore, Tanya Mrs	F	Secretary	School office executive
Dodds, Mandy Mrs	F	EL (Parents) Chair	
Berry Alan Mr	M	EL (Parents) Deputy Chair	
Sullivan, David Mr	M	PR	Principal (JPPIHS)
Kelly, Carmel Mrs	F	PR	Principal (SP)
Costelloe, Celia Ms	F	ER (Staff JPPI)	Teacher
Bellis, Kylie Mrs	M	EL(Staff St Pats)	Teacher
Sprock, Marjan Mrs	F	EL (Parents)	
Kitchin, Cora Mrs	M	EL(Parents)	
Morrison, Peter Mr	M	EL (Parents)	
(Parent Rep to be appointed)		EL (Parents)	
Sharp, Finn Mr	F	EL(Students)	Student
Siji, Matthew Fr	M	PR	Parish priest
Wallace, Margaret-Mary Mrs	F	PP (Proprietor)	
Roper Miles Mr	M	PP (Proprietor)	
Whitcombe, Anthony Mr	M	PP (Proprietor)	

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

