



School Number: 3024

**Charter, Strategic and Annual Plan
2018 - 2020**

Developed in consultation with the St Teresa's School Community, and the Wellington Archdiocese
Submitted to the Ministry of Education: March 2018

Our School Story

St Teresa's School is a co-educational Catholic integrated full primary school with students from Year One to Eight in Karori, Wellington. As a Catholic School, we celebrate our faith with prayer, liturgy, and Masses throughout the year, and we are a treasured part of Otari Parish family.

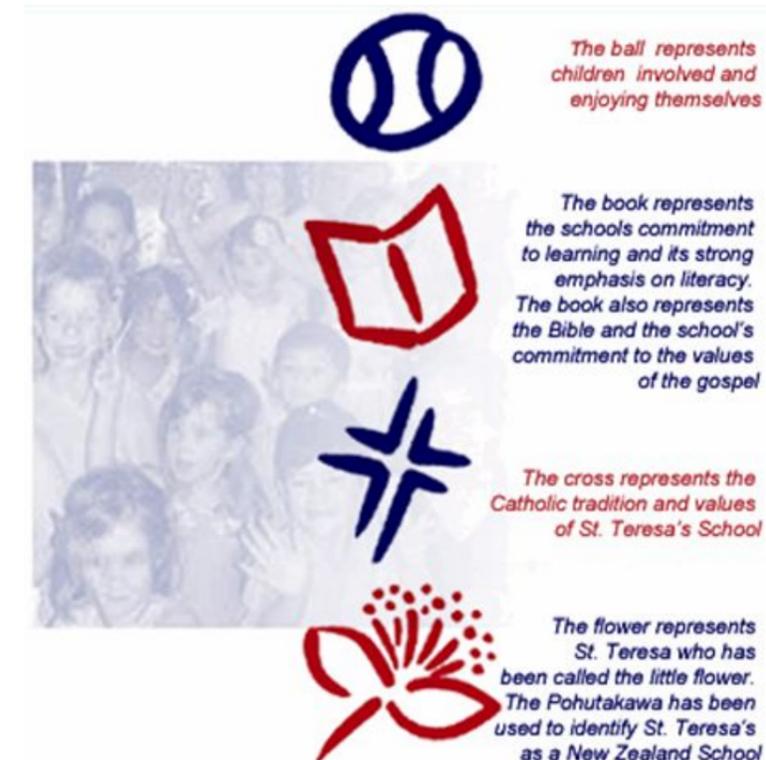
St Teresa's School was founded by the Mercy Sisters, who walked and travelled by tram from Thorndon to Karori each day, in order to provide Catholic Education in Karori, in the 1930s. The Marist Sisters followed, teaching at St Teresa's for a number of years.

St Teresa's School is now a thriving, multicultural learning environment that is responsive to our people and natural environment.

St Teresa's is big enough to provide lots of opportunities, yet small enough to know everyone's name. We ensure that each child will be empowered to learn and achieve personal excellence. Students at St Teresa's are supported in their learning in an atmosphere of praise and encouragement.

We are committed to high quality teaching programmes that continuously improve the level of student progress and achievement across the New Zealand Curriculum. All teachers are supported in providing high quality classroom programmes through access to quality teaching and learning resources, and a responsive professional learning and appraisal programme.

St Teresa's School is part of the Wellington Catholic Schools Kahui Ako, involving 13 Catholic Primary and Secondary Schools across Wellington. Schools in the Khe Kahui Ako works together to provide an excellent holistic Catholic education to enable our community of learners on their Catholic journey.



Our Mission is to be...

a catholic school where each child is nurtured to grow as a happy, faith-filled learner who is inspired to achieve excellence

Our Vision

We want our young people who graduate from St Teresa's to:

- ★be empowered in the knowledge that God loves them the way they are - unique, with particular capabilities, gifts, talents and potential
- ★be creative, energetic, and enterprising
- ★seize the opportunities offered by new knowledge and technologies to secure a sustainable, socially just, cultural, economic, and environmental future for our country
- ★work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- ★continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- ★be confident, connected, actively involved, and lifelong learners

Our Values

At St Teresa's, we value...



Our School Rules

Be Caring
Be Respectful
Be Safe
Be Your Best

The Treaty of Waitangi

St Teresa's School is committed to upholding the Treaty of Waitangi and the unique place of Te Reo and Tikanga Māori, as demonstrated in the following ways:

- ★ Consultation with Māori whanau to ensure the unique needs of Māori children are met at St Teresa's
- ★ A culturally responsive and respectful learning environment
- ★ The inclusion of Te Reo and Tikanga in the learning programme
- ★ Reporting to the community on achievement and progress of Māori children in relation to National Standards

Cultural Diversity

St Teresa's School is committed to responding to the cultural diversity of the school community as demonstrated in the following ways:

- ★ Consultation with the school community to ensure the cultural needs of all is reflected within decision-making
- ★ A culturally responsive and respectful learning environment
- ★ The provision of National Standards information in the language of cultures represented within the school
- ★ Ensuring that the Catholic Character of the school is celebrated and enhanced

Enviroschools

St Teresa's School is committed to fostering a generation of people who instinctively think and act sustainably, providing:

- ★ A sense of belonging and contribution
- ★ Recognition of the different skills and qualities of themselves and others
- ★ Skills of working together, making decisions, planning and taking action
- ★ Increased confidence
- ★ Hands on practical ways to engage with the curriculum and learning

Stewardship

The St Teresa's School Board of Trustees works strategically and collaboratively with the principal, staff and students to realise the school community's mission, vision and values and achieve the community's agreed goals. Board scrutiny focuses on valued student outcomes, transparent sharing of information and ongoing evaluation of performance in relation to goals and targets focussed on the question, **“What difference will this make for the children at St Teresa's, and how will we know?”**

2017 – 2020 Strategic Aims and Strategic Plan

| <p style="text-align: center;">All of our children, staff and families are empowered by our Catholic faith to care for each other and our common home</p> | <p style="text-align: center;">All of our children are empowered to embrace opportunities for learning</p> | <p style="text-align: center;">All of our children, staff and families embrace, and learn from, our cultural identity</p> |
|--|--|--|
| <p>Christian actions are modelled, promoted, motivated and valued by children and adults in all engagements within and beyond our school – with children encouraged and supported to take actions demonstrating Te Tapu o te tangata through manaakitanga, tika, aroha, and awhina with people around them. New and prospective parents are supported in their transition to St Teresa’s, including minimising any religion-related barriers, and misunderstandings that prevent enrolment.</p> <p>Prayer, and the Religious Education Curriculum provides experiences that help children to grow to know Jesus as their friend, and the Holy Spirit as their strength, to empower them day to day. Discipleship and conscience-building learning opportunities empower social and environmental responsibility, caring for people and places. Religious Education is relevant, accessible and increasingly challenging – engaging with ethical issues that are current, future-focussed, connected to the children’s daily lives, putting Gospel Values into practice.</p> <p>Professional advice, support, guidance, resources and development in teaching Religious Education is provided to teachers and leaders, to enable them to deliver a relevant, accessible and increasingly challenging Religious Education Curriculum for the children. Board Trustees engage with catholic character advice, support, guidance, resources and development opportunities to ensure that the special character of the school is upheld at governance level.</p> | <p>Empowering, enjoyable learning experiences are planned collaboratively – providing variety in opportunity and challenge, both within and beyond the classroom, including progressively integrated technologies to support learning across the curriculum, enabling: knowledge-creation; connectivity between each other and the wider community; best use of environmental and community assets.</p> <p>Learning progress of all children is tracked and monitored through the effective use of systematic and coherent evaluation, inquiry and knowledge building, using relevant evidence: wānanga. Subsequent support and enhancement for learning is responsive to individual children’s strengths and needs. New knowledge and understandings about what works and makes a bigger difference for all learners, mahi tahi, is shared, so that all children benefit. Collaboration between home and school is valued, with children’s progress and achievement in learning discussed with and reported to parents. Interventions, and school wide trends and targets, are reported to the school community.</p> <p>Teachers and leaders are well-qualified and have relevant curriculum, assessment and pedagogical knowledge, and have cultural competence to provide inclusive and productive learning environments for diverse learners. Teachers are individually and collectively enabled to take responsibility for their own professional learning and improvement.</p> <p>School resources are appropriate to enable children to be their best - empowering rich, equitable learning opportunities that are responsive to all children’s needs and abilities. Panekiritanga is enabled, by providing effective people, ideal places, plenty of time, useful equipment, and appropriate provision and development of buildings, grounds, equipment and furniture. Investment is made in time, resources and communications to facilitate the transition to school of Karori pre-schoolers, and from St Teresa’s to college.</p> <p>Our safe and orderly environment is conducive to children’s learning and well-being, including careful planning of timetables, safe and responsible use of digital technologies, enjoyable and responsive learning environments and atmosphere.</p> | <p>Diverse languages, whakapapa-identities and cultures in New Zealand are treasured through day to day engagement between people within and beyond St Teresa’s. The cultural identity of children at St Teresa’s is celebrated and shared within and beyond our school community – valuing the contributions that all cultures bring. At governance level, people, actions, policies and procedures reflect and represent our commitment to the Te Tiriti o Waitangi, and our cultural diversity.</p> <p>Ako – reciprocal, culturally appropriate, learning-centred relationships between children and adults, learner and teacher, enhance opportunities for each child to lead and be lead in the learning.</p> <p>The perspectives and aspirations of children, parents, whanau, hapu, iwi are actively sought and incorporated into goals, targets, with children supported to understand and contribute to their own learning. Communication between home and school supports and strengthens reciprocal, learning-centred relationships of whanaungatanga, allowing each child to be their best.</p> |

A catholic school where each child is nurtured to grow as a happy, faith-filled learner who is inspired to achieve excellence

Strategic Goal One :

All of our children, staff and families are empowered by our Catholic faith to care for each other and our common home

| Objective | 2018 Planned Actions | Resource allocation |
|---|---|--|
| <p>1.1 Christian actions are modelled, promoted, motivated and valued by children and adults in all engagements within and beyond our school – with children encouraged and supported to take actions demonstrating Te Tapu o te tangata through manaakitanga, tika, aroha, and awhina with people around them. New and prospective parents are supported in their transition to St Teresa's, including minimising any religion-related barriers, and misunderstandings that prevent enrolment.</p> | a. Teachers engage in Professional learning, and implement teaching strategies from the Cool Schools programme, and train senior children to be Peer Mediators in the playground. | \$400 (\$175 registration + Meal) Teacher Only Day |
| | b. Investigate curriculum links to social and special needs services, and offer service to these groups (for example, Young Vinnies, Kimi Ora School) | \$200 travel |
| | c. Options for supporting new parents implemented, with support of the ADW Family & Young Church Ministries, and Otari Parish (through Side by Side Mentoring) | NA |
| | d. Build capability to enable our students, as they move within and between schools, to improve their individual and collective sense of well-being and Catholic identity | NA |
| <p>1.2 Prayer, and the Religious Education Curriculum provides experiences that help children to grow to know Jesus as their friend, and the Holy Spirit as their strength, to empower them day to day. Discipleship and conscience-building learning opportunities empower social and environmental responsibility, caring for people and places. Religious Education is relevant, accessible and increasingly challenging – engaging with ethical issues that are current, future-focussed, connected to the children's daily lives, putting Gospel Values into practice</p> | a. Implement resources provided by Catholic Schools Education Services , and ideas shared by other Catholic schools in the Archdiocese. | DRS release 30 mins per week \$1270 |
| | b. Teachers and DRS - to further support the older children to engage in personal prayer | NA |
| | c. Teachers continue to plan, implement and evaluate Religious Education in the context of a responsive and vibrant curriculum, with leadership support. | Classroom release time |
| <p>1.3 Professional advice, support, guidance, resources and development in teaching Religious Education is provided to teachers and leaders, to enable them to deliver a relevant, accessible and increasingly challenging Religious Education Curriculum for the children. Board Trustees engage with catholic character advice, support, guidance, resources and development opportunities to ensure that the special character of the school is upheld at governance level.</p> | a. School Leaders and Teachers to participate in Catholic Character Professional learning contract with TCI | Course Fees \$1225 (7 X \$175) 2 cars Travel \$80 (1 return Upper Hutt) 3 cars Travel \$130 (2 return Johnsonville) 3 cars Travel \$115 (1 return Plimmerton) |
| | b. School leaders to attend NZ Catholic Education Convention | \$1902 Reliever cost (3 days X 2) \$1461 Registration (\$487 X 3) |
| | d. School Leaders to unpack NZCEO's draft Special Character Review document to enable Catholic Character Self-Review - and carry out Internal review | NA |

Strategic Goal Two: *All of our children are empowered to embrace opportunities for learning*

| Objective | 2018 Planned Actions | Resource allocation |
|---|--|--|
| 2.1 Empowering, enjoyable learning experiences are planned collaboratively – providing variety in opportunity and challenge, both within and beyond the classroom, including progressively integrated technologies to support learning across the curriculum, enabling: knowledge-creation; connectivity between each other and the wider community; best use of environmental and community assets. | a. Implement recommendations from Future of St Teresa’s Community Review, incorporating a focus on learning experiences that involve excursions, critical thinking, team-work, arts and culture, digital technologies | Class excursions, event entries, sports travel, Life Education, shows, swimming and PE lessons, coding lessons \$11,500 (Trips and Activities) |
| | b. Support children’s developing ability to evaluate their own learning, set their own learning goals, plan learning activities and make choices about their learning - evaluate the impact of this practice against learning outcomes | NA |
| 2.2 Learning progress of all children is tracked and monitored through the effective use of systematic and coherent evaluation, inquiry and knowledge building, using relevant evidence: wānanga. Subsequent support and enhancement for learning is responsive to individual children’s strengths and needs. New knowledge and understandings about what works and makes a bigger difference for all learners, mahi tahi, is shared, so that all children benefit. Collaboration between home and school is valued, with children’s progress and achievement in learning discussed with and reported to parents. Interventions, and school wide trends and targets, are reported to the school community. | a. Support children’s developing ability to be agents of their own learning - discussing their learning goals and progress with the families - encouraging Home/School partnerships. Evaluate application of learner agency focus across the school. | Team Leader / DP Release Time |
| | b. Individual strengths, needs and interests of children identified and supported within learning opportunities in the Curriculum - with additional targeted support provided where necessary | |
| 2.3 Teachers and leaders are well-qualified and have relevant curriculum, assessment and pedagogical knowledge, and have cultural competence to provide inclusive and productive learning environments for diverse learners. Teachers are individually and collectively enabled to take responsibility for their own professional learning and improvement. The Principal and Deputy Principal demonstrate a high level of leadership knowledge, skills and attributes to lead the school in implementing the Charter, Strategic and Annual Plan. | a. Teachers and principal maintain their own professional portfolio in relation to Code of Professional Responsibility and Standards for the Teaching Profession . | Classroom release time (CRT) equivalent of 60 mins per week within MOE staffing entitlement (0.2 FTTE total across school) |
| | b. Performance appraisal of all teachers carried out, in relation to Code of Professional Responsibility and Standards for the Teaching Profession . | Classroom release time (CRT) equivalent of 60 mins per week within MOE staffing entitlement (0.2 FTTE total across school) |
| | c. Teacher and principal collaborate within a professional learning community context to investigate evaluate, improve and document their professional learning journey, in relation to current education research | Classroom release time (CRT) equivalent of 60 mins per week within MOE staffing entitlement (0.2 FTTE total across school) |
| | d. Provisionally Registered Teacher supported by teacher mentor and a support programme. New teacher inducted to school procedures by leaders. | Release time for PRT and Mentor Teacher 0.2 FTTE for term 1. 0.1 FTTE for Term 2-4 |
| | e. Contract CodeCamp to provide learning support and professional learning for teachers in implementing digital technologies | \$300 - staff PLD |
| | f. Principal participate in Strategic Leadership for Principals Programme (Springboard Trust) | \$250 Principal’s expenses (Programme free) |
| | g. Catholic Character Leadership Coaching arranged for Deputy Principal to build Catholic Leadership Capacity | \$1720 Catholic Leadership Coach, Zita Smith (8 X 1.5 hour sessions @ \$120, plus 8 X \$67.28 travel) |

| | | |
|---|---|--|
| | h. Principal participate in Professional Learning Group (PLG), and a variety of Principal network and support groups | \$500 Principal's Expenses |
| 2.4 School resources are appropriate to enable children to be their best - empowering rich, equitable learning opportunities that are responsive to all children's needs and abilities. Panekiritanga is enabled, by providing effective people, ideal places, plenty of time, useful equipment, and appropriate provision and development of buildings, grounds, equipment and furniture. Investment is made in time, resources and communications to facilitate the transition to school of Karori pre-schoolers, and from St Teresa's to college. | a. Staff members given opportunities to work to their strengths / interests across the school, allowing children to benefit from effective people who are passionate about their topic | NA |
| | b. Resource audit carried out across the school to identify damage, loss, lack of usefulness - ensuring that the only resources kept are those that are relevant to the children's needs and interests, and that enhance learning opportunities | NA |
| | c. Subscribe to online resources identified by teachers within 2017 professional learning to support digital learning programme | \$1100 |
| | d. New Entrant teacher visits to local preschools, and facilitate new-parent information sessions | \$570 Release (9 X 60 mins) for preschool visits |
| | e. Set up assistive technology for children who need this assistance | \$1600 set up (2) Special needs (Device provided by MOE, but school cost to set up) |
| | f. Ensure maintenance of existing student devices, updating Apps, adding programmes, etc | \$2000 ICT learning maintenance Principal to release ICT Coordinator when necessary |
| | g. Evaluate use of students' portable devices for supporting learning, and purchase / set up 10 additional devices | \$10,500 (funding offered by FOST if necessary) |
| 2.5 Our safe and orderly environment is conducive to children's learning and well-being, including careful planning of timetables, safe and responsible use of digital technologies, enjoyable and responsive learning environments and atmosphere. | b. Cyber Safety programme - Hapara - google docs introduced to Year 4&5 | \$700 |
| | c. Implement planned actions alongside other primary and secondary schools within the Wellington Catholic Kāhui Ako to improve individual and collective sense of well-being and Catholic Character (including data gathering from wellbeing@school survey) | Kāhui Ako funding and support |
| | d. Deputy Principal to support Year 1-4 Team Leader, and teachers to plan safe and orderly timetables of learning | DP release 30 mins per week \$1270 |
| | e. Principal investigate options for interior Painting and Pinboards for Block A (due to delays in planned building upgrade by ADW). Blinds installed in windows in Block A. | Within Cyclical Maintenance / property Maintenance budget |

Strategic Goal Three: *All of our children, staff and families embrace, and learn from, our cultural identity*

| Objective | 2018 Planned Actions | Resource allocation |
|---|--|--|
| <p>3.1 Diverse languages, whakapapa-identities and cultures in New Zealand are treasured through day to day engagement between people within and beyond St Teresa's. The cultural identity of children at St Teresa's is celebrated and shared within and beyond our school community – valuing the contributions that all cultures bring. At governance level, people, actions, policies and procedures reflect and represent our commitment to the Te Tiriti o Waitangi, and our cultural diversity.</p> | a. Continue to work with the community to arrange varied opportunities for children to engage with their own cultural traditions, and learn about other cultures represented at St Teresa's | \$200 |
| | b. Act as Host School for Mandarin Language Assistant cluster of schools, sharing New Zealand Cultural traditions and learning about Chinese culture and language. | \$150 (our portion of the \$600 MLA admin fee shared between 4 schools) \$100 transport |
| | c. Culturally Responsive Practice Leader (CRPL) continue to support families who are new to New Zealand and St Teresa's - making arrangements for interpreters, additional in-class support, etc as needed | CPRL release 30 mins per week \$1270 |
| <p>3.2 Ako - reciprocal, culturally appropriate, learning-centred relationships between children and adults, learner and teacher, enhance opportunities for each child to lead and be lead in the learning</p> | a. Teachers to continue to provide opportunities for children to act as teachers - sharing their expertise, and supporting other children in their learning (Tuakana-teina approach) | NA |
| | b. The planned and emergent curriculum to include an emphasis on children learning to listen to, respect and support one another, and collaborate with others - to achieve positive outcomes for all | NA |
| <p>3.3 The perspectives and aspirations of children, parents, whanau, hapu, iwi are actively sought and incorporated into goals, targets, with children supported to understand and contribute to their own learning. Communication between home and school supports and strengthens reciprocal, learning-centred relationships of whanaungatanga, allowing each child to be their best.</p> | a. Regular Hui, Fono and other community meetings arranged to provide opportunities for collaboration, sharing, mutual support | \$500 |
| | b. Explore Apps for information-sharing between home and school | Free version of Seesaw in 2018 (App installation cost: ICT learning maintenance) |
| | c. Provide a variety of opportunities for parents to meet with teachers, attend information sessions, and celebrations | Meals for teachers staying in evenings \$300 |

2018 School Wide Targets

2018 Improvement Plan: Well Being and Catholic Identity

Annual Objective:

To build our capability to enable our students, as they move from Years 1 -13, to improve their individual and collective sense of well-being and Catholic identity.

Annual Target:

Empower all students to improve their own, and collective, well-being

Baseline Data:

NZCER Wellbeing@school surveys (with possible additional information-gathering methods to investigate further as is necessary)

| When? | What? | Who? | Resource Allocation | Indicators of Progress |
|----------------------|--|--|--|--|
| Term One | Retreat day at Home of Compassion, Island Bay | Year 7&8 students and teacher | \$350 Return travel and registration | Year 8 teacher will observe Year 7&8 children putting learning into action |
| Term One & Term Four | NZCER wellbeing@school survey administered, with results analysed to inform next steps in wellbeing support across school and Kahui Ako | Year 7&8 students, all teachers and Kahui Ako | Time to analyse survey results and implement actions | Improved student wellbeing will be evident in repeated survey in Term Four |
| Ongoing | Collaborative Inquiry to unpack and implement professional learning from <i>Teaching for Positive Behaviour (MOE 2017)</i> during teachers meetings, discussions and presentations | All classroom teachers, principal | Teacher meeting time | Teachers will demonstrate application of strategies to support positive behaviour in their classes |
| Term One | Professional Learning Session: Cool Schools | All staff | \$175 course cost + \$200 meal allowance | All children will be able to demonstrate active listening strategies. Peer Mediation programme will be active and successful |
| Ongoing | Implement effective pedagogy in relation to Key Competencies | Children and Teachers | NA | Children will increasingly demonstrate metacognition and application of Key Competencies |
| Ongoing | Action plan developed and implemented within and across schools in the Kahui Ako | Across School and Within School Teachers and Leaders | COL funding for release | Actions will be implemented and evaluated in Term Four |
| Term Four | Action plan evaluated in relation to Kahui Ako Goals and identified student needs | Across School and Within School Teachers and Leaders | COL funding for release | Evaluated 2018 action plan will inform 2019 planned actions |

2018 Improvement Plan: Well Being and Catholic Identity

Annual Objective:

To build our capability to enable our students, as they move from Years 1 - 13, to improve their individual and collective sense of well-being and Catholic identity.

Annual Targets:

Strengthen the pathway between Catholic Primary and Secondary Schools

Baseline Data:

Parent / Student / staff survey about supported pathways, enrolment data

| When? | What? | Who? | Resource Allocation | Indicators of Progress |
|----------|---|--|--|---|
| Term One | Gather Baseline Data | Principal | NA | Clear areas for development will be identified to inform actions |
| Term One | Action Plan developed to address areas for development - in consultation with community and Kahui Ako | Principal, In-School Teacher, Across School teachers | Kahui Ako Staffing provision | Actions will be relevant, and responsive to needs and skills of children and staff |
| Term One | Parent / child Catholic College information sessions | Representatives of each college | NA | Families will attend sessions, and give positive feedback. Year 8 students will enrol to attend Catholic Colleges |
| Ongoing | Opportunities to share events, learning, and information with St Mary's College, St Catherine's College and St Patrick's College, strengthened | Year 7&8 teacher Principal | Travel Costs \$350 | Year 8 students' feedback Staff feedback Parent feedback |
| Ongoing | As part of Wgtn Catholic Schools Kahui Ako, follow action plan to collaborate with the other 11 primary and secondary schools to strengthen pathways between primary and secondary schools. | Teachers and Leaders | MOE funding for release as part of Kahui Ako | Parents, students and staff will experience smooth transitions between schools |

2018 Improvement Plan: Literacy

Annual Objective:

Empowering, enjoyable learning experiences are planned collaboratively – providing variety in opportunity and challenge, both within and beyond the classroom, including progressively integrated technologies to support learning across the curriculum, enabling: knowledge-creation; connectivity between each other and the wider community; best use of environmental and community assets.

Annual Targets (in-school):

- 1) Raise writing skills of students in the first 120 weeks of school
- 2) Raise reading skills of students in the first 120 weeks of school

Annual Targets (transitioning to college):

- 3) Raise writing skills of Year 9/10 (by the end of 2019)
- 4) Raise reading skills of Year 9/10 (by the end of 2019)

Baseline Data:

2017 end of year Assessments in Reading and Writing against the NZ Curriculum Levels indicated that:

8 children were progressing below expectation in Reading at the end of their first year of school

5 children were progressing below expectation in Writing at the end of their first year of school

Anecdotal Data from Catholic Secondary Schools that students in Year 9/10 generally have poor subject-based literacy skills across the curriculum (for example PE literacy, St Pat's)

| When? | What? | Who? | Resource Allocation | Indicators of Progress |
|---------------------|--|---|---|--|
| Term One | Obtain specific literacy data from the Catholic Colleges | Across School Teachers | Kahui Ako Staffing for release | Data will enable baseline information against which to compare progress |
| Term One | Individuals and groups of children who are not achieving, or at risk of not achieving identified through various forms of assessment. | Teachers and Leaders | \$6,300 for Special Ed Release | The children who need additional support or changes to the learning programme will be identified early |
| Ongoing | Differentiated programmes, and additional learning support planned to meet the needs of children above. Ongoing monitoring in place to measure success of interventions and plan next steps. | Teachers and Leaders | Classroom Release Time (CRT) 10 hours per term for each teacher (0.04 FTTE) | Identified children will make accelerated progress in their learning |
| Ongoing | As part of Wgtn Catholic Schools Kahui Ako, teachers engage in MOE contract, Accelerated Literacy Learning (ALL) | Jane Long (+ possible 2nd teacher - Ingrid Jacobs) | Staffing funded within contract | Children in the programme will make accelerated progress in Literacy learning |
| 2 X 30 mins per day | Reading Recovery Programme | RR Teacher (Jane Long) 2 (eligible) children at a time | MOE = 0.1 FTTE BOT = \$7,000 (or 0.1 FTTE if staffing allows) | Children in the programme will make accelerated progress in Literacy learning |

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| Ongoing | As part of Wgtn Catholic Schools Kahui Ako, professional inquiry into Year 7&8 Literacy Programme in relation to current educational research, student needs and teacher needs - with findings used to plan appropriate programme | Year 7&8 teacher | NA | All Year 7&8 children will experience a Literacy programme that meets their interests, needs and abilities |
|---------|---|------------------|----|--|

Governance Action Plan for 2017: “What difference will this make for the children at St Teresa’s, and how will we know?”

| Year: 2017 Review | Area for Review | Board Meeting Dates | | | | | | | |
|--------------------------|---|--|---|----------------------------------|----------------------------------|------------------------------|--------------------------------|---|---|
| | | Term 1 Week 4 22 February | Term 1 Week 10 5 April | Term 2 Week 4 24 May | Term 2 Week 9 28 June | Term 3 Week 4 16 August | Term 3 Week 9 20 September | Term 4 Week 4 8 November | Term 4 Week 9 13 December |
| Strategic Review | Charter | Confirm Charter | Confirm 2017 Annual Report | | | | | Review and update strategic plan. | Analysis of Variance |
| | Strategic aims | Progress on Action Plan reported at each meeting | | | | | | | |
| Planned Review | Policy | Health and Safety Policy | | Governance Policies 1, 2, 3 & 11 | | | Operational Policies 1-3 | | |
| | Learner progress and achievement | | Inclusive Education Review | | | Inclusive Education Review | | | Inclusive Education Review |
| | | Progress on Action Plan reported at each meeting | | | | | | | |
| | Performance Management | Principal Performance Agreement | Teacher Performance Review | | Teacher Performance Review | Principal Performance Review | Teacher Performance Review | | Princ Appraisal report Teacher Perform. Evaluation |
| | Curriculum | | | | Curriculum Implementation Review | | | | Curriculum Implementation Evaluation |
| | Finance | Donation letter | Monitor | Monitor | Mid-year budget review | Monitor | Monitor | Draft 2019 budget Set donation amount 2019 | 2019 Budget approved |
| Special Character | | | NZ Catholic Education Convention 13-15 June | Review CC compliance | | Internal CC Review | Catholic Character Attestation | | |
| Emergent Review | Government initiatives | | Kahui Ako update | | Kahui Ako update | | Kahui Ako update | | |
| | Local initiatives | | | Roll Strategy update | | Roll Strategy update | Roll Strategy update | | |
| Process Requirements | | Appoint chair Charter – CEO for review & MOE 1 Mar Accounts to Auditor Roll Return 1 Mar | Annual Report to MOE 1 May | Whanau Hui Pasifika Fono | Roll return 1 July | | Whanau Hui Pasifika Fono | | Succession planning Appraise Chair BOT / Staff function |