Our Lady of Lourdes School
Te Kura O To Matou Wahine O Ruata
Palmerston North

2017 Charter

Live
Learn
Love
Our Lady of Lourdes School
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Palmerston North

Mission Statement
To provide our students with skills and motivation for life long learning in a nurturing, Catholic environment.

Motto
“Live, Learn, Love”

The Our Lady of Lourdes Board of Trustees undertakes to take all reasonable steps to achieve the purposes, aims and objectives in this charter, which has been approved by the Board following consultation with the community and to take full account of the National Education Guidelines and all statutory obligations.

Cultural Diversity & Maori Dimension
Our Lady of Lourdes has developed policies and programmes that reflect New Zealand's cultural diversity and the unique position of the Maori culture. We do this by:

* engaging in a “Bicultural Perspective Programme” with the Iwi Education Team
* integrating Tikanga Maori and Te Reo throughout all curriculum areas.
* consulting with our whanau to establish priorities
* analysing the achievement of Maori students against the National Standards in reading, writing and mathematics each year and formulating a plan and targets for improvements
* promoting Te Reo through waiata, dance, poi and haka
* establishing staff professional needs
* taking all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it

Procedural Information
Our Lady Of Lourdes School will lodge a copy of it’s annually updated Charter to the Ministry Of Education at the beginning of the school year. The Charter will include the school’s annually updated targets for improvement.

Our Lady Of Lourdes School will consult with its community on a regular basis as part of it’s three year cycle of review. Targets for student achievement will be identified by current situation data, (analysed) by information from assessment and by national priorities.

Supporting Documents
Handbook for Boards of Trustees of NZ Catholic Integrated Schools
2017 School Budget
10 year Property Plan
ICT Strategic Plan
Curriculum Documents
School and Community

Our Lady of Lourdes School was established in 1950 by the Sisters of Mercy after many years of planning, dedication and fundraising. In its six decades our school has provided Catholic Education for our students, achieving high standards of education and providing each student a base on which to receive further education. Our school is a family school that recognises and respects the sacred dignity of each person as made in the image of God. Families/whanau value the partnership between home and school. They contribute and support Lourdes in many ways such as providing transport for class trips, coaching and helping through fundraising. There are diligent groups ensuring the school is well supplied with resources through their work in P.T.F.A and Board of Trustees.

Our Lady appeared to Saint Bernadette at Lourdes, in France, in 1858. She asked St Bernadette to dig in the earth and drink the spring water she found there. Our Lady of Lourdes School lives its faith through service as leadership to others as Our Lady did and the Sisters of Mercy do. Our feast day is celebrated each year on 11 February. The school and parish have strong, mutually beneficial links. Students attend Mass, contributing their gifts and joining in the celebration. Prayer is a foundational part of class life. Students experience daily class prayer, class mass, syndicate mass and School/Parish mass.

Our school logo takes the shape of a wellspring. The Wellspring symbolises growth, nurturing and learning. We recognise the healing nature of water - used to bless, cleanse, and heal. Water is a vital necessity for life as well as vital for our spiritual life.
Our Lady of Lourdes School

Mission Statement
To provide our children with the skills and motivation for life long learning, in a nurturing, Catholic environment.

Aim: To affirm our special Catholic character.

Objectives:
- To continue encouraging staff to attend RE professional development
- Build on current Catholic character self-review practices that focuses on the dimensions and focus points within the Special Character Review & Development document
- Differentiate Catholic character expectations within job descriptions dependant on roles
- To continue to develop strategies that will draw families into active participation in parish life
- To develop a programme to empower tagged teachers and other catholic teachers to fulfil leadership roles in the school

Aim: To promote continual improvement through quality professional development, performance management and self review

Objectives:
- Maintain an assessment schedule aligned to NZC
- Review assessment data and report to parents/whanau and BOT.
- Report progress in annual report of progress and achievement in relation to NS for all and particularly Maori, Pasifika, Asian and students with special education needs.
- Use analysed student achievement data to identify areas for raising teacher capability through professional learning groups and PD to benefit all akonga
- Begin the process of belonging to a Community Of Learning (COL)
- Continue to enhance the physical environment of the school
- Maintain ongoing self review practices

Aim: To promote and strengthen spiritual, physical, emotional, social and cultural wellbeing in all learners (Hauora)

Objectives:
- To continue to promote a healthy lifestyle
- To offer a wide range of sporting opportunities, both social and competitive
- To use our ‘Pathway to Positive Behaviour’ policy as a framework to guide learners when resolving behaviour difficulties
- To continue to offer opportunities for whanau group activities and tuakana/teina relationships
- To recognise and strengthen each learner’s self esteem as an integral part of future successful learning
- To foster inclusive practices for all
- To celebrate success for all learners

Aim: To continue the supportive partnership between parents, children, school and parish and to continue to engage families/whanau in supporting their child’s learning.

Objectives:
- To extend and enrich learning through creative processes and programmes
- To achieve the highest standards of achievement and progress in reading, writing and maths in relation to the national standards
- To give appropriate support to learners with special learning, language and behavioural needs, e.g. Special Abilities, Special needs and ESOL
- To gather through a range of methods, data that is sufficiently comprehensive to enable the progress and achievement of learners to be evaluated, giving priority to achievement in literacy and numeracy
- To empower students to lead their own learning, (learner agency) and having some choice over their preferred learning style
- To maintain access to ICT that supports students learning
- To be culturally responsive to the needs and aspirations of Maori learners
- To continue to target learners whose learning and achievement needs acceleration (priority learners) and provide the necessary support, priority given to Maori

Aim: To provide a high quality education that promotes ‘all round’ excellence

Objectives:
- To support parents/whanau in learning the language of learning especially as we implement our Innovative Learning Environments (ILE)
- To help educate parents in ways to support their child’s learning
- To develop an understanding and respect for own and others’ culture and heritage with priority given to Maori language, culture and heritage
- To maintain and build on the practice of good communication between home and school
- To arrange a class whanau activity annually

Aim: To sustain the supportive partnership between parents, children, school and parish and to continue to engage families/whanau in supporting their child’s learning.

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### Goal One. To affirm our Special Catholic Character

<table>
<thead>
<tr>
<th>Historical Position</th>
<th>Strategies</th>
<th>Actions</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The catholic special character provides the framework within which the whole school curriculum is delivered. It is integral to everything that takes place in the school, or on behalf of the school and its community. Properly observed and practised, it provides a climate of hope, inspiration and service for all members of the school community.</td>
<td>To continue encouraging staff to attend RE Professional Development</td>
<td>Teaching staff to undertake the TCI paper TH 501 Introduction to Catholicism.</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Aims: To provide a high quality education that promotes ‘all round ‘ excellence

<table>
<thead>
<tr>
<th>STRATEGY FROM 2015-2017 ACTION PLAN TO RAISE MAORI STUDENT ACHIEVEMENT</th>
<th>ACTION (S)</th>
<th>WHO</th>
<th>REFLECTION MID YEAR</th>
<th>REFLECTION END OF YEAR</th>
</tr>
</thead>
</table>
| The school’s community of learners have the cultural capacity and capability to be culturally responsive to the needs and aspirations of Maori learners. | • Teachers across the school will develop a shared understanding of the importance of recognising Maori students’ identity, language and culture and their relationship to increased student engagement.  
  • School leaders and teachers implement a cultural ‘walk through’ – school-wide and in-class to identify how well the culture of Maori students is recognised.  
  • Marae visit  
  • School leaders will participate in professional development to increase their cultural competence and confidence.  
  • Teachers understand and implement culturally responsive practices based on Maori values;  
  • Teachers use their knowledge of identity, language and culture to build genuine and sustainable learning relationship with Maori students, and scaffold their learning;  
  • School management builds knowledge of Maori students, their families (whanau), and communities through whanau consultation  
  • School leaders put in place systems of support for Maori students including pastoral care, mentoring systems, school-wide student management systems and assessment systems for student achievement | Principal  
  Class teachers  
  Support staff  
  SLT | | |
**Strategic Aim:** To promote continual improvement through quality professional development, performance management and self review

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>ACTIONS</th>
<th>WHO</th>
<th>mid year Reflection</th>
<th>End of year reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue on our Community of Learning journey.</td>
<td>Collective data analysis to determine COL achievement targets</td>
<td>Principal, BOT, Lead Team, COL members</td>
<td></td>
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</tr>
</tbody>
</table>
Strategic Aim: To sustain the supportive partnership between parents, students, school and parish and to continue to engage families/whanau in supporting their child’s learning.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Who</th>
<th>End of Year Review</th>
</tr>
</thead>
</table>
| To develop an understanding and respect for own and others’ culture and heritage with priority given to Maori language, culture and heritage | To organise a hui with whanau to consult around the partnership between when and school in their children learning journey here at Our Lady of Lourdes School.  
Marae visit for whole school  
Complete cultural reality workshops  
Begin to design the school’s Cultural perspective Framework. | BOT  
Principal  
Lead Team  
Staff  
Roly Fitzgerald (Iwi Education Team Facilitator) |                                                                  |
**Student Achievement Targets 2017**

**Literacy Target:** To raise the writing achievement of the boys in Years 4, 5 and 6 who are below the standard to be at or above the standard by the end of the year.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resources Required</th>
<th>Expected Outcome</th>
<th>Responsibility &amp; Time Line</th>
<th>Result/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Priority Learners</td>
<td>Teacher inquiry plans</td>
<td>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</td>
<td>Class teachers through their ongoing professional learning journey throughout 2017.</td>
<td></td>
</tr>
<tr>
<td>Mini writing teacher inquiry targeted to these learners.</td>
<td></td>
<td>Continued acceleration in writing achievement against the National Standards.</td>
<td>Principal to monitor through Priority Learner meetings.</td>
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<tr>
<td>Targeted professional learning and development programme</td>
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<tr>
<td>Classroom environment will reflect a rich writing programme with evidence of teacher modelling, daily writing plan, writing on walls, use of a wide variety of resources to motivate learners.</td>
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<tr>
<td>Use of teacher and learners matrix to identify next steps for learning.</td>
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<tr>
<td>November writing sample to be used as beginning of year goals for learners.</td>
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<tr>
<td>Professional development</td>
<td>Raising the capability of the classroom teacher</td>
<td></td>
<td>Professional development planned to support teacher in raising capability</td>
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<tr>
<td>Student voice and choice embedded into writing programme.</td>
<td>Motivated, connected students who have a growing set of writing skills that enable them to self monitor their progress and achievements and talk about their next steps for learning. (learner engagement)</td>
<td>Class teachers and syndicate sharing of resources and ideas.</td>
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<tr>
<td>Planning and provision by teacher of motivational experiences.</td>
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</tbody>
</table>
**Student Achievement Targets 2017**

**Literacy Target:** To raise the reading achievement of the Pacifica learners who are below the standard in reading after one year at school to at or above the National standard by the end of the year.

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th><strong>Resources Required</strong></th>
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<td>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</td>
<td>Class teachers through their ‘Teaching as Inquiry’ journey for 2017.</td>
<td></td>
</tr>
<tr>
<td>One to one learning with classroom teacher</td>
<td></td>
<td>Continued acceleration in writing achievement against the National Standards.</td>
<td>Principal to monitor through student progress meetings.</td>
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<tr>
<td>Classroom environment will reflect a rich reading programme with evidence of targeted programme, regular assessment (running record) teacher modelling.</td>
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<tr>
<td>Providing a variety of motivational reading material to encourage students to read especially the boys</td>
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<tr>
<td>Reading Together Programme</td>
<td>Reading Together Programme</td>
<td>Raising the capability of parents to support their child/ren with their reading (Reading Together Programme)</td>
<td>Professional development planned to support parents/whanau in supporting their child/ren with their reading.</td>
<td></td>
</tr>
<tr>
<td>Reading Recovery Programme</td>
<td>MOE funding</td>
<td>Targeted students supported to reach their expected reading level through the Reading Recovery Programme.</td>
<td>Reading Recovery Teacher Class teachers</td>
<td></td>
</tr>
<tr>
<td>Use of SEG grant to support the Reading Recovery Programme</td>
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</tbody>
</table>
# Student Achievement Targets 2017

**Numeracy Target:** To raise the numeracy achievement of the eight Year 2 learners who are below the standard to at or above the standard by the end of the year.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESOURCES REQUIRED</th>
<th>EXPECTED OUTCOME</th>
<th>RESPONSIBILITY &amp; TIME LINE</th>
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<td>Class teachers through their ‘Teaching as Inquiry’ journey for 2017.</td>
<td></td>
</tr>
<tr>
<td>Targeted professional learning and development programme with Numeracy Advisor (Dinah Harvey)</td>
<td>Teacher daily numeracy planning</td>
<td></td>
<td>Principal to monitor through student progress meetings.</td>
<td></td>
</tr>
<tr>
<td>One to one learning with classroom teacher</td>
<td>Teacher Aide planning</td>
<td>Continued acceleration in numeracy achievement against the National Standards.</td>
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</tr>
<tr>
<td>Classroom environment will reflect a rich numeracy programme with evidence of targeted programme, regular assessment (gloss/rubrics basic facts ladder, knowledge tests) teacher modelling.</td>
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<tr>
<td>Providing a variety of motivational manipulative materials to encourage students to explore numeracy concepts and strategies</td>
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<tr>
<td>Teacher Aide support</td>
<td>MOE funding</td>
<td>Raising the capability of parents to support their child/ren with their numeracy. Numeracy Advisor parent session)</td>
<td>Professional development planned to support parents/whanau in supporting their child/ren with their numeracy.</td>
<td></td>
</tr>
<tr>
<td>Use of SEG grant to support the Teacher Aide Programme</td>
<td></td>
<td>Targeted students supported to reach their expected numeracy by the end of the year.</td>
<td>Class teachers</td>
<td></td>
</tr>
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</table>