

# Our Lady of Lourdes School

Te Kura O To Matou Wahine O Ruata

*Palmerston North*



## 2018 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.

## **Supporting Documents**

Handbook for Boards of Trustees of NZ Catholic Integrated Schools  
2018 School Budget  
10 year Property Plan  
Curriculum Documents

## **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:

- \* 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 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 by March 1st .

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.



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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 values**

**Hospitality - Manaakitanga:** Making people feel welcome

**Social Justice - Tika:** Being responsible for one another  
Making sure everyone is treated fairly and justly

**Service - Rato/Awhina:** Helping others without expecting anything in return

**Excellence - Tino Pai Rawa:** Trying your very best in everything that you do

**Respect - Te Tapu o Te Tangata:** Recognising the gifts and talents of people around us

**Compassion - Pa-te-aroha:** Being loving and caring  
Showing kindness to people who are feeling sad or upset

# Strategic Plan for the Effective Practice for Improvement and Learner Success at Our Lady of Lourdes School 2018-2021

**Aim:** To affirm and uphold our special catholic character

## Special Character

- Whanaungatanga, Manaakitanga - relationships of care and connectedness are fundamental
- Embracing cultural diversity - integrating cultural identity, understanding and heritage into learning
- Service/ outreach programmes for students supported
- Support for families especially when outside agencies are involved with their child's learning and behaviour
- Continue to strengthen school/parish relationship
- Parent information provided on a regular basis e.g on the curriculum stands, sacraments etc

**Aim:** To deliver a responsive curriculum, effective teaching and opportunity to learn

## Objectives:

- Students learn, achieve and progress in the breadth and depth of the NZ Curriculum
- Students participate and learn in a caring, collaborative, inclusive learning environment
- Students have effective, sufficient and equitable opportunities to learn
- Effective, culturally responsive pedagogy supports and promotes student learning
- Assessment for learning develops students' assessment and learning-to-learn capabilities

**Aim:** To build professional capability and collective capacity

## Objectives:

- A strategic and coherent approach to human resource management builds professional capability and collective capacity
- Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school's vision, values, goals and targets
- Organisational structures, processes and practices enable and sustain collaborative learning and decision making
- Access to relevant expertise builds capacity for ongoing improvement and innovation

**Aim:** To establish and maintain educationally powerful connections and relationships

## Objectives:

- School and community are engaged in reciprocal, learning centred relationships
- Communication supports and strengthens reciprocal, learning-centred relationships
- Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
- Community collaborators enrich opportunities for students to become confident, connected, actively involved life long learners

## Mission Statement

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

# 2018 Annual Plan

## Goal 1 *To affirm and uphold our Special Catholic Character*

INDICATORS	EFFECTIVE PRACTICE	REFLECTION
<ul style="list-style-type: none"> <li>• Whanaungatanga, Manaakitanga - relationships of care and connectedness are fundamental</li> <li>• Service/outreach programmes for students are in action</li> <li>• Support for families especially when outside agencies are involved with their child's learning and behaviour is offered</li> <li>• School/parish relationship is working effectively</li> <li>• Variety of prayer experiences for students is offered</li> <li>• Parent information is provided on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Inquiry in Term 3 which will be concluded with a cultural event for the whole school community i.e. dancing, singing and a meal together</li> <li>• Integration of Te Reo into the RE curriculum and liturgies</li> <li>• Recognition of all the cultural groups that make up our school and ensure our liturgies etc recognise and support these in some way whenever possible.</li> <li>• Young Vinnies Programme in operation and running effectively</li> <li>• Continuation of the Adopt-a-Grandparent Programme and extend to the elderly members of our parish</li> <li>• Pastoral Care Committee to provide support for families who are involved with outside agencies such as the RTLB, Oranga Tamariki, Across Social Services , Women's Refuge etc</li> <li>• Classes rostered on Sunday masses throughout the year and involved in such ministries as: hospitality, offertory etc</li> <li>• Choir/ kapahaka to sing at Sunday masses</li> <li>• Prayer to include regular meditation</li> <li>• Strand Information evenings</li> <li>• Information about the sacraments and sacramental programmes is offered</li> </ul>	

# Annual Plan

Goal 2: *To establish and maintain educationally powerful connections and relationships*

INDICATORS	EFFECTIVE PRACTICE	REFLECTIONS
<ul style="list-style-type: none"> <li>• School and community are engaged in reciprocal, learning centred relationships</li> <li>• Communication supports and strengthens reciprocal, learning- centred relationships</li> <li>• Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support</li> <li>• Community collaborators enrich opportunities for students to become confident, connected, actively involved life long learners</li> </ul>	<p>Parents, whanau and the community are welcomed and involved in school activities as respected and valued partners in learning.</p> <p>Leaders and teachers actively participate in whanau and community activities.</p> <p>A range of appropriate and effective communication strategies is used to communicate with and engage parents, whanau and community.</p> <p>Parents, whanau and teachers work together to with students to identify their strengths and learning needs, set goals and plan responsive learning strategies and activities.</p> <p>Parents and whanau receive information and participate in learning opportunities that enable them to constructively support their children's learning</p> <p>Parents and whanau are provided with materials and connections to community resources to enable then support their children's learning</p> <p>Teachers, parents and whanau engage in joint activities and interventions to improve learning and behaviour</p>	

# Annual Plan

Goal 3: *To deliver a responsive curriculum, effective teaching and opportunity to learn*

INDICATORS	EFFECTIVE PRACTICE	REFLECTION
<p>Students learn, achieve and progress in the breadth and depth of the NZ Curriculum</p> <p>Students participate and learn in a caring, collaborative, inclusive learning environment</p> <p>Students have effective, sufficient and equitable opportunities to learn</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning</p> <p>Assessment for learning develops students' assessment and 'learning-to-learn' capabilities</p>	<ul style="list-style-type: none"> <li>• Students, teachers, parents and whanau set challenging and appropriate expectations for learning</li> <li>• Relationships are respectful and productive; difference and diversity are valued</li> <li>• Instructional organisation, task design, modelling and grouping practices develop community and promote active learning</li> <li>• Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning</li> <li>• The learning environment is managed in ways that support participation, engagement and agency in learning</li> <li>• Students are given explicit instruction in learning strategies that enable them to take control of their learning, develop meta-cognitive skills, self regulate and develop self efficacy and agency</li> <li>• Teaching practices are consistent with culturally responsive and relational pedagogies</li> <li>• ESOL students are well supported to access learning</li> <li>• Teacher and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</li> </ul>	

# Annual Plan

## Goal 4: *To build professional capability and collective capacity*

INDICATORS	EFFECTIVE PRACTICE	REFLECTION
<p>A strategic and coherent approach to human resource management builds professional capability and collective capacity</p> <p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school's vision, values, goals and targets</p> <p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</p> <p>Access to relevant expertise builds capability for ongoing improvement and innovation</p>	<p>Induction of new teachers is systematic and focused on the development of adaptive expertise Teachers act ethically and with agency to ensure that all students achieve valued outcomes</p> <p>The professional community shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing The professional community gathers , analyses and uses evidence of student learning and outcomes to improve individual and collective practice The professional community engages in systematic, evidence-informed professional inquiry to improve outcomes for students</p> <p>Leaders and teachers:  <ul style="list-style-type: none"> <li>- provide for deep learning by focusing on prioritised areas until substantial gains in outcomes are achieved</li> <li>- use evidence of student learning &amp; progress as a catalyst for professional dialogue</li> <li>- participate in regular, purposeful classroom visits and observations and provide formative feedback</li> <li>- develop and share resources, materials and smart tools</li> </ul> </p> <p>Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability Facilitators with relevant expertise provide opportunities for professional development in response to identified needs, challenging teachers and supporting realisation of the school's vision, values, goals and targets</p>	

# Student Achievement Targets 2018

**Literacy Target:** To raise the writing achievement of the 8 boys in Year 4 and the 3 boys and 4 girls in Year 6 who are currently below their expected achievement levels.

ACTION	RESOURCES REQUIRED	EXPECTED OUTCOME	RESPONSIBILITY & TIME LINE	RESULT/REFLECTION
<p>Monitoring Priority Learners</p> <p>Targeted professional learning and development programme</p> <p>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.</p>	<p>Teacher inquiry plans</p>	<p>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</p> <p>Continued acceleration in writing achievement.</p>	<p>Class teachers through their on going professional learning journey throughout 2018.</p> <p>Principal to monitor through Priority Learner meetings.</p>	
	<p>Professional development</p>	<p>Raising the capability of the classroom teacher</p>	<p>Professional development planned to support teacher in raising capability</p>	
<p>Use of teacher and learners matrix to identify next steps for learning.</p> <p>November writing sample to be used as beginning of year goals for learners.</p> <p>Visit other schools</p>	<p>Student voice and choice embedded into writing programme.</p> <p>Planning and provision by teacher of motivational experiences.</p>	<p>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)</p>	<p>Class teachers and syndicate sharing of resources and ideas.</p>	

# Student Achievement Targets 2018

**Numeracy Target:** To raise the numeracy achievement of the nine Year 4 learners and the nine Year 5 learners who are currently below their expected achievement level.

ACTION	RESOURCES REQUIRED	EXPECTED OUTCOME	RESPONSIBILITY & TIME LINE	RESULT/REFLECTION
<p>Monitoring Priority Learners</p> <p>Targeted professional learning and development programme with Numeracy Advisor ( Dinah Harvey)</p> <p>One to one learning with classroom teacher</p> <p>Classroom environment will reflect a rich numeracy programme with evidence of targeted programme, regular assessment (gloss/rubrics basic facts ladder, knowledge tests) teacher modelling.</p> <p>Providing a variety of motivational manipulative materials to encourage students to explore numeracy concepts and strategies</p>	<p>Teacher inquiry plans</p> <p>Teacher daily numeracy planning</p> <p>Teacher Aide planning</p>	<p>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</p> <p>Continued acceleration in numeracy achievement against the National Standards.</p>	<p>Class teachers through their 'Teaching as Inquiry' journey for 2018.</p> <p>Principal to monitor through student progress meetings.</p>	
	<p>Basic Facts Ladder</p>	<p>Raising the capability of parents to support their child/ren with their numeracy. Numeracy Advisor parent session)</p>	<p>Professional development planned to support parents/whanau in supporting their child/ren with their numeracy.</p>	
<p>Teacher Aide support</p>	<p>MOE funding</p> <p>Use of SEG grant to support the Teacher Aide Programme</p>	<p>Targeted students supported to reach their expected numeracy by the end of the year.</p>	<p>Class teachers</p>	

# Student Achievement Targets 2017

**Literacy Target:** To raise the reading achievement of the 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.

ACTION	RESOURCES REQUIRED	EXPECTED OUTCOME	RESPONSIBILITY & TIME LINE	RESULT/REFLECTION
<p>Monitoring Priority Learners</p> <p>One to one learning with classroom teacher</p> <p>Classroom environment will reflect a rich reading programme with evidence of targeted programme, regular assessment (running record) teacher modelling.</p>	<p>Teacher inquiry plans</p>	<p>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</p> <p>Continued acceleration in reading achievement against the National Standards.</p>	<p>Class teachers through their 'Teaching as Inquiry' journey for 2017.</p> <p>Principal to monitor through student progress meetings.</p>	<p>10 students were identified from November 2016 data - 3 boys, 7 girls, (1 Maori, 8 NZE, 1 Asian)</p> <p>In November 2017 - all but 1 of these students were now at their national standard level.</p>
<p>Providing a variety of motivational reading material to encourage students to read especially the boys</p>	<p>Reading Together Programme</p>	<p>Raising the capability of parents to support their child/ren with their reading (Reading Together Programme)</p>	<p>Professional development planned to support parents/whanau in supporting their child/ren with their reading.</p>	<p>Four students and their whanau took part in the Reading Together Programme in 2017 all of whom made significant progress.</p>
<p>Reading Recovery Programme</p>	<p>MOE funding</p> <p>Use of SEG grant to support the Reading Recovery Programme</p>	<p>Targeted students supported to reach their expected reading level through the Reading Recovery Programme.</p>	<p>Reading Recovery Teacher</p> <p>Class teachers</p>	<p>1 of these students had RT Lit support and 2 had Reading Recovery.</p>

# Student Achievement Targets 2017

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

ACTION	RESOURCES REQUIRED	EXPECTED OUTCOME	RESPONSIBILITY & TIME LINE	RESULT/REFLECTION
<p>Monitoring Priority Learners</p> <p>Targeted professional learning and development programme with Numeracy Advisor ( Dinah Harvey)</p> <p>One to one learning with classroom teacher</p> <p>Classroom environment will reflect a rich numeracy programme with evidence of targeted programme, regular assessment (gloss/rubrics basic facts ladder, knowledge tests) teacher modelling.</p> <p>Providing a variety of motivational manipulative materials to encourage students to explore numeracy concepts and strategies</p>	<p>Teacher inquiry plans</p> <p>Teacher daily numeracy planning</p> <p>Teacher Aide planning</p>	<p>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</p> <p>Continued acceleration in numeracy achievement against the National Standards.</p>	<p>Class teachers through their 'Teaching as Inquiry' journey for 2017.</p> <p>Principal to monitor through student progress meetings.</p>	<p>8 students were identified in November 2016 as below the national standard - (6 girls, 2 boys)</p> <p>In November 2017 data all but one student had now met the standard.</p> <p>Numeracy PD has once again been invaluable. Teachers are becoming more and more confident and capable in numeracy.</p> <p>Priority Learner meetings held once every 5 weeks has been a useful way of closely monitoring these students and helping teachers with catering for their next steps.</p>
		<p>Raising the capability of parents to support their child/ren with their numeracy. Numeracy Advisor parent session)</p>	<p>Professional development planned to support parents/whanau in supporting their child/ren with their numeracy.</p>	<p>Parents and whanau were supplied with a basic facts ladder for each child to learn at home.</p>

# Student Achievement Targets 2017

**Literacy Target:** To raise the writing achievement of the boys in Years 4, 5 and 6 who are below the National Standard to be at or above

ACTION	RESOURCES REQUIRED	EXPECTED OUTCOME	RESPONSIBILITY & TIME LINE	RESULT/REFLECTION
<p>Monitoring Priority Learners</p> <p>Mini writing teacher inquiry targeted to these learners.</p> <p>Targeted professional learning and development programme</p> <p>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.</p> <p>Use of teacher and learners matrix to identify next steps for learning.</p> <p>November writing sample to be used as beginning of year goals for learners.</p>	<p>Teacher inquiry plans</p> <p>“child speak writing matrix for each learner to track their progress and identify their next steps.</p> <p>LAB books</p> <p>Planning and provision by teacher of motivational experiences.</p>	<p>Close and regular monitoring of the impact of changes made to teaching to see if they are having the desired impact on student achievement.</p> <p>Continued acceleration in writing achievement against the National Standards.</p> <p>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)</p> <p>Student voice and choice embedded into writing programme.</p> <p>Learners able to discuss their learning and assessment with parents, teacher, peers via LAB books</p>	<p>Class teachers through their ‘Teaching as Inquiry’ journey for 2017.</p> <p>Principal to monitor through student progress meetings.</p> <p>Professional development planned to support parents/whanau in supporting their child/ren with their spelling and writing at home</p> <p>Class teachers and syndicate sharing of resources and ideas.</p>	<p>11 boys were identified in November 2016 data as below the national standard for writing.</p> <p>In November 2017 four of these boys had now met the standard and seven were still below. This data includes ESOL and students with additional learning needs.</p> <p>Parents and whanau were given hard copy resources of essential spelling lists and web addresses for online resources to support their child with spelling and writing.</p> <p>Learning assessment books begun this year with writing samples and spelling achievement levels entered each term. These were taken home each term for discussion between parent and child.</p> <p>Priority learner meetings held every 4-5 weeks to monitor learner progress.</p>