

Sacred Heart School Dunedin

Board of Trustees



School Charter – 2014

The purpose of this charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can be assessed. *Education Act, Sec.61 (2)*

Our Mission

The School's purpose

Sacred Heart School is a Catholic School committed to assisting children to develop their full potential spiritually, academically, physically, culturally and socially in a community environment which respects the special needs and gifts of all.

Our Vision

for our children

At Sacred Heart School we recognise the intrinsic dignity and individuality of each child and build on their natural desire to inquire and learn.

We therefore aim, through our influence, example, commitment and effort, to provide our children with a superior education in a safe, caring and supportive environment,

to foster their healthy self-esteem and respect for themselves and each other, and to nurture their continuing spiritual development.

Core Values

we share

**Respect
Humanity
Justice
Truth**

The Sacred Heart School Community

Board of Trustees	Staff 2014	Children and Families
<p>Megan Millar-Coote (PR) (Chair) Aidan Cunningham IC (PA) Stephen Gallagher (PR) Andrew Kelly (PR) Paddy McCann OP (PA) Jim Neilan (PA) Barbara O'Neill (PA) Paul Richardson (P) Kevin Thompson (PR) Kath Rutherford (SR)</p> <p><i>PR – Parent representative SR – Staff Representative PA – Proprietor's Apponitee P - Principal</i></p>	<p>Principal – Paul Richardson</p> <p>Assistantt Principal / Director of Special Character – Pesamino Tili</p> <p>Teacher Scale A – Kath Rutherford (FT)</p> <p>Principal Release – Jenny Temple 0.65 FTE</p> <p>Reading Recovery – Paul Richardson (0.1FTE)</p> <p>Classroom Release Teacher Teacher Scale A– Andrew Wills (0.08FTTE)</p> <p>Admin Asst – Kay Gallagher Teacher Aide – Elisabeth Helm Caretaker – Ken Pearson Cleaner – Angela Edmonds</p>	<p>The children of Sacred Heart School come from diverse cultural backgrounds.</p> <p>75% NZ European / Pakeha 13% NZ Maori 4% African 4% Indian 2% Cambodian 2% Phillipino</p> <p>Most families live in the local area comprising North East Valley, Opoho, Pine Hill and Dunedin North/ Central areas. The school is situated in the Northern Catholic Pastoral Area. Its catchment area includes the Parish communities of Sacred Heart North East Valley / Holy Name Dunedin North and the outlying areas of Waikouaiti and Palmerston.</p> <p>The official maximum roll is set at 120</p>

National Education Priorities

Sacred Heart School will meet the National Education Priorities by:

Success for all

Child centred learning programmes based on the NZ Curriculum Framework and National Curriculum Statements.

A Safe Learning Environment

A safe physical and emotional environment is maintained by monitoring, up dating and regular review of school policies, procedures and practices.

Improving Literacy and Numeracy

Emphasis on Literacy and Numeracy programmes targeting learners needing additional assistance and involving appropriate professional development.

Better Use of Student Achievement Information

A systematic approach to assessment is employed that ensures evidence of progress and achievement of students, and is used to inform further teaching steps and programme priorities for the future.

Improving Outcomes for Students at Risk

By using effective assessment practices to identify and monitor students who may be at risk. Special learning programmes that cater for individual needs are developed. This may be for extension or remedial purposes.

Improving Maori Outcomes

Identification of Maori students will be made at enrolment. By using effective assessment practices to identify and monitor students who may be at risk. Achievement of Maori students will be reported to the Maori community.

Reporting

Students' achievements are reported on using a variety of methods. This includes BOT curriculum reports, written reports twice yearly to parents, mid year student portfolios, early and mid-year parent interviews and reports to the community. Information is relevant and specific to the group being reported to and will be in plain language relating to the National Standards.

National Administration Guidelines - Aims and Objectives for Sacred Heart School

The board, with the principal and staff, is required to develop a strategic plan that documents how they are giving effect to the National Education Guidelines through policies, plans, and programmes, including those for curriculum, National Standards, assessment and staff professional development. (NAG 2(a). This charter, which comprises its strategic plan, is supported with detailed documents of the school's aims, objectives, directions and priorities in its policies and plans – including its curriculum plan.

	Title	Aims	Objectives
Student Achievement NAG 1	Curriculum Content	To give children, within the National Guidelines and a Catholic perspective, the opportunities to learn and progress to the best of their abilities by presenting programmes and activities that are motivating, relevant, designed to extend their interests and experiences, and suited to their individual needs and achievement levels	Each year the Principal/staff will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the content of the curriculum.
	Student Progress and Achievement	To monitor, assess, record and report on children's progress and achievements, in relation to National Standards and in ways, which accurately reveal their learning, needs, recognise their achievements.	The school's assessment plan will identify the key purposes, principles and practices for assessing, recording and reporting on children's progress and achievement

School Performance NAG 2	Curriculum Implementation	<p>To provide children with a stimulating, satisfying and enjoyable learning environment that recognises and supports their individual needs and talents and encourages them to take increasing responsibility for their own learning.</p>	<p>Each year the Principal and staff will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The annual plan will include specific targets aimed at raising student achievement.</p>
	Special Character	<p>To provide a Catholic Education which promotes Christian Gospel Values and practices of the Church and to recognise the right of the Proprietor to preserve the Special Character of Sacred Heart School as provided in the Private School's Conditional Integration Act(1975) and the Integration Agreement for the school.</p>	<p>To annually review an aspect the school's Special Character for the Proprietor and to report to the community in accordance with it's triennial review procedures.</p>
	Self Review	<p>Maintain an ongoing programme of self-review in relation to the policies, plans and programmes, including evaluation of information on student achievement</p>	<p>The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing cyclic review of its policies and procedures.</p>

Use of Resources NAG 3 NAG 4 NAG 4 NAG 5 NAG 6 NAG 6 NAG 7 NAG 8 and 7	Personnel	<p>To be a good employer, having due regard for the conditions of this school's Integration Agreement and other legislation, to appoint staff who can contribute constructively and positively to the special character of the school and to support high performance through staff/professional development and resources.</p>	<p>The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management programme</p>
	Finance	<p>To allocate and use funds to the full advantage of the school's aims and priorities for the children's education and their learning.</p>	<p>The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.</p>
	Property & Resources	<p>To continually update and upgrade teaching and learning resources. To maintain and develop the School's buildings and facilities to ensure a safe, healthy and well presented environment. To liase with Diocesan Property regarding appropriate care, capital development and maintenance matters.</p>	<p>The Board will comply with the conditions of any current asset management agreement and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.</p>
	Health & Safety	<p>Provide a safe physical and emotional environment and comply with legislative requirements in regard to the safety of students, employees and visitors.</p>	<p>The Board will ensure that annual planning includes ways in which the school will maintain a safe environment.</p>
	Legislative Compliance	<p>Comply with legislative requirements</p>	<p>Complete statistical returns, ensure that the school is open for instruction for the required number of half days and comply with all National Education and Administration Guideline and Goal requirements.</p>
	Annual Reporting Requirements	<p>Anually Updated Charter</p> <p>Analysis of Variance Statement</p>	<p>Complete an annual update of the school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.</p> <p>Provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.</p>

New Zealand's cultural diversity and the unique position of Maori Culture

Education Act: Our Charter is required to meet these aims –

1. Developing for the School policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture: and
2. The aim of ensuring all reasonable steps are taken to provide instruction in tikanga Maori (Maori Culture) and te reo Maori (Maori language) are provided for full time students whose parents request it.

We will meet these aims by developing policies and practices that are sensitive to all cultures represented in the school, and which recognise the unique place of Maori culture.

Sacred Heart School:

- Acknowledges through curriculum implementation the unique position of Maori, the dual heritage of New Zealand and our country's cultural diversity.
- Through its Religious Education programmes and Special Character *'acknowledges the special place of Maori people as tangata whenua – that is indigenous. They understand it to be a covenant and a taonga tapu.'* (Religious Education Statement for Catholic Primary Schools in Aoteroa New Zealand)
- Recognises the memorandum between Ngai Tahu and the crown (Ministry of Education)
- Undertakes to identify and consult with the school's Maori community (children, local caregivers and extended family).
- Will seek to identify iwi affiliation on enrolment of identified Maori students.
- Undertakes to provide, subject to available resources, learning opportunities in Tikanga Maori and Te Reo Maori on request.

Such requests may be: Referred to Resource Teachers of Maori for advice and assistance.

All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families. In consultation with the school's Maori whanau/families, the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines



Strategic Plan

Priority Strategic Goals for period 2014 to 2017

This section establishes for the next 3-5 years the board's aims, objectives, directions, and priorities for intended student outcomes, the school's performance, and use of resources.
Education Act Sec 61 (3) (b).

Area	Goals	Cost	Who is Responsible	THIS YEAR		THREE YEARS OUT		
				2014 Start Date	2014 End Date	2015	2016	2017
Student Performance in the Curriculum	CURRICULUM IMPLEMENTATION	\$9500	Professional Staff	February	November	✓	✓	✓
	<i>Reading</i> To raise achievement levels to National Standard levels for an identified group of children							
	<i>Writing</i> To raise achievement by using processes of planning, self checking, editing and re-wording to improve the quality of writing to meet National Standard expectations for an identified group of children.							
	<i>Mathematics</i> To raise achievement levels to National Standard levels for an identified group of children							
	CURRICULUM ASSESSMENT / REPORTING	\$500	Principal and staff	March	November	✓	✓	✓
	To apply a consistent and balanced approach approach with links relating to National Standard expectations and including: - School wide moderation and progressions - National assessment tools eg PAT, STAR, PROBE, NEMP, Exemplars, Literacy Learning Progressions etc							
	SPECIAL NEEDS & ABILITIES / STUDENTS AT RISK	\$9000	Principal and staff	February	December	✓	✓	✓
	To identify and address the needs students or groups of students who: - Are not achieving - Are at risk of not achieving - Have special learning needs - Are achieving in advance of their peer group							
	SPECIAL EDUCATION RESOURCING	\$9000	Principal	February	December	As required	As required	As required
To address special needs resources will be utilised eg: - Special Education Grant and targeted funding - RTL, SLS, SES, ORS, CYF(Funding) - Operational Grant (Teacher Aide provision)								

School Performance through Planning, Review and Special Character

DOCUMENTATION AND SELF REVIEW

To document how the National Education Guidelines are being implemented at Sacred Heart School through:

- *School Charter, Strategic and Annual Plan.*
- *Sacred Heart Governance Manual containing Policies and procedures.*
- *Curriculum delivery and reporting documentation*
- *Special Needs documentation*
- *Self review triennial documentation*
- *Teacher planning and assessment recored*
- *Student Portfolios*
- *Community consultation documentation*

SCHOOL SELF REVIEW

To monitor current performance through a programmed review of:

- *Curruculum essential learning areas,*
- *Self Review systems and procedures*
- *Personnel,*
- *Finance,*
- *Property*
- *Health and Safety*
- *Community obligations and legislative requirements.*

NATIONAL STANDARDS

To refer to National Standards when:

- *Reporting to parents in writing twice a year 'in plain language.'*
- *Reporting of the Board with data identifying, strengths, areas for improvement and recommended actions.*
- *When anually reporting to the Ministry of Education and wider community.*

Principal and Board Chair

February

December

✓

✓

✓

Principal and Board

March

December

✓

✓

✓

Principal and staff

March

November

✓

✓

✓

Resources Management

PERSONNEL / PROFESSIONAL DEVELOPMENT

To support staff development the following actions will be taken:

- Annual review of staff performance ageements
- Annual appraisal with all employees
- Whole school Professional Learning and Development
- Individual staff Professional Learning and Development
- Provide development opportunities for board members

Ongoing review of the Revised NZ Curriculum plan

To upskill teachers (self improvement) in Literacy and/or Numeracy

FINANCE

To ensure appropriate expenditure of finances the board will:

- Prepare a draft budget in December each year, subject to confirmation in February the following year.
- Monitor spending and receive financial reports at twice termly board meetings.
- Prepare annual accounts and submit to auditor by 31st March each year, and then to Ministry of Education.

PROPERTY

- To maintain existing grounds and building facilities
- To submit an annually updated Property Plan to the Proprietor
- To commence replacement programme for classroom computers

HEALTH & SAFETY

To promote a safe and healthy environment through;

- regular inspections and report outcomes
- action to remove or minimize hazards identified
- actions to ensure the school environment is emotionally and physically safe through student surveys and Student Council representatives at regular meetings.

SCHOOL LIBRARY DEVELOPMENT

1. Establish clear links between the school library and the inquiry learning programme.
2. Continue to foster a school wide reading culture.
3. Establish a School Library Handbook to detail library management routines.
4. Update the library collection to meet student learning needs, high interest areas and reflects the special character of our school.
5. Develop library based ICT to meet learning needs of our students.

External Appraiser, Board Chair, Principal Principal and individual staff members

Principal, cluster colleagues and staff

Board Accountant Admin Assistant and Principal

Principal and Maintenance Caretaker

Principal Property Officer, Principal and Board Chair

Utilise librarian skills within school community members.

Support from National Library of NZ

March

March

March

December 2012

Twice per term reports

Jan – March 2012

February April June

February 2013

February

April

November

December

December

December 2013

December final meeting

December final meeting Jan – March 2013

November December

December

December

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Review

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February 2014 →

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Review

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February 2016 →

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Strategic Plan for Special Character 2014 – 2017

GOALS

			2014	2015	2016	2017	
CURRICULUM - To teach the Religious Education Curriculum Programme for NZ Catholic Primary Schools in accordance with the requirements of the NZ Catholic Bishops Conference via the National Centre for Religious Studies.			February	December	✓	✓	✓
PASTORAL - To conduct the annual Sacramental formation programme in partnership with Sacred Heart Parish and Pastoral Area.	Sr Paddy OP Fr Aidan IC Principal DRS	Term 1	Term 1		✓	✓	✓
PARISH - To participate in Sunday Eucharist at Sacred Heart and Holy Name Parishes regularly throughout the year.	Principal and DRS	Term 1 Term 3	Term 2 Term 4		✓ ✓	✓ ✓	✓ ✓
CHARISM - To develop Dominican charisim initiatives and traditions, eg * <i>Sacred Heart Dominican whanau groups and focus area</i> * <i>Dominican Pilgrimage Retracing the steps of the first Dominican Sisters (Two yearly event)</i> * <i>Combine with other Dominican schools to celebrate annual Dominican Feast Day</i>	Principal and DRS	Term 1	Term 4		✓	✓	✓
PERSONAL / PROFESSIONAL FORMATION - To provide professional development and personal formation opportunities for staff through diocesan gatherings, regional meetings and personal study through the Catholic Institute of NZ. - To attend the three yearly National Catholic Schools Convention, Diocesan Gathering Day and Principal/DRS Conference	Principal and DRS	Terms 1	Term 3		✓	✓	✓
	Principal and DRS	Gathering Day		National Convention		Principal/DR S Conference	Gathering Day

Annual Plan 2014

	Main Focus School Goals	Strategic Objectives	2014 Performance Targets
Literacy	<p>Reading Main Focus Goal</p> <ol style="list-style-type: none"> 1. Use processes and strategies necessary to access meaning (<i>decoding etc</i>) 2. Read for pleasure and purpose and seek and make meaning of information and ideas from a range of text forms (<i>comprehension</i>) 3. Question and critically examine information and ideas (<i>thinking and interpreting</i>) <p>Writing Main Focus Goals</p> <ol style="list-style-type: none"> 1. Communicate clearly, purposefully, and in styles of language suited to purposes and audience <i>in oral, visual & written form</i>. 2. Present ideas and information using written language conventions and formats suited to purpose. 3. Use processes of planning, self checking, editing and re-wording to improve the quality of writing. <p>Mathematics Main Focus Goals <i>Number and Algebra</i></p> <ol style="list-style-type: none"> 1. Use a variety of strategies to calculate and estimate. 2. Discern when results are reasonable. 3. Recognise and create patterns and see relationships in numbers, shapes and measures 	<p>Reading Strategy</p> <p>To raise achievement levels to National Standard levels for an identified group of children.</p> <p>Writing Strategy</p> <p>To raise achievement by using processes of planning, self checking, editing and re-wording to improve the quality of writing to meet National Standard expectations for an identified group of children.</p> <p>Mathematics Strategy</p> <p>To raise achievement levels to National Standard levels for an identified group of children.</p>	<p>Target One - Reading</p> <p>All children who are ‘below’ the National Standard at the start of the school year will be ‘at’ by November 2014.</p> <p>Target Two - Writing</p> <p>All children who are ‘below’ the National Standard at the start of the school year will be ‘at’ by November 2014.</p> <p>Target Three - Writing</p> <p>Raise achievement from ‘well below’ to ‘below’ the National Standard for one identified child by November 2014.</p> <p>Target Four Mathematics</p> <p>All children who are ‘below’ the National Standard at the start of the school year will be ‘at’ by November 2014.</p>
	<p>Use of Resources for 2014 Targets</p> <p>Targeted assistance through Reading Recovery, Individualised teaching, Resource Teacher of Literacy, RTLB, In class Teacher Aide support, Mathematics daily tuition in a Targeted Learning Group.</p>		

Other Strategic Objectives	Action Plan for 2014			
	Term 1	Term 1/2	Term 2/3	Term 4
<p>CURRICULUM ASSESSMENT / <u>REPORTING</u> To apply a consistent and balanced approach approach with links relating to National Standard expectations and including:</p> <ul style="list-style-type: none"> - School wide moderation and progressions - National assessment tools eg PAT, STAR, PROBE, NEMP, Exemplars, Literacy Learning Progressions etc 	<p>(Literacy) Probe/ Running Records</p> <p>(Numeracy) Diagnostic testing</p> <p>(Numeracy) Fasic Fact testing</p>	<p>(Literacy) PAT STAR (1)</p> <p><i>Written report (1) National Standards Reading/Writing/ Maths</i></p> <p><i>followed by: Parent/Student/Teacher conferences (1)</i></p>	<p>(Literacy) Probe/ Running Records</p> <p>(Numeracy) Place value testing Basic Fact Testing</p> <p><i>Student Portfolios issued</i></p> <p><i>followed by: Parent/Student/Teacher conferences (2)</i></p>	<p>(Literacy) Probe/ Running Records STAR (2)</p> <p>(Numeracy) Place value testing GLOSS testing</p> <p><i>Written report (2) National Standards Reading/Writing/ Maths</i></p>

	February	March - December
<p>SPECIAL NEEDS / STUDENTS AT RISK To identify students or groups of students who:</p> <ul style="list-style-type: none"> - Are not achieving - Are at risk of not achieving - Have special learning needs - Are achieving in advance of their peer group <p>SPECIAL EDUCATION RESOURCING To address special needs resources will be utilised eg:</p> <ul style="list-style-type: none"> - Special Education Grant and targeted funding - RTLB, SLS, SES, ORS, CYF(Funding) - Operational Grant (Teacher Aide provision) 	<p>Identify Students and set individual learning goals</p> <ul style="list-style-type: none"> • Academically at risk • In need of additional support for learning / behaviour • In need of personal / emotional support • Needing extension to remain suitably challenged <p>Arrange for appropriate support programmes to begin by:</p> <ul style="list-style-type: none"> • Prepare Special Needs Register for 2014 • Finalising Teacher Aide Timetable (10 base hours per week) • Finalise annual plan National Standards targets • Allocating funds to support learning programmes which will include Special Education Grant, RTLB cluster and additional board approved funds • Referring where appropriate for RTLB support • Setting up / review IEP meetings as appropriate 	<ul style="list-style-type: none"> • Finalise RTLB referrals and re-referrals (3) • Board to review additional funds provided in line with budgetary considerations • Interim response funding if required • Termly progress reports to the BOT by professional staff for identified students

	December 2013 – February 2014	March – December 2014
<p>DOCUMENTATION AND SELF REVIEW To document how the National Education Guidelines are being implemented at Sacred Heart School through:</p> <ul style="list-style-type: none"> - <i>School Charter, Strategic and Annual Plan.</i> - <i>Sacred Heart Governance Manual containing Policies and procedures.</i> - <i>Curriculum delivery and reporting documentation</i> - <i>Special Needs documentation</i> - <i>Self review triennial documentation</i> - <i>Teacher planning and assessment recored</i> - <i>Student Portfolios</i> - <i>Community consultation documentation</i> <p>SCHOOL SELF REVIEW To monitor current performance through a programmed review of:</p> <ul style="list-style-type: none"> - <i>Curruculum essential learning areas,</i> - <i>Self Review systems and procedures</i> - <i>Personnel,</i> - <i>Finance,</i> - <i>Property</i> - <i>Health and safety</i> - <i>Community obligations and legislative requirements.</i> <p>SPECIAL CHARACTER To conduct the annual Sacramental formation programme in partnership with Sacred Heart Parish and Pastoral Area.</p> <p>To implement Dominican charisim initiatives and traditions, eg</p> <ul style="list-style-type: none"> - <i>Sacred Heart Dominican whanau groups</i> - <i>Combine with other Dominican schools to celebrate feast day</i> <p>To provide induction and support for new Dirctor of Special Character</p> <ul style="list-style-type: none"> - To provide professional development and personal formation opportunities for staff through diocesan gatherings, regional meetings and personal study through TCI of NZ 	<ul style="list-style-type: none"> • Prepare Charter, Strategic and Annual Plans for submission to MOE by 1st March 2014 • Annual school wide review NAG/Policy plan is finalised and submitted to the board • Special Needs documentation refer <ul style="list-style-type: none"> • Annual school wide review NAG/Policy plan is finalised and submitted to the board <ul style="list-style-type: none"> • Formation team (Parish Priest, Leader and Principal) meet review the list and plan the programme. • Core values of TRUTH, RESPECT, JUSTICE HUMANITY to be displayed around the school and in classrooms • Assistance with Pastoral Care and School / Parish relationship reviews. • Establish mentoring re;ationship with other DRS <ul style="list-style-type: none"> • Staff meeting is held to discuss TCI study options 	<ul style="list-style-type: none"> • Ongoing review of Curriculum delivery documentation in line with the New Zealand Revised Curriculum and National Standards • Ongoing reflective review of teaching elements/practices in relation to student attitudes and achievements, using the ‘Teaching as Inquiry’ model from NZC. (Includes teacher planning and assessment record) • Student Portfolios • Conferences are held between the principal and: <ul style="list-style-type: none"> ○ Selected members and families of the school community ○ Whaanau of children identified as Maori to discuss the school wide strategic direction and successes, concerns and suggestions invited for future improvements across all aspects of the school’s operations. • NAG reviews are prepared and submitted to the board in accordane with the board’s annual Self Review Plan <p>Parent formation meeting is held in early term 2 Reconciliation classes commence Recociliation is celebrated in term 2 Confirmation is celebrated in term 2 First Eucharist is celebrated in term 3</p> <p>Dominican Schools: Sacred Heart, STJ Cathedral. St Mary’s Kaikorai and St Mary’s Milton meet to plan the celebration</p> <p>Continues in term 2 Established in term 1 – ongoing</p> <ul style="list-style-type: none"> • Staff attend Diocesan Gathering Day 21st March • Staff attend Twilight meetings

	Term 1	Term 2	Term 3	Term 4
<p>PERSONNEL / PROFESSIONAL DEVELOPMENT To support staff development the following actions will be taken:</p> <ul style="list-style-type: none"> - Annual review of staff performance agreements - Annual appraisal with all employees - Whole school professional development - Individual professional development <p>Ongoing implementation and review of the Revised NZ Curriculum</p> <p>To upskill teachers (self improvement) in Literacy and/or Numeracy</p> <p>SOLO Taxonomy staff meetings and assessment focus</p> <p>NZ Catholic Primary Principals National Conference and NZCPPA Annual General Meeting Wellington 25th – 27th June.</p> <p>Staff training to more fully utilise the Assembly SMS system</p>	<p>Review/update performance management documentation</p> <p>Formalise draft professional goals with links to annual plan</p> <p>Staff meeting to Review and Reflection English CD plan in relation to Main Focus Goals</p> <p>Allocate curriculum budget responsibility for Lead Teacher responsibilities</p> <p>Finance report to BOT in weeks 3 and 9</p> <p>Annual Accounts prepared and submitted to auditor</p> <p>Grounds maintenance, lawns/ gardens paths etc</p> <p>Annual contract building wash with sectional repaints</p> <p>Property inspection and report to BOT</p> <p>Fire drill</p> <p>Student Council meeting</p> <p>Draft Emergency Response reviewed</p> <p>Complete Health and Safety Manual with covering policy statement</p>	<p>Implement professional and personal development goals</p> <p>Identify specific teaching focus areas for classroom observations</p> <p>Review and reflection Mathematics Science CD plans in relation to Main Focus Goals</p> <p>NZCPPA Conference Wellington</p> <p>Finance report to BOT in weeks 3 and 9</p> <p>Annual accounts are received back from auditors and submitted to MOE by 30th May</p> <p>Submit annual updated 10 year property plan to the Proprietor's Property Office by 30th April</p> <p>Prepare funding applications for computer hardware updates</p> <p>Property inspection and report to BOT</p> <p>Fire and Earthquake drills</p> <p>Student Council meeting</p>	<p>Complete classroom observation phase of appraisal</p> <p>Conduct individual interview meetings with staff</p> <p>Review and Reflection Inquiry Learning approaches and links to Main Focus Goals in essential learning areas including Religious Education</p> <p>Finance report to BOT in weeks 3 and 9</p> <p>Purchase or Lease Tablet or iPad computers</p> <p>Property inspection and report to BOT</p> <p>Fire and Earthquake drills</p> <p>Student Council meeting</p>	<p>Evaluate achievement data and begin discussions about possible (draft) professional development goals for 2015</p> <p>Finance report to BOT in weeks 3 and 9</p> <p>Prepare draft budget for 2015 in consultation with principal and staff</p> <p>Property inspection and report to BOT</p> <p>Fire and Earthquake drills</p> <p>Student Council meeting</p>
<p>FINANCE To ensure appropriate expenditure of finances the board will:</p> <ul style="list-style-type: none"> - Prepare a draft budget in December each year, subject to confirmation in February the following year. - Monitor spending and receive financial reports at twice termly board meetings. - Prepare annual accounts and submit to auditor by 31st March each year, and then to Ministry of Education. 				
<p>PROPERTY To maintain existing grounds and building facilities To submit an annually updated Property Plan to the Proprietor To commence replacement programme for classroom computers</p>				
<p>HEALTH & SAFETY To promote a safe and healthy environment by:</p> <ul style="list-style-type: none"> - Undertaking regular inspections and reporting outcomes - Taking action to remove or minimize hazards identified - Surveying students/whanau to monitor emotional and physical safety through 				

SCHOOL LIBRARY DEVELOPMENT – (Ref Library Plan)	Term 1	Term 2	Term 3	Term 4
1. Establish clear links between the school library and the inquiry learning programme.	Incorporate library resource facilities into the Inquiry Plan	➔	➔	➔
2. Continue to foster a school wide reading culture.	Decide on specific strategies for the library to support the school’s literacy plan.	Consider promotion of reading aloud at home and school as part of home school partnerships	Continue to teach children strategies in ‘shopping for a book’	➔
3. Establish a School Library Handbook to detail library management routines. School library handbook guide http://schools.natlib.govt.nz/developing-your-library/tools-and-guides/school-library-handbook	Download guide from Services to Schools website Record all relevant information such as: library management system, day to day routines, processing and cataloguing procedures and more.	➔	➔	➔
4. Update the library collection to meet student learning needs, high interest areas and reflects the special character of our school. <i>Refer to web links in Library Plan</i>	Formulate a buying plan to meet the identified collection development areas for updating	Investigate any external funding options to support the collection budget Purchase new titles to meet with buying plan needs. Update the Access-it system allowing browser access to the online WebOPAC (catalogue) from all classrooms	Create parent / teacher information display area – possibly in community room Catalogue, process and display new items.	➔
5. Develop library based ICT to meet learning needs of our students.	Incorporate the library within the school’s wider ICT development and maintenance planning	Create a library homepage on the Access-it system catalogue that incorporates links to useful websites and highlights new titles added to the collection	Incorporate any additional data and power points that will provide access to further ICT hardware as required by individuals and small groups using the library	➔

Charter Undertaking

The Sacred Heart School Board of Trustees undertakes **to take all reasonable steps** (not inconsistent with any enactment, or the general law of New Zealand) to ensure that

- (a) the school is managed, organised, conducted, and administered for the purposes set out in this charter; and
- (b) the school, and its students and community, achieve the aims and objectives set out in this charter.

Signed under the authority of the Board of Trustees resolution minuted on :

Ratified by the Board of Trustees

Date: Wednesday 19th February 2014

A school charter has effect as an undertaking by the Board to the Minister to **take all reasonable steps** (not inconsistent with any enactment, or the general law of New Zealand) to ensure that –

- (a) the school is managed, organised, conducted, and administered for the purposes set out in this charter; and
- (b) the school, and its students and community, achieve the aims and objectives set out in this charter.

Education Act Sec 63: