



3020 TE KURA O HATO PETERA
KANIERA
ST PETER CHANEL SCHOOL
SCHOOL CHARTER 2023 - 2026



VISION

KO TE TAMAITI, HE RAMA O TE AO

Child, Shining Light of the World

'Let their light shine so that people will see the good things they do and praise the goodness of our God.'

Mathew 5: 14 – 16

CURRICULUM STATEMENTS

KURA WHAKAPONO (school of faith)

KURA REO-RUA (school of two languages)

KURA TAI AO (environmentally sustainable school)

VALUES

Aroha: Compassion, inclusiveness

Whakapono: Faith, honesty, the truth,
self-belief, appropriateness

Rangimarie: Caring for and respecting each
other

Whanaungatanga: Respectful relationships

Manaakitanga: Consideration for well-being of
our environment and for others, positive
interaction

- Strive to be the best we can be
- Integrity in all our actions – inclusive and diverse; fair, honest, empathetic, compassionate, forgiving
- Innovative, creative and holistic in our understanding and learning.
- Respect in all relationships; people, environment and culture
- Ecological sustainability in the way we live within our environment and with others

STRATEGIC SECTION: 2023 – 2026

At **Te Kura o Hato Petera Kaniera** we are committed to ensuring all students are able to access the New Zealand Curriculum and as applicable Te Marautanga o Aotearoa in relation to our Local curriculum. Our level 3 bilingual school status aligns us to Maori Medium pathways, that we continue to develop and strengthen.

In order to meet our mission, vision and values for **Te Kura o Hato Petera Kaniera** we focus our Strategic Planning on three main areas:

1. Special Character
2. Student Achievement
3. Sustainability

STRATEGIC GOAL 1	SPECIAL CHARACTER
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Area	The board expects to see
<p>All students grow in their spiritual journey through Māori Catholic traditions and in their understanding and practice of what it means to be part of a community of faith</p>	<ul style="list-style-type: none"> ● Too Taatou Whakapono Our Faith used across levels 1-4 be integrated across all levels in school wide topics and programmes. ● Continued improvement of levels of engagement in Māori catholic practices and further the development of understanding of what it is to be a participant in a Maori Catholic faith community through attendance at Maori Mass and sacraments; ● Continue improvement of levels of engagement with Pukekaraka community and the Ngāti Raukawa whānui faith community through Maori Mass and Hui Whakawhanaunga

STRATEGIC GOAL 2	STUDENT ACHIEVEMENT
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Area	The board expects to see
<p>All students access the New Zealand Curriculum, Local Curriculum, Te Marautanga o Aotearoa and the Bishop’s Curriculum achieving progress and successful learning outcomes for individuals in a holistic manner.</p>	<ul style="list-style-type: none"> ● Raised levels of achievement for all students in literacy and numeracy in alignment with the NZC levels 1-4 and Marautanga o Aotearoa as applicable. ● Raised levels of understanding and achievement in areas of Religious Education (RE) programming through integrated learning. ● The development of an embedded bilingual; Te reo Māori-English oral language acquisition school-wide programme. ● Using our school values; Aroha, Rangimarie, Whakapono, Whanaungatanga and Manaakitanga to underpin the holistic wellbeing of our students through programmes and activities that support the emotional, social and relational of themselves to manage and maintain good positive relationships.

STRATEGIC GOAL 3	SUSTAINABILITY
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Area	The board expects to see
<p>Hato Petera Kaniera will be the school of choice for the education of children of Catholic families and whaanau of the wider community, whatever nationality or faith.</p>	<ul style="list-style-type: none"> ● Improve roll growth; ● Continued efforts focused on relationship building within the parish, with whānau, hapū, iwi and the wider community; ● Diversification and variation to meet individual learning needs.
<p>The Board of Trustees (BoT) will exercise sound Governance practices in all areas of its responsibilities.</p>	<ul style="list-style-type: none"> ● The BoT continues to review all processes, policies and systems to ensure all NAGs and NEGAs meet compliance as per the annual BoT calendar of Roles and Responsibilities; ● The BoT continues to participate in professional development that will raise capacity, knowledge and understanding of our roles and responsibilities towards effective governance practice.

	<ul style="list-style-type: none"> ● NZSTA and ADW to be utilised for professional development and advice
Pandemic Contingency Plan	<ul style="list-style-type: none"> ● The BoT will review the following <ul style="list-style-type: none"> - Teaching and Learning Plans - Pandemic Pla <p>The BoT will ensure that there is consistent, regular communication between BoT and Staff, Parents and School Community.</p>

BOARD OF TRUSTEES ANNUAL PLAN 2023

STRATEGIC GOAL 1	SPECIAL CHARACTER
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AREA All students grow in their spiritual journey through Māori Catholic traditions, Te Reo Maori and Matauranga Maori to understand and practice what it means to be part of a Maaori community of faith.

Objectives	Actions	Who is responsible	Resources needed	When will it be done	When progress will be reported
1. 1 Continue to strengthen Māori Catholic special character practices and developing further connections and understandings of what it is to be a participant in a Maori Catholic faith community	<ul style="list-style-type: none"> ● Utilize community expertise to build and strengthen knowledge and understanding of Māori Catholic faith traditions, te reo Māori and tikanga in students and their families; ● Develop opportunities for growth and participation in prayer life and personal spiritual development of staff and students such as a sacramental programme; ● Integrate RE curriculum as a foundation for teaching and learning in topics and programmes. 	BoT Principal, teachers and staff Principal, teachers and staff	Parish priest, Māori pastoral care Priests, Kaumātua, Kaiako Ngaati Kapu members Anna-Maria RE Advisor Grant Tully Catholic Leadership Mentor	From 2023 to 2026	Staff Meetings Principal Reports to BOT

Success Indicators <ul style="list-style-type: none"> ● Attendance by children and their whānau to Maori Mass; ● Kura to lead 1 Maori Mass per term; ● Increase in participation of sacramental programme; ● Increase in the number of joint school and parish events involving parents/caregivers and children; ● Students show progress in their understanding and knowledge of faith practices as Māori Catholic Kura. 	Reflection
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STRATEGIC GOAL 2	STUDENT ACHIEVEMENT
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AREA
All students access the New Zealand Curriculum, Local Curriculum, Te Marautanga o Aotearoa and Too Taatou Whakapono Our Faith achieving progress and successful learning outcomes for individuals in a holistic manner.

Objectives	Actions	Who is responsible	Resources needed	When will it be done	When progress will be reported
<p>2. 1: STUDENT WELLBEING and To continue to promote and develop student wellbeing and connectedness to self and others in our kura environment and culture, that enables learning to happen optimally for students.</p>	<ul style="list-style-type: none"> ● PB4L Positive Behaviour for Learning framework and implementation of focuses. ● Key competencies and school values incorporated into daily programming, mindfulness, social stories, child-led activities to support social and emotional regulation of targeted students and students in general. ● Targeting students identified as needing extra support in their learning as all students in general (literacy and numeracy) progress forward and continue to raise their levels of achievement as individuals. 	Principal Teachers Teachers Reading Recovery RTLIT	Reading Recovery, RTLB, RTLit, Budget PLD Literacy RTM Teacher Aides Mary Ely - ERO Michael Tamepo - Maori Senior Advisor	Through-out the year. Beginning, Middle, End of year assessment data to BOT for literacy and numeracy	Ongoing. Staff Meetings and BOT meetings as per principal reports and assessment data to BOT beginning, middle and end of year.
<p>Success Indicators</p> <ul style="list-style-type: none"> ● The targeted cohort of students identified as needing extra support, showing slow progress in literacy and numeracy will make individual improved progress in one of these areas throughout the year. ● PB4L programming acquisition is evident in the classrooms, students work, teacher PD and through the entire kura. ● Improved student self-management and wellbeing over the year with targeted students improving their engagement to their learning environment 		<p>Reflection</p>			
<p>2.2 TEACHER CAPACITY, PRACTISE AND EFFECTIVENESS</p>	<ul style="list-style-type: none"> ● IEP for targeted students who need to develop behaviour modification skills to manage themselves appropriately in their learning environment. ● Well organised, structured classroom routines, management, effective teaching practise and planning ● Monitoring student progress continually with formal assessments, OTJ's and evidence to support individual progress. Assessment folders. ● To develop and improve sustainable environmental practices in our kura. (Reduce, recycle, reuse). 	Principal and teachers	Reading Recovery, RTLB, RTLit, Budget PLD RTM	Through-out the year.	Ongoing. Staff Meetings and BOT meetings as per principal reports and assessment data to BOT beginning, middle and end of year.

<p>Success Indicators</p> <ul style="list-style-type: none"> ● Evidence of deliberate acts of learning to support Literacy and Numeracy progress; ● IEP's are done and implemented for targeted students. ● Teacher toolkit – Planning and Assessment folders, teaching resources, monitoring student progress with evidence. ● Reduce school waste. 	<p>Reflection</p>				
<p>2.3 BILINGUALISM – KURA REO RUA To continue to develop and strengthen our Te Reo Maori Language base, so that Te Reo a waha (oral) has a strong foundation in our kura.</p>	<ul style="list-style-type: none"> ● Increase the amount of bilingual signage across our kura as a whole. ● To increase the amount of Te Reo Maori spoken and instructed in all classes and across the kura. 	<p>Principal and teachers</p>	<p>Parish priest, Māori pastoral care Priests, kaumātua, Catholic Māori advisor</p>	<p>Ongoing through-out the year.</p>	<p>Staff meetings and BOT meetings within principal report</p>
<p>Success Indicators</p> <ul style="list-style-type: none"> ● Visual bilingual signage ● Improved understanding by students of oral instruction in Te Reo and basic Te Reo Maori phrases and understanding of Te Reo Maori karakia, inoi, himene and waiata. 		<p>Reflection</p>			

AREA

Hato Petera Kaniera will be the school of choice for the education of children of Catholic families and whānau and wider community

The Board of Trustees will exercise sound Governance practices in all areas of its responsibilities.

Objectives	Actions	Who is responsible	Resources needed	When will it be done	When progress will be reported
3.1 Roll growth	<ul style="list-style-type: none"> Kura Website to help promote the kura Open days (term 3 and 4) junior school to invite TKR, playcentres, kindy etc to bring students for afternoon or morning activities. Promote junior programmes. Advertisements and notices to the community. 	BoT, principal, school community	Catholic and Māori Community (Otaki) Ngāti Kapu Ngāti Raukawa Church Community Accountant BOT chair Project Manager	Ongoing By the end of the year.	Term by term BOT meetings
Success Indicators <ul style="list-style-type: none"> Increasing the student role - target 5 year olds. Kura Website up and running Open days for junior school in term 3 and 4 Positive feedback from notices and adverts promoting kura. 		Reflection			
3.2 SUSTAINABILITY	<ul style="list-style-type: none"> School Docs – policy review timetable and implementation 2023 Annual Audit Completion and implementation of BoT annual timetable BOT roles and responsibilities BoT Chairperson training to build capacity within BoT for future chairpersons. 	BoT Chairperson Chairperson	NZSTA NZSTA NZSTA	Ongoing throughout the year.	BOT Meetings
Success Indicators <ul style="list-style-type: none"> School Docs HPK policies are reviewed as per timetable. Audit requirements in place BOT annual timetable and implementation BOT roles and responsibilities fulfilled by BOT members BOT chairperson training and mentoring 		Reflection			