

School Charter Strategic and Annual Plan for Carmel College

2017 - 21

Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:

Carmel College 2016-2021

Introductory Section - Strategic Intentions

Vision Statement	Centred in God, Carmel College educates and inspires young women to be confident, connected Catholic learners for life; committed to excellence and the Mercy values; prepared to challenge and shape the future
Values	Te tapu o te tangata/Respect for human dignity; Arohanui/Compassion; Awhinatanga/Service; Tika/Justice; Manaakitanga/ Care for others, especially the poor and vulnerable.
Principles	High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus.
Māori dimensions and Cultural Diversity	<p>Nga Whaea Atawhai o Aotearoa The Sisters of Mercy New Zealand have for many years stressed the importance of Tiriti o Waitangi, and the development of genuine policies and practices reflecting partnership with tangata whenua in their schools. A key question in their 2009 Chapter was “Me pehea te kaupapa mahi tahi, noho tahi / How are we to be together?” The principles and values above will underpin all school decision-making, and there will be regular consultation with the school’s Maori community about policies and plans for the pastoral care and achievement of Maori students.</p> <p>All reasonable steps will be taken to provide instruction in tikanga Maori and te reo Maori for all students; in particular for full-time students whose parents request it, this will be provided through the use of qualified teachers, when available, and other providers such as the Correspondence School. A working relationship in tikanga Maori has been established with a neighbouring school, Hato Petera. Additionally, co-curricular activities such as Tuakana Atawhai and a tikanga intensive and marae visits will be undertaken at specific year levels. The use of te reo Maori in liturgy and school waiata continues to be strengthened.</p>
Special Character / Māori Medium status	Carmel is a school grounded in the Mercy values, above, which are timeless. Its base level is the faith, teaching and traditions of the Catholic church, and its responsibility/right to uphold these is enshrined in the school’s Integration Agreement, which was signed on October 14, 1981.

Baseline Data or School Context

Students' Learning

Through the high expectations of the teaching staff, parents, and the students themselves, Carmel students attain national qualifications well above national averages. Maintaining levels of course and certificate endorsement has been a target for the last 3 years. For the past 7 years, levels of achievement in NCEA were as follows:

Pass rate %	2009	2010	2011	2012	2013	2014	2015	2016
Carmel Literacy	98	95.5	96.7	99.3	99.4	98.7	98.0	99.4
Carmel Numeracy	98.6	98.1	95.4	94.7	98.7	98.1	96.7	98.8
Carmel L1	95.3	92.3	96.6	98.7	96.8	96.7	98.0	97.0
Carmel L2	97.9	96.5	95.8	97.3	99.3	98.6	97.2	98.6
Carmel L3	94.7	95.6	95.4	94.4	97.1	97.8	97.0	92.7
Carmel UE	93.9	89.7	88.5	89.4	93.4	87.4	89.5	84.6

Overall, the pass rates remain very high across all levels. There was a decrease in the L3 pass rate due to some of the students who were entered leaving the college before the end of the school year.

Endorsements	2009	2010	2011	2012	2013	2014	2015	2016
Carmel Merit L1	37.6	49.7	45.8	41.3	46.0	46.9	28.3	27.4
Carmel Merit L2	36.4	32.4	36.2	40.8	42.0	38.6	36.5	31.9
Carmel Merit L3	38.9	39.2	28.8	36.6	43.6	43.6	35.7	31.6
Carmel Ex L1	29.8	14.7	37.5	48.0	42.0	36.7	66.2	55.5
Carmel Ex L2	19.3	25.7	19.6	35.9	43.5	37.9	36.5	57.4
Carmel Ex L3	13.9	17.7	27.2	20.9	31.6	25.6	32.6	41.2
Carmel L1 endorsed	67.4	64.3	83.3	89.3	88.0	83.7	94.7	82.9
Carmel L2 endorsed	55.7	58.1	55.8	76.8	85.5	76.6	73.0	89.4
Carmel L3 endorsed	52.8	56.9	56.0	57.5	75.2	69.2	68.3	72.8

With the endorsement rates, there has been a decrease in Level 1 endorsements, a significant increase (16%) in the percentage of endorsements at L2 and a 4.5% increase in Level 3. At present, this L1 dip looks like a fluctuation for that particular cohort.

Curriculum and assessment at Years 7-10 are seen as laying the groundwork for achievement in senior years, as well as providing a broad education inside and outside the classroom. Oversight of curriculum and assessment in each learning area is the responsibility of Heads of Department and TIC management unit holders.

Student Engagement

In 2017, Carmel is now in its second year as a participant in the MOE PB4L contract. This will continue to enhance our other student engagement initiative for this year which is a further enhancement of our atawhai groups (vertical forms)

	<p>where we have now implemented vertical or House deans. The focus for these initiatives continues to be to develop more resilience in our students, especially as they come under more pressure to maintain the outstanding academic achievements.</p>
<p>School Organisation and Structures</p>	<p>Carmel is a Year 7-13 school and, in recent years, efforts have been made to ensure that learning flows seamlessly across Years 7-10. Heads of Departments have oversight of the curriculum and assessment for the whole school and there is a Curriculum Leader at Years 7 and 8 to provide the necessary liaison. Pastorally, there was a change in 2015 when we moved to vertical forms which we call Atawhai groups. This year, we have moved our deans from horizontal to vertical or House Deans. There is a Senior Leadership team of 8: Principal, Associate Principal (Director of Learning and Teaching), Director of Learning Achievement, Director of Learning Organisation, Director of Religious Studies, Director of Student Learning and Engagement, and Business Manager. We have added an additional SLT position of Director of Learning Progressions to back fill the principal taking up the Community of Learning Leadership role.</p> <p>Learning Support Network meetings include Learning Support, Careers, Guidance and Chaplaincy personnel as well as Deans.</p> <p>Professional learning and development sessions are held every Friday morning for 45 minutes before school. Many of these sessions involve teaching and learning with personal devices. In 2017, Carmel will be in its first year of the North Shore Catholic Schools Community of Learning.</p>
<p>Review of Charter and Consultation</p>	<p>The Charter is reviewed annually by the SLT and Board, in consultation with staff over targets. Every 5 years, a major strategic consultation is undertaken, including students, staff, parents, Boards and the wider community. In 2014, this major review was undertaken and now forms the basis for this charter.</p> <p>In 2016, after the triannual BOT elections, the new BOT reviewed and made minor alterations to the current strategic goals.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2021
1	The Catholic and Mercy values of Carmel College are central to everything we do and who we are.	1.1 We provide an education for justice and ensure that all staff and students are involved in practical activity related to our Mercy values. 1.2 We provide an opportunity for all members in our community to encounter Christ and the Gospel teachings. 1.3 We ensure that the recruitment, selection and development of staff meets Catholic and Mercy teachings. 1.4 We ensure our faith is reflected in our documentation and physical surroundings.
2	Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.	2.1 Learning is authentic, collaborative and future focussed. 2.2 We build capacity in our staff to be open to new ways of teaching that improves the learning outcomes of our students. 2.3 We continue to improve all levels of achievement: spiritual growth, academic, cultural, arts, sporting and life skills. 2.4 We provide holistic professional support services that empower students and staff to achieve.
3	Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.	3.1 We engage with our local, alumni and global community to build real world partnerships for students. 3.2 We build structures and systems within the school that encourage and support greater opportunities for effective relationships. 3.3 We include Treaty principles and work co-operatively with tangata whenua. 3.4 We nurture an environment where all are welcome and supported.
4	Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.	4.1 We are financially prudent. 4.2 We build good and sustainable foundations for future generations. 4.3 We ensure our community can achieve its vision through future focussed planning. 4.4 We seek specialist advice when a need is identified 4.5 We value our environment, traditions and heritage

Annual School Improvement Plan – SUMMARY 2017

Improvement Plan for Catholic Character				
School Strategic Goal 1: The Catholic and Mercy values of Carmel College are central to everything we do and who we are.		School Target: <i>Where do we want to be at the end of 2017?</i> 1.1 Focus on Core Mercy Value - Compassion 1.2 Continuation of development of service programme 1.3 Appointment and induction of new chaplain and DRS. 1.4 Mercy International House visit (principal) 1.5 Staff retreat offered to staff		
Key Improvement Strategies				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
Each term and ongoing	† Focus on Core Mercy Value: Compassion. Students and staff will engage in activities relating to this Core Mercy Value.	DRS/SLT Principal	† Compassion is highlighted in school events and activities. † Principal visits Mercy House in Dublin and reports back.	
Term 1	† Service programme: The programme is implemented, monitored and evaluated with Y12 and one other year level.	DRS	† Service programme is extended from Y12 to at least one other year level. † Service celebration for Y12, 2016 conducted. † Robust evaluation of the programme to occur at the end of the year to make improvements for 2017.	
Term 1/2	† Appointment and induction of new chaplain and DRS.	DRS/Chaplain/SLT	† New chaplain and DRS complete an induction programme.	
Term 3	† Principal attends Mercy International Centre in Dublin	CA	† Principal books and attends course † Report on course written for BOT	
Term 1/2	† Staff retreat	HOD RE	† HOD RE organises and invites staff to participate in a retreat. † Evaluation of staff retreat completed and presented to the BOT.	

For all Strategic Aims, the monitoring and resourcing stated below will apply

Monitoring report to BOT: *How are we going? Where are the gaps? What needs to change?*

- Staff with responsibility for achieving these strategic aims will provide regular reporting to SLT.
- Scheduled updates of progress on annual goals will be presented to the BOT.

Resourcing: *How much money and time is needed? Who will help us?*

Funding from the Proprietors' Board and BOT.

Time will be allocated according to MU allocations and with additional time granted by release time as needed.



Improvement Plan - Domain: Learning

Strategic Goal 2: Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.

Annual Goals:

Annual Target: *Where do we want to be at the end of 2017?*

The focus is on student outcomes.

1. Junior academic targets:

CoL Target: In Reading, Writing and Maths: to move all targeted students who are at Below up at least one level of attainment.

To accelerate those who are Well Below up to at least Below or At.

2. Senior academic targets:

L1 Target: that 100% of the 2016 regular students eligible to gain L1 NCEA achieve this qualification.

L2 Target: that L2 regular students who sat and gained L1 NCEA in 2016, maintain or improve on their L1 endorsement levels.

L3 Target: that L3 regular students who sat and gained L2 NCEA in 2016, maintain or improve on their L2 endorsement levels.

CoL Target: To improve the endorsement rates for our Pasifika students at L2 to match those of the rest of the cohort.

Baseline data:

Refer to Analysis of Variance, 2016 for baseline data.

Key Improvement Strategies:

Below are some very specific student outcome targets with the strategies listed as to how we are going to achieve them. We have also included some less specific targets about some work we need to do to ensure we are able to maintain our continuous improvement.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
Start of school year/ then as necessary	<p><u>Junior academic target:</u></p> <ol style="list-style-type: none"> All teachers of Y7& 8 classes to be given a list of targeted students. Use of PaCT tool enhance consistent judgments 	Curriculum Leader Year 7/8	<ul style="list-style-type: none"> All targeted students reviewed after each reporting round to identify progress being made. All academic data will be entered into Kamar markbooks once PaCT moderation has been done and continue to be monitored regularly. 	
Start of school year/ then as necessary	<p><u>Senior academic target:</u> All teachers teaching L2 and L3 standards are given access to the NCEA attainment levels for the previous year.</p> <ol style="list-style-type: none"> Additional staffing time given to Science, Maths and English dept. to support Y9 classes. Achievement levels are monitored at regular intervals, especially the literacy and numeracy requirements. Factors that might affect the students' attainment levels are conveyed to staff and their caregivers as appropriate – attendance, changes in family circumstances, personal issues. Students who are at risk of not maintaining their previous attainment levels are offered additional support in the form of tutorials and, where appropriate, teacher aide time. Internal assessment tasks are being reviewed to ensure they meet NZQA stated conditions of assessment. 	Director of Learning Achievement / Teachers of NCEA standards	<ul style="list-style-type: none"> Markbooks recording internal and external assessment results show maintenance or improvement of previous attainment levels. Literacy and numeracy attainment will be monitored at regular intervals, especially around formal reporting intervals. Reports written for parents show students are on track to maintain their level of previous attainment. Any identified assessment tasks which do not meet the conditions of assessment are changed accordingly and then reviewed before being offered to the students. 	
Ongoing	CoL membership has given the college 7 In school positions to role model and support CoL strategies.	CoL leader and Across CoL teachers	<ul style="list-style-type: none"> Additional PD given to In School teachers Time resourcing allocated to In school teachers Use of Achievement Challenge strategies to use in their own inquiry learning. 	

2.1 Learning is authentic, collaborative and future focussed.

Background: this is our third year of our whole school curriculum review.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
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When endorsement is confirmed. Then ongoing throughout the year.	† CoL positions are appointed; action plan developed; targets monitored and reported against.	Principal + CoL teachers	† The Achievement Challenges are endorsed and the Across and Within School teachers' appointments are confirmed. † Action plan for 2017 developed. † Action plan implemented. † Action plan monitored and reviewed. † Updates to BOT for each school termly.	
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2.2: We build capacity in our staff to be open to new ways of teaching that improves the learning outcomes of our students.
Background: Curriculum review work so far has identified that staff and students agree that our assessment practices need urgent review, especially the amount of assessment that students undertake.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
By end of T1.	† Assessment practices are reviewed and recommendations from the review are implemented.	CoL teachers, HODs and SLT	† New SLT appointee is to plan an assessment review schedule.	
By end of T2	† SOLO is used in at least two units of work for each staff member.	KM	† SOLO work with staff, included in appraisal cycle, is used to assist students to know where they are with their own learning. † SOLO implementation reviewed and recommendations made for inclusion in 2018 goals.	
Term 1	† Curriculum review – next area of focus: backward mapping the curriculum.	GR/KM/SR	† Plan developed for curriculum backward mapping process. † HOD review plan and agree to timelines † PD for staff about what curriculum backward mapping means and how we will do this. † Report on progress end of T2 and end of T4.	

2.3: We continue to improve all levels of achievement: spiritual growth, academic, cultural, arts, sporting and life skills.
Background: We have a new HOD Music who has now been in the role for one year; our theatre is now fully kitted out for more professional productions. We have appointed a new DRS and a new chaplain for 2017.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
Term 1 and ongoing	† Kapa haka group further developed.	TP	† Discussions take place between Maori teachers from both Rosmini and Carmel to explore a combined group. † Plan for kapahaka development written by end of T2. † Recommendations from development plan	

			implemented as scheduled by end of T4.	
<p>2.4: We provide holistic professional support services that empower students and staff to achieve. Background: We are into our third year of a three year PB4L MOE contract. As part of this programme, the MOE have included funding and personnel for including restorative practices workshops.</p>				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
End of T4	† PB4L Year 3 programme is completed.	Pastoral Care Team	† Milestones as set in PB4L programme met. † Code of behaviour for staff and students agreed. † Publication of Code of Behaviour on internal and external communication mediums.	
End of T1 End of T2	† Restorative practices included in PB4L programme.	Pastoral Care Team	† PD on Restorative Practices (RP) day for staff completed. † Plan for inclusion of RP into PB4L completed.	



Improvement Plan - Domain: Community				
Strategic Goal 3: Build and enhance effective relationships and partnerships within Carmel College and the wider community.				
3.1 We utilise our local and global community to build real world partnerships for students. Background: Our CoL has been approved and we are just waiting for endorsement. All appointments to the Carmel CoL team have been made.				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
From start of 2017 – when endorsed.	CoL formation and establishment.	CA/SLT	† See Goal 2 – 2.1	
3.2 We build structures and systems within the school that encourage and support greater opportunities for effective relationships. Background: Our Atawhai groups have been in place for 2 years now and we need to continue to strengthen them.				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
From start of 2017 Review at end of T1.	† Implement pastoral structure changes to support Atawhai groups.	Pastoral care team.	† Community is informed prior to the start of the school year. † Additional resourcing in the form of an additional 'spare' dean for 2017 to take up any administrative tasks that are yet to be allocated. † Review of strengthening change at the end of T1. † Report to BOT by end of T3.	
By end of T1.	† Sport strategy developed.		† Sport strategy developed in the form of a 3 year development plan. † Recommendations presented to SLT then BOT by end of T2. † Implementation report end of T4.	
3.3 We include Treaty principles and work co-operatively with tangata whenua. Background: we have had a new Te Reo teacher and a new Kaitakawaenga for 2016. We also have a new BOT member who has skills in governance from a Maori perspective				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Start of school year/ then as necessary	Commitment to Treaty of Waitangi work: A 3 year strategic / long term plan for increasing understanding of commitment to ToW for students, staff and parents.	CA/BOT/ CCAL TP/KH	† Treaty of Waitangi policy written by end of T1. † Staff and BOT undertake further training regards ToW and tikanga Maori by end of T3. † Regular hui to be scheduled into calendar termly. † From these hui, aspirations of whanau to be ascertained and included in development plan by	

			end of T2. † ToW policy drafted for community review. † ToW approved by BOT.	
3.4 We nurture an environment where all are welcome and supported. Background: We are in our 3 rd and final year for PB4L, with restorative practices included for this year.				
When	What	Who	Indicators of Progress	Achieved
From start of 2017	PB4L and restorative practices initiative.	CA/SLT	† See Goal 2 – 2.4.	<input checked="" type="checkbox"/> <input type="checkbox"/>



Improvement Plan - Domain: Resourcing				
Strategic Goal 4: Provide high quality stewardship/kaitiakitanga to ensure continuous improvement and sustainable success.				
4.1 We are financially prudent. Background: Carmel continues to have a very positive budget from 2016 and the forecast for 2017 is also looking very positive. We still have a very skilled accountant on our BOT who assists with finances and monitoring budgets. Our business manager is a qualified accountant.				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Start of 2017 and ongoing	† Full review of financial systems		† Using outside expertise, we develop a proposal to move towards new GL and financial software. † Review of recommendations by end of T1. † Implementation plan developed by end of T2.	
4.2 We continue to build good and sustainable foundations for future generations. Background: We have begun a review of our H&S school processes this year. A H&S committee has been formed and a policy written. Procedures are currently being reviewed.				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
End of T1	† A full H&S processes and procedures review.	SH / H&S committee	† An outside expert employed to do an initial review of our current systems. † Additional staffing resource to get the systems set up. † H&S procedures all written. † PD for staff delivered.	
End of year	† Policies for taonga, tikanga and koha written.		† Policies as listed incorporated into policy committee work plan. † Policies drafted for community review. † Policies approved by BOT.	
4.3 We ensure our community can achieve its vision through future focussed planning. Background: Reviews of finance, sport and H&S proposed this year to set up for the future.				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
	See Reviews in previous goals.		†	
4.4 We seek specialist advice when a need is identified. Background: Reviews of finance, sport and H&S proposed this year all involve outside expertise.				
4.5 We value our environment, traditions and heritage Background: this is a new core strategy at the end of 2016.				

