School Charter
Strategic and Annual Plan
for Carmel College

2018 - 22

Principals' endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education: 28th February, 2018

Carmel College 2018-2022

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	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. 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. We have appointed a kaitakawaenga to assist us to develop our tikanga. 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.
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 4 years. For the past 8 years, levels of achievement in NCEA were as follows:

Pass rate %	2010	2011	2012	2013	2014	2015	2016	2017
Carmel Literacy	95.5	96.7	99.3	99.4	98.7	98.0	99.4	99.3
Carmel Numeracy	98.1	95.4	94.7	98.7	98.1	96.7	98.8	100.0
Carmel L1	92.3	96.6	98.7	96.8	96.7	98.0	97.0	97.4
Carmel L2	96.5	95.8	97.3	99.3	98.6	97.2	98.6	97.5
Carmel L3	95.6	95.4	94.4	97.1	97.8	97.0	92.7	100.0
Carmel UE	89.7	88.5	89.4	93.4	87.4	89.5	84.6	94.8

Overall, the pass rates remain very high across all levels and a marked increase in UE attainment.

Endorsements	2010	2011	2012	2013	2014	2015	2016	2017
Carmel Merit L1	49.7	45.8	41.3	46.0	46.9	28.3	27.4	38.1
Carmel Merit L2	32.4	36.2	40.8	42.0	38.6	36.5	31.9	31.8
Carmel Merit L3	39.2	28.8	36.6	43.6	43.6	35.7	31.6	35.1
Carmel Ex L1	14.7	37.5	48.0	42.0	36.7	66.2	55.5	53.7
Carmel Ex L2	25.7	19.6	35.9	43.5	37.9	36.5	57.4	51.6
Carmel Ex L3	17.7	27.2	20.9	31.6	25.6	32.6	41.2	47.8
Carmel L1 endorsed	64.3	83.3	89.3	88.0	83.7	94.7	82.9	91.8
Carmel L2 endorsed	58.1	55.8	76.8	85.5	76.6	73.0	89.4	83.4
Carmel L3 endorsed	56.9	56.0	57.5	75.2	69.2	68.3	72.8	82.9

The endorsement rates across all levels remains high.

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 2018, Carmel has now completed the 3 year MOE PB4L contract. We will continue to enhance student engagement through further enhancement of our atawhai groups (vertical forms), House deans and the sustainability of PB4L through Carmel Ora. 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.

School Organisation and Structures	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.

Learning Support Network meetings include Learning Support, Careers, Guidance and Chaplaincy personnel as well as Deans.

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 2018, Carmel will be in its second year of the North Shore Catholic Schools Community of Learning. |
| **Review of Charter and Consultation** | 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.

In 2016, after the triannual BOT elections, the new BOT reviewed and made minor alterations to the current strategic goals.

In 2018, we may be undertaking our next, major strategic consultation to develop our next 3-5 year strategic plan, depending on the MOE news brief that there will be a major revamp of charters and strategic planning to be in place by January 1st, 2019. We may delay our review until after this review is completed. |

Strategic Section

	Strategic Goals	Core Strategies for Achieving Goals 2018 - 2028
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 2018

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:** *Where do we want to be at the end of 2018?* ✝ Justice is Core Mercy Value focus and is highlighted in school events and activities both internally and externally. ✝ Explore service / servant leadership possibilities in terms of a developed programme and make recommendations. ✝ Continue Special Character formation for staff. ✝ Offer Sacramental opportunities for staff and students.			
Key Improvement Strategies					
When	**What**		**Who**	**Indicators of Progress**	**Achieved** ☑ ☒
Ongoing throughout the year	✝ Justice is Core Mercy Value focus and is highlighted in school events and activities both internally and externally.		CA/RF	✝ At least 2 newsletters per term have Justice as a focus ✝ At least 1 atawhai activity with Justice as focus per term	
Term 1 and then ongoing.	✝ Explore service / servant leadership possibilities in terms of a developed programme and make recommendations.		RF + RE dept	✝ DRS develops outline of service programme for consultation by end of T1. ✝ Service programme confirmed and implementation planned by end of T2 ✝ Service programme implemented by end of T3 and reviewed by end of T4	
Ongoing throughout the year	✝ Continue Special Character formation for staff.		RF	✝ PLD opportunities offered for all staff – at least one per term.	
T2 and ongoing throughout the year	✝ Offer Sacramental opportunities for staff and students.		RF/RM	✝ DRS and chaplain invite students and staff to partake in sacramental programme ✝ Sacramental programme underway in T2/3	

| | | | ✝ | All participants who completed the sacramental programme are presented at Mercy Day Mass in T3. | |

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 2018?*
	The focus is on <u>student outcomes</u>.
	1. Junior academic targets: **With the removal of National Standards, all targets for Y7-10 are under review as we develop new tools to measure learning progression across all of these year levels.**
	2. Senior academic targets: **L1 Target**: that 100% of the 2018 regular students eligible to gain L1 NCEA achieve this qualification. **L2 Target**: that L2 regular students who sat and gained L1 NCEA in 2018, maintain or improve on their L1 endorsement levels. **L3 Target**: that L3 regular students who sat and gained L2 NCEA in 2018, 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, 2017 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 ☑ ☒
Start of school year/ then as necessary	Y7-10 learning progression: 1. All teachers of Y7&8 classes to be given a list of targeted students based on previous National Standards data and other testing tools. 2. Develop a cohesive learning progression system from Y7-10 to report progress to students and parents.	Curriculum Leader Year 7/8	• All targeted students reviewed after each reporting round to identify progress being made. • A learning progression plan developed and agreed to by the teachers.	
Start of school year/ then as necessary	Senior academic target: All teachers teaching L2 and L3 standards have access to the NCEA attainment levels from the previous year. 1. Additional staffing time given to Science, Maths and English dept. to support junior classes. 2. Achievement levels are monitored at regular intervals, especially the literacy and numeracy requirements. 3. Factors that might affect the students' attainment levels are conveyed to staff and their caregivers as appropriate – attendance, changes in family circumstances, personal issues. 4. 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. 5. Internal assessment tasks are being reviewed to ensure they meet NZQA stated conditions of assessment. 6. PD on new Assay3 software that shows previous attainment and assist with goal setting for students and teachers.	Director of Learning Achievement / Teachers of NCEA standards	• 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. • Assay3 data used in HOD QA reporting	
Ongoing	CoL membership has given the college 7 In school positions to role model and support CoL strategies.	CoL leader and Across CoL teachers	• 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 and collaborative learning.	

2018 annual goals for Strategic Goal 2

1. Develop Carmel Ora (which incorporates learning from PB4L and Restorative practices initiatives).
2. Curriculum review – focus on backward mapping, including development of milestone reporting and sharing of best practice.
3. Assessment practices are reviewed, including how these results are reported to students and parents.
4. Student agency, including SOLO as a language of learning and using feedforward is further developed in programmes of learning.
5. CoL Theory of Improvement Plan continues to be developed with milestone reporting included.
6. Focus on development of Arts - gathering data of current initiatives, identifying gaps and making recommendations.

2.1   Learning is authentic, collaborative and future focussed.
Background:

When	What	Who	Indicators of Progress	Achieved ☑ ☒
Ongoing throughout the year	☦ Student agency, including SOLO as a language of learning and using feedforward is further developed in programmes of learning.	GR + working party (WP)	☦ GR and WP set out expectations and timeline for SOLO as language for learning development by end of T1. ☦ Development plan implemented in T2 and T3. ☦ Development plan reviewed in T4.	
Term 1 and ongoing throughout the year	☦ CoL Theory of Improvement Plan continues to be developed with milestone reporting included.	CA + Across School (AS) CoL leaders	☦ CA, with AS leaders, set out expectations and timeline for Theory of Improvement for CoL by end of T1. ☦ Theory of Improvement implemented in T2 and T3. ☦ Theory of Improvement reviewed in T4.	

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 ☑ ☒
Term 1 and ongoing throughout the year	☦ Curriculum review – focus on backward mapping, including development of milestone reporting and sharing of best practice.	GR + working party (WP) + HODs	☦ GR and WP set out expectations and timeline for backward mapping development by end of T1. ☦ Development plan for backward mapping implemented in T2 and T3. ☦ Development plan for backward mapping reviewed in T4.	

When	What	Who	Indicators of Progress	Achieved ☑ ☒
Term 1 and ongoing throughout the year	✝ Assessment practices are reviewed, including how these results are reported to students and parents.	GR + working party (WP) + HODs	✝ GR and WP set out expectations and timeline for assessment practices development by end of T1. ✝ Development plan for assessment practices implemented in T2 and T3. ✝ Development plan for assessment practices reviewed in 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 ☑ ☒
Term 1 and Term 2	✝ Focus on development of Arts - gathering data of current initiatives, identifying gaps and making recommendations.	CA + GC + AM	✝ Data gathered and collated for report to BOT by end of T1. ✝ Identification of gaps and recommendations considered for development of implementation plan by end of T2.	

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.

When	What	Who	Indicators of Progress	Achieved ☑ ☒
Term 1 and ongoing throughout the year	✝ Develop Carmel Ora (which incorporates learning from PB4L and Restorative practices initiatives).	SR + pastoral team	✝ SR + pastoral team set out expectations and timeline for Carmel Ora development by end of T1. ✝ Development plan for Carmel Ora implemented in T2 and T3. ✝ Development plan for Carmel Ora reviewed in T4.	

Improvement Plan - Domain: Community

Strategic Goal 3: Build and enhance effective relationships and partnerships within Carmel College and the wider community.
1. Carmel Ora continues to be developed as per Goal 2.
2. Strategic plan for Maori focus is developed, with milestone reporting schedule.
3. Wellbeing for students and staff – gathering data of current initiatives, identifying gaps and making recommendations.
4. Continue to develop and review Parent Consultation initiative.
5. Continue to develop relationships within the wider Catholic 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 ☑ ☒
Term 1 and ongoing throughout the year	✝ Continue to develop relationships within the wider Catholic community.	RF + RM + SLT	✝ Connections for PLD opportunities explored in T1. ✝ Sacramental programme connects students to their local parishes.	

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 ☑ ☒
Term 1 and ongoing throughout the year	✝ Wellbeing for students and staff – gathering data of current initiatives, identifying gaps and making recommendations.	SR + pastoral team	✝ SR + pastoral team set out expectations and timeline for Wellbeing development by end of T1. ✝ Development plan for Wellbeing implemented in T2 and T3. ✝ Development plan for Wellbeing reviewed in T4.	
Term 1 and ongoing throughout the year	✝ Continue to develop and review Parent Consultation initiative.	SLT	✝ Parent consultation sessions continue with at least one per term for Terms 1, 2 and 3.	

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 ☑ ☒

When	What	Who	Indicators of Progress	Achieved ☑ ☒
Term 1 and ongoing throughout the year	☫ Strategic plan for Maori focus is developed, with milestone reporting schedule.	TP + whanau group	☫ Strategic plan for Maori focus taken out for wider consultation in Term 1. ☫ Feedback from consultation included in strategic plan. ☫ Development plan for Maori focus implemented in T2 and T3. ☫ Development plan for Maori focus reviewed in T4.	

3.4 We nurture an environment where all are welcome and supported.
Background: We are in our 3rd and final year for PB4L, with restorative practices included for this year.

When	What	Who	Indicators of Progress	Achieved ☑ ☒
	☫ Carmel Ora continues to be developed as per Goal 2.		☫ Refer to Goal 2.4.	

Improvement Plan - Domain: Resourcing

Strategic Goal 4: **Provide high quality stewardship/kaitiakitanga to ensure continuous improvement and sustainable success.**
1. Full community consultation 5 year strategic review.
2. Continue implementing the review of financial systems.
3. Continue with H&S review analysis and action plan with milestone reporting

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 ☑ ☒
Ongoing throughout the year	✝ Continue implementing the review of financial systems	SH + BM + finance committee	✝ Chart of accounts reviewed to ensure reporting requirements of each stakeholder is met. ✝ Online shop is reviewed with a view to making more efficiency gains and matches with current Student Management System	

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 ☑ ☒
Ongoing throughout the year	✝ Continue with H&S review analysis and action plan with milestone reporting	H&S committee	✝ Implementation of H&S software to manage H&S staff training requirements. ✝ Review of H&S procedures to ensure that policy is being followed. ✝ Staff H&S training is implemented so that all staff are aware of their responsibilities to meet H&S legislative requirements.	

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 ☑ ☒
Ongoing throughout the year	✝ Full community consultation 5 year strategic review.	BOT sub-committee + SLT and staff	✝ Timeline for strategic plan review accepted by BOT. ✝ Timeline followed. ✝ Updated strategic plan confirmed and accepted	

| | | | | by BOT by end of 2018 for implementation in 2019. | |

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.	

When	What	Who	Indicators of Progress	Achieved ☑ ☒
Ongoing throughout the year	✝ Build Mercy stories from our founders and alumni	CA + PA	✝ Alumni invited to submit their stories for inclusion in annual 'stories' collection. ✝ Connections to Carmel foundations and ongoing stories collated and published.	