




School Charter Strategic and Annual Plan for Carmel College

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	Minuted at February 11 th 2019 meeting
Submission date to Ministry of Education:	1 March, 2019

For further support and updated resources see our website www.uacel.ac.nz

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Carmel College 2019 - 2021 Introductory Section - Strategic Intentions

Vision	Empowering young women through a Catholic education in the Mercy tradition to pursue personal excellence and to be 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.</p> <p>The key statement from Te Whakaminenga Chapter 2014 ‘calls us to whakawhanaungatanga make right relationship happen’.</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. 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 status	<p>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.</p> <p>‘In the Treaty of Waitangi, we find the moral basis for our presence in Aotearoa New Zealand and a vision that sets this country apart.’ <i>Aotearoa New Zealand Bishops 1995</i></p> <p><i>From the Sisters of Mercy: Nga Takahinga Kia Kotahi: Our Bi-cultural Journey.</i> It is in living out the mission of our baptism and the charism of Mercy in Aotearoa New Zealand that we commit ourselves to honour Te Tiriti o Waitangi. This is shown through our willingness and ability to continue developing an understanding of our relationship with Tangata Whenua in our exploration of life together and our ministry in the context of Aotearoa New Zealand.</p>

Baseline Data or School Context																																																																																									
Students' Learning	<p>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 7 years, levels of achievement in NCEA were as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Carmel LIT</td> <td>99.3</td> <td>100.0</td> <td>98.6</td> <td>97.9</td> <td>98.8</td> <td>98.3</td> <td>98.6</td> </tr> <tr> <td>Carmel NUM</td> <td>99.3</td> <td>99.4</td> <td>98.6</td> <td>95.9</td> <td>98.8</td> <td>99.3</td> <td>99.3</td> </tr> <tr> <td>L1 Carmel % Pass</td> <td>98.7</td> <td>97.4</td> <td>97.2</td> <td>95.2</td> <td>97.0</td> <td>97.2</td> <td>96.4</td> </tr> <tr> <td>L2 Carmel % Pass</td> <td>97.3</td> <td>99.3</td> <td>100.0</td> <td>98.4</td> <td>95.7</td> <td>94.9</td> <td>94.8</td> </tr> <tr> <td>L3 Carmel % Pass</td> <td>94.4</td> <td>97.1</td> <td>98.5</td> <td>94.6</td> <td>88.7</td> <td>97.0</td> <td>91.8</td> </tr> <tr> <td>Carmel UE</td> <td>89.4</td> <td>93.4</td> <td>87.4</td> <td>86.2</td> <td>81.5</td> <td>92.4</td> <td>84.9</td> </tr> </tbody> </table> <p>Overall, the pass rates remain very high across all levels.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Carmel L1 endorsed</td> <td>89.3</td> <td>88.0</td> <td>83.6</td> <td>94.9</td> <td>81.1</td> <td>92.7</td> <td>94.1</td> </tr> <tr> <td>Carmel L2 endorsed</td> <td>76.8</td> <td>85.5</td> <td>77.7</td> <td>74.0</td> <td>91.7</td> <td>82.5</td> <td>83.6</td> </tr> <tr> <td>Carmel L3 endorsed</td> <td>57.5</td> <td>75.2</td> <td>69.2</td> <td>69.1</td> <td>73.6</td> <td>78.2</td> <td>80.6</td> </tr> </tbody> </table> <p>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.</p>		2012	2013	2014	2015	2016	2017	2018	Carmel LIT	99.3	100.0	98.6	97.9	98.8	98.3	98.6	Carmel NUM	99.3	99.4	98.6	95.9	98.8	99.3	99.3	L1 Carmel % Pass	98.7	97.4	97.2	95.2	97.0	97.2	96.4	L2 Carmel % Pass	97.3	99.3	100.0	98.4	95.7	94.9	94.8	L3 Carmel % Pass	94.4	97.1	98.5	94.6	88.7	97.0	91.8	Carmel UE	89.4	93.4	87.4	86.2	81.5	92.4	84.9		2012	2013	2014	2015	2016	2017	2018	Carmel L1 endorsed	89.3	88.0	83.6	94.9	81.1	92.7	94.1	Carmel L2 endorsed	76.8	85.5	77.7	74.0	91.7	82.5	83.6	Carmel L3 endorsed	57.5	75.2	69.2	69.1	73.6	78.2	80.6
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Student Engagement and Consultation	<ul style="list-style-type: none"> † In 2018, the NZCER Wellbeing survey for students was conducted and the analysis of this survey will be used to inform this plan. † Students have been consulted on the development of a Respect matrix to further enhance the Behaviour matrix that was developed in 2017. † The uniform change that is occurring in 2019 has been student driven and student led. A Y13 technology student did all the initial design and consultation as part of her 2017 technology scholarship portfolio and then two members of SLT continued to work with students to refine and implement the main design concepts. 																																																																																								
School Organisation and Structures	<ul style="list-style-type: none"> † Carmel is a Year 7-13 school and, in recent years, efforts have been made to ensure that learning flows more seamlessly across Years 7-10. Heads of Departments have oversight of the curriculum and assessment for the 																																																																																								

	<p>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. In 2017, we have moved our deans from horizontal to vertical or House Deans.</p> <ul style="list-style-type: none"> † There is a Senior Leadership team of 6: Principal, Associate Principal (Director of Learning and Teaching), Director of Learning Organisation, Director of Religious Studies, Director of Student Learning and Engagement, and Business Manager. We have added an additional SLT liaison position of Director of Learning Progressions to back fill the principal taking up the Kahui Ako 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 2019, Carmel will be in its third year of the North Shore Catholic Schools Kahui Ako.
<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 2018, this major review was undertaken and now forms the basis for this charter.</p> <p>The major review included community consultation event that was informed by the analysis of surveys sent to parents, students and staff earlier in the year.</p>

Strategic Target Section - Summary

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021	Targets for 2019	Responsible	Target met <input checked="" type="checkbox"/> <input type="checkbox"/>
Goal 1: Special Character	The Catholic and Mercy values of Carmel College are central to everything we do and who we are.	<ol style="list-style-type: none"> 1. Focus on service learning 2. Building a shared faith community within Kahui Ako. 	<ol style="list-style-type: none"> 1. Service learning programme planning completed and programme in place 2. At least one shared Kahui Ako faith event held. 	<ol style="list-style-type: none"> 1. RF 2. CA/RF 	<ol style="list-style-type: none"> 1. 2.
Goal 2: Learning and Teaching	Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life.	<ol style="list-style-type: none"> 1. Wellbeing of teachers and students includes: <ul style="list-style-type: none"> ➤ Coping with challenges by building resilience 2. Teaching and learning that is fit for the future - more student agency includes: <ol style="list-style-type: none"> 2a. Develop a common understanding of learning progressions (LPF) and shared language of learning 2b. Increase in personalised learning including parent engagement. 2c. Improve transitions between schools and year levels. 	<ol style="list-style-type: none"> 1. Wellbeing surveys for students and staff completed, analysed and recommendations made. Planning for implementation of recommendations completed. 2. The Y8 core classroom organisation is implemented and reviewed. <ol style="list-style-type: none"> 2a. LPF is trialled in a least 5 classes in one or more subject areas. 2b. formation of cross curricula group results in an increase in IEP programmes for identified learners. At least 1 parent evening per term for parent education opportunities. 2c. transition planning from 2018 implemented and reviewed, including student voice. 	<ol style="list-style-type: none"> 1. KM/SR/pastoral care team 2. KM/KB <ol style="list-style-type: none"> 2a. RF/KM/HOD 2b. RF/KM/ cross curricula group 2c. SR/ASL/COL 	<ol style="list-style-type: none"> 1. 2. 2a. 2b. 2c.

		2d. Look at further developing the Arts.	2d. Arts faculty development plan completed for implementation in 2020.	2d. GC/DM/AM CA/SH	2d.
Goal 3: Community	Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.	<ol style="list-style-type: none"> 1. The Maori strategic planning ideas being put into effect 2. Link school programmes to wider business and wider education 3. Engaging and supporting parents as key partners in their daughters' learning. (i.e. master classes) 4. Work more collaboratively with Rosmini and Kahui Ako 	<ol style="list-style-type: none"> 1. The Maori strategic plan has staged implementation and is on track with implementation. 2. Cross curricula group has strategy to enhance links to wider community. 3. At least 2 'master class' events held for parents, involving Kahui Ako. 4. Baseline data of Rosmini / Carmel collaborations established and staged plan of increase report written. 	<ol style="list-style-type: none"> 1. KM/CA/RF 2. KM/CA/ cross curricula group 3. CA/ Kahui Ako 4. RF/CA/ Kahui Ako 	<ol style="list-style-type: none"> 1. 2. 3. 4.
Goal 4: Stewardship	Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.	<ol style="list-style-type: none"> 1. Continue being financial prudent 2. Focusing on maintaining and enhancing our heritage and legacy. 	<ol style="list-style-type: none"> 1. All financial policies and procedures are reviewed, updated and adopted. 2. Student leadership boards are installed; house boards are installed; 	<ol style="list-style-type: none"> 1. CA/ LSM / finance committee 2. SR/RF 	<ol style="list-style-type: none"> 1. 2.

Annual School Improvement Plan 2019

Goal 1: Special Character: The Catholic and Mercy values of Carmel College are central to everything we do and who we are.				
1. Focus on service learning 2. Building a shared faith community within Kahui Ako				
When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
End of T1 T2 During T4	† Service learning programme planning completed † programme implemented † reviewed and further recommendations made	RF	† Service learning planning is underway in T1 † Programme is in place in T2 † Review undertaken in T4	
T2/T3	† At least one shared Kahui Ako faith event held.	RF/CA	† Shared Kahui Ako faith event is held in T2/T3	

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

1. Wellbeing of teachers and students includes: Coping with challenges by building resilience
2. Teaching and learning that is fit for the future - more student agency includes:
 - 2a. Develop a common understanding of learning progressions (LPF) and shared language of learning
 - 2b. Increase in personalised learning including parent engagement.
 - 2c. Improve transitions between schools and year levels.
 - 2d. Look at further developing the Arts.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
2018/T1, 2019 End of T1 End of T2 End of T4	<ul style="list-style-type: none"> † Wellbeing surveys for students and staff undertaken. † Analysed surveys and make recommendations. † Plan for implementation of recommendations. † Review implementations. 	KM/SR/ pastoral care team	<ul style="list-style-type: none"> † Wellbeing surveys for students and staff completed. † Surveys analysed and recommendations made. † Planning for implementation of recommendations completed. 	
T1 T3 T4	<ul style="list-style-type: none"> † Undertake Y8 core classroom organization † Review of implantation undertaken in T3 † Recommendations made for improvement in T4 	KM/KB	<ul style="list-style-type: none"> † The Y8 core classroom organisation is implemented and reviewed. 	
T1 T3 T4	<ul style="list-style-type: none"> † Trial LPF in a least 5 classes in one or more subject areas. † Review of implantation undertaken in T3 † Recommendations made for improvement in T4 	RF/KM/HOD	<ul style="list-style-type: none"> † LPF is trialled in a least 5 classes in one or more subject areas. † Review and recommendations report presented to SLT 	
T1 T1 T2 T1 Ongoing	<ul style="list-style-type: none"> † Form cross curricula group † Identify learners needing support. † Plan programmes for identified learners † Investigate topics for 1 parent evening per term for parent education opportunities, including Kahui Ako in at least 2. † Plan for one parent night per term 	RF/KM/ cross curricula group	<ul style="list-style-type: none"> † Formation of cross curricula group results in an increase in IEP programmes for identified learners. † At least 1 parent evening per term for parent education opportunities occurs. At least 2 include Kahui Ako invitation. 	
T1 End of T2 End of T3	<ul style="list-style-type: none"> † Transition planning for students from Y6 into Y7 from 2018 reviewed. † Recommendations for 2019 transition made. 	SR/ASL/COL	<ul style="list-style-type: none"> † Transition planning for 2019 reviewed and implemented. 	

<p>T1</p> <p>End of T2</p> <p>End of T3</p>	<ul style="list-style-type: none"> † Plan for implementing transitions undertaken. † Baseline data gathered about what is currently available at Carmel. † Analysis of this baseline data undertaken. † Surveys undertaken, analysed and recommendations made. 	<p>GC/DM/AM CA/SH</p>	<ul style="list-style-type: none"> † Arts faculty development plan completed for implementation in 2020. 	

Goal 3: Community: Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.

2. The Maori strategic planning ideas being put into effect
3. Link school programmes to wider business and wider education
4. Engaging and supporting parents as key partners in their daughters' learning. (i.e. master classes)
5. Work more collaboratively with Rosmini and Kahui Ako

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
T1 T2	<ul style="list-style-type: none"> † Work with Te Taura here ki Pupuke to plan implementation of Maori strategic plan. † Implementation plan is approved and implemented 	KM/CA/RF TP	<ul style="list-style-type: none"> † The Maori strategic plan has staged implementation and is on track with implementation. 	
T1 T2	<ul style="list-style-type: none"> † Cross curricula group plan for community inclusion. † Plan for community inclusion implemented. 	KM/CA/ cross curricula grp	<ul style="list-style-type: none"> † Cross curricula group has strategy to enhance links to wider community. 	
Ongoing	<ul style="list-style-type: none"> † Referring back to Goal 2 of parent education opportunities, at least 2 of these events are open to whole Kahui Ako 	CA/ Kahui Ako	<ul style="list-style-type: none"> † At least 2 'master class' events held for parents, involving Kahui Ako. 	
T1 End of T2 T3 onwards	<ul style="list-style-type: none"> † Gather baseline data of collaborations between Carmel and Rosmini. † Analyse data and make recommendations for increase in collaboration. † Implement recommendations. 	RF/CA/ Kahui Ako	<ul style="list-style-type: none"> † Baseline data of Rosmini / Carmel collaborations established and staged plan of increase report written. 	

Goal 4: Stewardship: Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.

1. Continue being financial prudent
2. Focusing on maintaining and enhancing our heritage and legacy.

When	What	Who	Indicators of Progress	Achieved <input checked="" type="checkbox"/> <input type="checkbox"/>
During T1 and T2	<ul style="list-style-type: none"> † Financial policy review is undertaken and updated † Financial policy procedures are updated to match reviewed finance policy. † Design and quotes for student leadership and House boards are obtained. † Boards installed in Atrium. 	CA/ LSM / SH finance committee SR/RF	<ul style="list-style-type: none"> † All financial policies and procedures are reviewed, updated and adopted. † Student leadership boards are installed; house boards are installed. 	