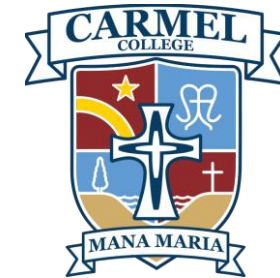



School Charter
Strategic and Annual Plan for
Carmel College

2022 - 2025



Principals' endorsement:	
Board of Trustees' endorsement:	Minuted at March 14 th , 2022 meeting
Submission date to Ministry of Education:	15 March, 2022

Carmel College 2022 - 2025
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	Awhinatanga/Service; Aumihi/Respect; Tika/Justice; Manaakitanga/Care; Arohanui/Compassion;
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 Māori and te reo Māori 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 Māori in liturgy and school waiata continues to be strengthened.</p>
Special Character status	<p>Carmel is a Catholic college for girls, in the Mercy tradition. The core Mercy values underpin all that we do. The Catholic faith, the teaching and traditions of the Catholic church, and its responsibility/right to uphold these are 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

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:

	2014	2015	2016	2017	2018	2019	2020	2021
Carmel LIT	98.6	97.9	98.8	99.3	98.6	100.0	100.0	100.0
Carmel NUM	98.6	95.9	98.8	99.3	98.6	98.1	99.2	99.1
L1 Carmel % Pass	97.2	95.2	97.0	97.2	95.7	98.0	96.9	94.6
L2 Carmel % Pass	100.0	98.5	95.7	95.5	95.5	98.5	97.1	97.6
L3 Carmel % Pass	98.5	94.6	88.6	97.0	91.8	92.4	95.2	96.3
Carmel UE	87.4	86.2	81.3	90.2	85.6	87.9	87.2	92.6

Overall, the pass rates remain very high across all levels. Literacy and Numeracy rates are particularly high.

	2014	2015	2016	2017	2018	2019	2020	2021
Carmel L1 endorsed	82.9	94.9	82.4	89.7	94.1	91.6	88.6	88.7
Carmel L2 endorsed	74.8	71.1	89.4	79.1	83.6	82.9	89.4	81.7
Carmel L3 endorsed	69.2	69.1	72.7	82.1	80.6	78.9	79.1	83.0

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 and Consultation

- † In 2018, the NZCER Wellbeing survey for students was conducted and the analysis of this survey continues to inform the ongoing development of 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.
- † In 2019, several AskYourTeam surveys were used to gather student, parents and staff perspectives on a range of topics. These survey results have informed continuing changes for improvement planning.
- † In 2020 - 21, with very disrupted school years in terms of lockdowns, we did survey the students about their learning and what worked and didn't work with online learning. This was fed back to staff to incorporate in the transitions back to onsite learning.

	<p>† The Proprietor’s Board also undertook some extensive surveys of the current and prospective parent communities about what they wanted for their daughters. It also included students, current and former, and the staff. This was used to develop a brand book and brand plan to implement within our wider community.</p>
School Organisation and Structures	<p>† 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 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> <p>† There is a Senior Leadership team of 7: Principal, Associate Principal (Director of Learning and Teaching), Director of Learning Organisation, Director of Religious Studies, Director of Student Learning and Engagement, Director of Learning Procedures and Business Manager.</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 2022, Carmel will be in its sixth year of the North Shore Catholic Schools Kahui Ako.</p>
Review of Charter and Consultation	<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>

Strategic Target Section - Summary

Strategic Goals		Annual Plan to Achieve Strategic Goals 2022 - 2025	Actions and Targets for 2021	SLT Responsibility	Target met
Goal 1: Special Character	The Catholic and Mercy values of Carmel College are central to everything we do and who we are.	1.1 Service programme	1.1. Further develop this programme to increase the participation rate of students.	RF	
		1.2 Core Mercy Values	1.2. Promotion of Core Mercy Values - 2022 value is Tika - Justice	RF	
		1.3 Staff Special Character PLD	1.3. Continue to provide Special Character opportunities to staff.	RF	
		1.4 Catholic Special Character review for Development	1.4 Action recommendations in the triennial external Catholic Special Character review.	RF	
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.	2.1. Wellbeing: students	2.1.a. Support students wellbeing through interventions and programmes as required.	SR/AO	
			2.1.b. Further investigate how we might better support students, staff and parents Safe on Social integration	KM	
		Wellbeing: staff	2.1.c In collaboration with staff, begin to develop wellbeing plan for staff - <i>Pause for T1</i> .	CA/EW	
		2.2 Y7-10 Re-imaging the curriculum	2.2.a. Participate in CFPLD (facilitated by Tabitha Leonard) to increase staff leadership capability and expertise in change management	KM	
			2.2.b. Plan and implement Y7-10 Carmel Local Curriculum.	KM	
			2.2.c. Further explore the use of the LPF (learning progression framework) to show learner progress through PLD contract via Kāhui Ako - <i>Pause for T1</i> .	CA/GA	
			2.2.d. Develop a process for whole cohort standardised testing to show learner progress in Y7-10.	GA	
		2.3 Timetable structures	2.3. Lead Professional Learning Discussions around the move to longer blocks of teaching & learning periods. - <i>Pause for T1</i> .	KM/CA	

		2.4 NCEA changes	2.4. Work with HODS to actively engage in NCEA changes and trials as appropriate.	RF	
		2.5 Maori strategic plan	2.5 Review current Māori strategic plan - <i>Pause for T1.</i>	RF	
Goal 3: Community	Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.	3.1. Marketing plan	In collaboration with CCAL and BOT, use brand work undertaken during 2020-21, to develop an implementation plan.	KM/CA	
Goal 4: Stewardship	Provide high quality stewardship/kaitiakitanga to protect our legacy and ensure continuous improvement and sustainable success.	4.1. Marketing plan	In collaboration with CCAL and BOT, use brand work undertaken during 2020-21, to develop an implementation plan.	KM/CA	