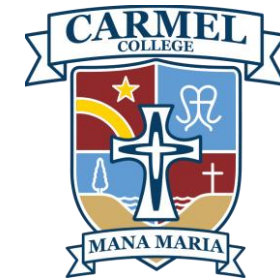



**School Charter
Strategic and Annual Plan for
Carmel College**

2022 - 2025



Principals' endorsement:	
Board of Trustees' endorsement:	Minuted at 13 March, 2023 meeting
Submission date to Ministry of Education:	April 2023

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; Whakaute/Respect; Tika/Justice; Manaakitanga/Care; Māia/ Courage
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. 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: Students Achievement Data	Carmel College student achievement data															
		Level 1					Level 2					Level 3				
	Year	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
	Pass rate %	95.7	98.0	96.9	94.6	97.0	95.5	98.5	97.1	97.6	90.0	91.8	93.2	96.0	96.3	95.6
	Achieved with Excellence	57.8	59.0	61.9	62.3	55.0	46.9	56.3	52.6	56.7	64.6	41.8	40.7	50.8	51.5	40.4
	Achieved with Merit	36.3	32.6	27.0	26.4	33.3	36.7	26.6	36.8	25.0	22.2	38.8	38.2	28.3	31.5	37.6
	Overall Endorsed %	94.4	91.6	88.9	88.7	88.3	83.6	82.9	89.4	81.7	86.8	80.6	78.9	79.1	83	78
	Gained UE %											85.6	87.9	87.2	92.6	87.7
	Māori student achievement data															
		Level 1					Level 2					Level 3				
	Year	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
	Number students	9	5	10	8	7	10	10	5	8	7	5	10	10	5	6
	Pass Rate %	100.0	100.0	90.6	88.9	87.5	90.9	100.0	100.0	88.9	87.5	83.3	90.9	100.0	83.3	100.0
	Achieved with Excellence %	11.1	20.0	20.0	25.0	28.6	20.0	40.0	0	21.5	42.9	40.0	20.0	40.0	0	33.3
	Achieved with Merit %	88.9	80.0	60.0	50.0	42.9	50.0	50.0	60.0	50.0	28.6	40.0	20.0	50.0	40.0	33.3

Overall Endorsed %	100.0	100.0	80.0	75.0	71.5	70.0	90.0	60.0	71.5	71.5	80.0	40.0	90.0	40.0	66.6
Gained UE %											83.3	63.6	100.0	66.7	66.7
Pacific Peoples student achievement data															
	Level 1					Level 2					Level 3				
Year	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Number students	1	3	16	6	12	6	10	4	14	4	14	3	10	4	8
Pacific Pass Rate %	100.0	75.0	88.9	66.7	85.7	85.7	100.0	100.0	87.5	50.0	77.8	42.9	90.9	100.0	66.7
Achieved with Excellence	18.2	0	12.5	33.3	25.0	33.3	20.0	0	14.3	50.0	0	66.7	20.0	25.0	12.5
Achieved with Merit	63.6	66.7	62.5	16.7	41.7	33.3	40.0	50.0	35.7	25.0	35.7	33.3	10.0	0	50.0
Overall Endorsed %	81.8	66.7	57.0	50.0	66.7	66.6	60.0	50.0	50.0	75.0	35.7	100.0	30.0	25.0	62.5
Gained UE %											55.6	42.9	45.5	50.0	41.7

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.

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

Although Māori and Pacific People student numbers are comparatively low, student achievement data highlights the need for specific focus on improving Māori students endorsement, and Pacific people student overall pass rates.

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>Student Engagement</p> <p>-Attendance</p> <p>-Service (Mercy Value)</p> <p>- Sport participation</p>	<p>Baseline data to ascertain and review student engagement is based on attendance statistics, and student engagement in the college's service programme and sport participation.</p> <p>Attendance (average for 2022)</p> <table border="1" data-bbox="392 443 2085 1011"> <thead> <tr> <th>Year</th> <th>Average Attendance %</th> <th>Ethnicity</th> <th>Average Attendance %</th> <th>Ethnicity</th> <th>Average Attendance %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>92.8</td> <td>NZ European</td> <td>90.0</td> <td>Tokelauan</td> <td>76.8</td> </tr> <tr> <td>8</td> <td>91.0</td> <td>Other European</td> <td>90.4</td> <td>Other Pasifika</td> <td>86.5</td> </tr> <tr> <td>9</td> <td>89.4</td> <td>NZ Māori</td> <td>86.4</td> <td>South East Asia</td> <td>93.7</td> </tr> <tr> <td>10</td> <td>88.4</td> <td>Samoan</td> <td>84.0</td> <td>Indian</td> <td>91.6</td> </tr> <tr> <td>11</td> <td>91.3</td> <td>Cook Island Māori</td> <td>97.2</td> <td>Chinese</td> <td>93.0</td> </tr> <tr> <td>12</td> <td>88.3</td> <td>Tongan</td> <td>78.1</td> <td>Other Asian</td> <td>93.9</td> </tr> <tr> <td>13</td> <td>88.8</td> <td>Nuie</td> <td>80.0</td> <td>Other Ethnicity</td> <td>92.0</td> </tr> <tr> <td>School</td> <td>91.0</td> <td>Fijian</td> <td>92.0</td> <td></td> <td></td> </tr> </tbody> </table>						Year	Average Attendance %	Ethnicity	Average Attendance %	Ethnicity	Average Attendance %	7	92.8	NZ European	90.0	Tokelauan	76.8	8	91.0	Other European	90.4	Other Pasifika	86.5	9	89.4	NZ Māori	86.4	South East Asia	93.7	10	88.4	Samoan	84.0	Indian	91.6	11	91.3	Cook Island Māori	97.2	Chinese	93.0	12	88.3	Tongan	78.1	Other Asian	93.9	13	88.8	Nuie	80.0	Other Ethnicity	92.0	School	91.0	Fijian	92.0		
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Carmel College Service Programme
Mercy Value: Service, completion data

Year 7-8 complete 10 hours (reduced to 8 in 2020)
 Year 9-10 complete 15 hours (reduced to 12 hours in 2020)
 Year 11-13 complete 20 hours (reduced to 15 hours in 2020)

	%	2022	2021	2020	2019
Year 7		69	74	84	73
Year 8		73	88	85	63
Year 9		74	74	69	52
Year 10		83	64	60	75
Year 11		65	71	73	66
Year 12		71	78	65	71
Year 13		65	49	42	44

Sport Participation

Information from Harbour Sport

Year		% students (boys & girls) involved in sport	% girls involved in sport	% boys involved in sport	Total Staff involved in sport %
2022	Carmel College	46	46		18
	Regional Average	44	41	41	23
2021	Carmel College	52	52		21
	Regional Average	45	41	49	24
2020	Carmel College	54	54		18
	Regional Average	45	42	49	26

School Organisation

- 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.

<p>and Structures</p>	<ul style="list-style-type: none"> ● 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. ● 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.
<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. This year a review and community consultation will be undertaken.</p>

Strategic Target Section - Summary

Strategic Goals		Annual Plan to Achieve Strategic Goals 2022 - 2025	Actions and Targets for 2023
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.
		1.2 Core Mercy Values	1.2. Promotion of Core Mercy Values - 2023 value is Māia- Courage
		1.3 Staff Special Character PLD	1.3. Continue to provide Special Character opportunities to staff.
		1.4 Catholic Special Character review for Development	1.4 Action recommendations in the triennial external Catholic Special Character review.
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. 2.1.b. Further investigate how we might better support students, staff and parents in online learning
		Wellbeing: staff	2.1.c. In collaboration with staff, begin to develop wellbeing plan for staff
		2.2 Y7-10 Re-imaging the curriculum	2.2.a. Participate in centrally funded professional learning development (CF PLD) to increase staff leadership capability and expertise in change management
			2.2.b. Plan and implement Y7-10 Carmel Local Curriculum.
			2.2.c. Develop a process for whole cohort standardised testing to show learner progress in Y7-10.
		2.3 Timetable structures	2.3. Lead Professional Learning Discussions around the move to longer blocks of teaching & learning periods.
		2.4 NCEA changes	2.4. Work with HODS to actively engage in NCEA changes and trials as appropriate.
		2.5 Māori strategic plan	2.5 Review current Māori strategic plan
Goal 3: Community	Build and enhance effective relationships and partnerships within Carmel College, Carmel College community and the wider community.	3.1.Redevlopment of strategic plan	3.1.a Community engagement and consultation on redevelopment of strategic plan
			3.1.b Specific focus on engagement of our Māori whanau and Pacific families within our community to explore expectations, student outcomes and future pathways. Attendance is a further area of focus.

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.
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