

Charter and Annual Plan: Feb 2017 – Dec 2017

**St Mark's School**

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# Vision Statement

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*With God at its heart, St Mark's will honour its history and traditions whilst fostering change across all dimensions of the lives that it touches. We partner with parents to encourage every child's unique gifts and talents, to grow every child's love of learning so that they have the skills and knowledge to serve God and others in an ever changing world.*

# Ethos Statement:

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*Grounded in tradition, enlivened by innovation and inspired by God.*



Transforming Lives Through the St Mark's Story

# Our Values.....

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## **GRACE**

We act with:

- A generosity of spirit and encouragement
- Humility and kindness
- Unconditional love
- And forgiveness

## **EXCELLENCE**

To achieve:

- The potential for our unique gifts and talents
- The highest standards in all learning, spiritual and social opportunities.
- Work hard and always do our best
- Success in our personal goals

## **COURAGE**

We always know:

- We can take risks without fear
- We can stand up for what is right
- Admit when we have made a mistake
- Act to bring about change

## **FAITHFULNESS**

And others can see:

- We are a loyal and supportive friend
- We can be trusted to meet our promises and commitments
- Serve others before we serve ourselves

# St Mark's School Charter and Strategic Plan

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- The Strategic Plan (2016 - 2019)
- It is expected that the school will cover all areas of the New Zealand National Curriculum with a special emphasis on literacy and numeracy.

The key competencies are outworked in the school through the Habits of Mind and are reported to parents.

Current priorities centre around a school-wide internal review process, analysis of school-wide data, developing robust teacher-as-inquiry cycles and developing productive community relationships.

- Every child is at the centre of all learning and learning support programs are under development as a result of the review.
- We are committed to developing a pedagogy that meets the requirements of “Best Practice” research with a future focus.

Transforming Lives Through the St Mark's Story

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# St Mark's School Community – an overview

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- St Mark's School is a decile 10, Grade U4, Anglican state-integrated full primary school, located in Opawa Christchurch. Opened in 1921 as a private school, St Mark's became established as an integrated school in 1989. The school's special character, based on the Anglican mission of the church in Aotearoa, New Zealand and Polynesia is expressed through regular worship and prayer lead by the vicar of the St Mark's parish, religious education instruction in classrooms and promotion of strong Christian values of fellowship, love and inclusion. St Mark's School Board of Proprietors have written a new Integration Agreement with the Crown which is expected to be ratified by the Crown early in 2017. This establishes the "Five Marks of Anglican Mission", as crucial to the outworking of the special character of the school. A memorandum of understanding between the Board of Trustees and the Board of Proprietors was signed in 2016, strengthening the governance roles of both Boards.
- As a Special Character state-integrated school, we embrace the New Zealand curriculum, while reflecting a Christian world view.
- The opening roll for 2017 is 217 and the roll is expected to exceed 225 by the end of the year. The school is divided into 3 Learning Teams - with 3 year levels in each class. New learning spaces in the Senior and Junior areas of the school were completed in 2016, with the Middle School due for completion in Term 2 of 2017.
- The new Integration Agreement sets out ratios of tagged positions within the school, however all staff are required to attend church services and actively support the special character of the school as laid down through Anglican formularies. There are several part-time staff including beginning teacher release, ORS, teacher aides and teacher release. There is a talented range of support staff including the office manager, part-time office assistant and caretaker.
- The school is well supported by an active and responsive Parents Association, who fundraise to support the purchase of resources, as well as providing a hospitality role, vital to the family-oriented community. Our families comes from a range of denominations representing the wider Christchurch community with 95% preference and 5% non-preference families among the number.

# National Priorities

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St Mark's School will determine its priorities by focusing on the National Priorities

*National Standards are determined to be:*

High standard of student achievement for all learners through the implementation of high quality teaching and learning programmes

Monitoring and reporting of student achievement through the implementation of the National Standards.

Equality of access to learning for all learners.

Focus on development of knowledge, understanding and competencies for all learners that allow full participation and make positive contributions in a modern, ever changing world.

Development of the St Mark's curriculum in line with the NZC with a particular focus on literacy, numeracy, inquiry based learning, and music programmes.

Targeting Learning Support programmes to ensure all needs are identified and learning programmes developed to ensure success for all learners, including at-risk learners and students with special educational needs.



# National priorities continued

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*Local Priorities will be identified through:*

- Analysis and sharing of school assessment data
- Consultation with the school community
- Clear communication of information to our community surrounding changes to collaborative teaching practices
- Reporting to parents in line with National Standards

# Recognizing New Zealand's Cultural Diversity

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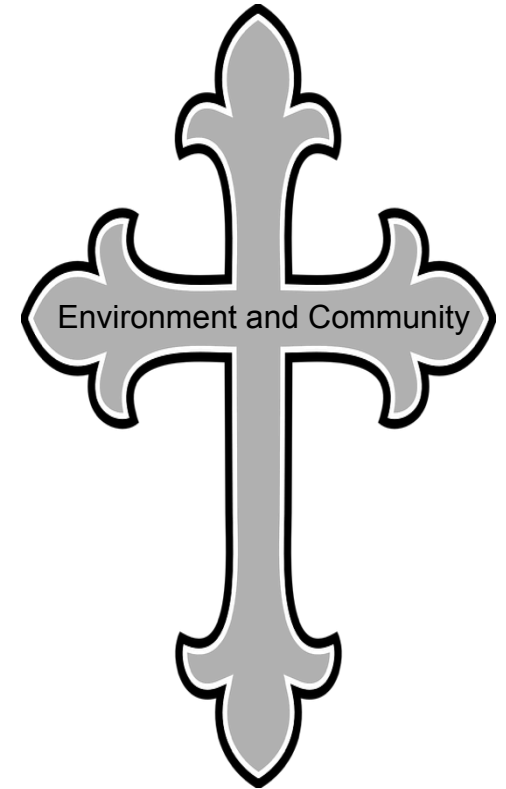
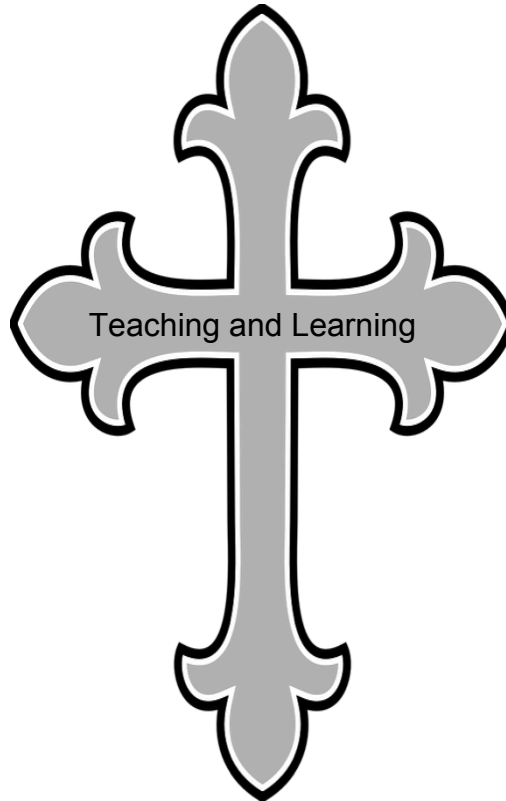
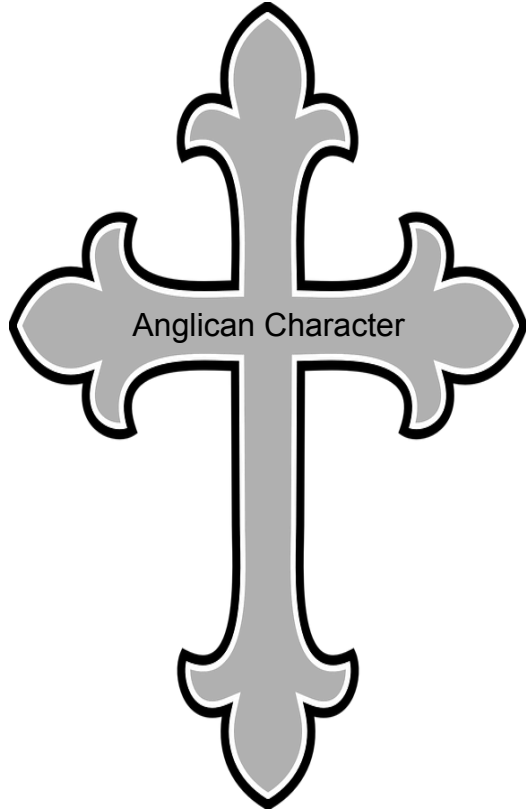
St Mark's School, as appropriate to its community will develop procedures, practices and programs that reflect New Zealand's cultural diversity and the unique position of the Maori culture as first peoples and indigenous to New Zealand. St Mark's School will take all steps to honour the memorandum of understanding between Ngai Tahu and the Ministry of Education, and provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori language) for all students.

## ***Maori Responsiveness Plan:***

- Monitor the achievement of our Maori students. There are currently 7 students and their family identified in roll data.
- Provide a multi-level kapahaka program.
- Carry out consultation with the school's Maori community to develop policies, plans and targets for improving achievement for Maori students including formal and informal hui.
- Develop a consistent Tikanga Maori and Te Reo Maori program across the school.
- Understanding and embedding Ako - he tikanga tau utuutu - and embracing the concept that effective teaching and learning depends on the quality of the relationships between the teacher and student, and that importantly that it is a two-way teaching and learning process.
- In 2017 we are continuing to develop links with our local marae – Tuahiwi and Rapaki, and we define “consultation” as an ongoing conversation. Currently we are seeking a kaumatua to invite into relationship with the school.

# Strategic Direction

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# Three year Strategic Plan

Dimension	Strategic Goals	Areas of Best Practice	2017	2018	2019
<b>1. Anglican Character</b>	To infuse the Five Marks of Mission through every facet of St Mark's School	<ul style="list-style-type: none"> <li>Inclusive School Culture that values the unique God given talents of everyone.</li> </ul>	<ul style="list-style-type: none"> <li>Authentic child friendly worship styles are developed.</li> <li>Visible signs of a St Mark's as an Anglican School are evident.</li> <li>Restorative practices to conflict based on forgiveness and grace are practiced.</li> <li>The development of a St Mark's Lion award based on Five Marks of Mission are explored</li> </ul>	<ul style="list-style-type: none"> <li>Worship forms are reviewed and adapted in conjunction with Vicar</li> <li>St Mark's has outreach and profile in the community as an Anglican School.</li> <li>The school uses restorative practice</li> <li>Students begin the process of completing Lion tasks</li> </ul>	<ul style="list-style-type: none"> <li>Outreach programs draw the community into St Mark's School</li> <li>Worships continues to be enlivened for children</li> <li>Students actively work in service for others.</li> <li>St Mark's School leads the Diocese in student related activities.</li> </ul>
<b>2. Teaching and Learning</b>	To unleash our full potential through: <ul style="list-style-type: none"> <li>Embedding AKO</li> <li>The pursuit of excellence</li> </ul>	<ul style="list-style-type: none"> <li>Student Learning, Engagement, Progress and Achievement.</li> <li>Effective Teaching</li> <li>Leading and Managing the School.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students achieving At/Above the National Standard</li> <li>Develop pedagogy and practice required for collaborative teaching.</li> <li>Professional learning in Writing to accelerate at risk learners</li> <li>Align Appraisal system to Inquiry Cycles of reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students achieving At/Above the National Standard</li> <li>Teachers leading education in Canterbury with combination of traditional and innovative practice.</li> <li>Continued development in best practice in assessment for learning in Writing</li> <li>Reflective practice and robust appraisal is embedded</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students achieving At/Above the National Standard</li> <li>Collaborative practice is highly sought after for training and leading in Canterbury.</li> <li>Writing, Mathematics and Reading all show high levels of success for students.</li> <li>Professional goals and learning for all staff are directly linked to robust appraisal outcomes and annual goals.</li> </ul>
<b>3. Community and Environment</b>	To create a supportive and energetic environment through tradition and innovation.	<ul style="list-style-type: none"> <li>Engaging parents, Whanau and Communities</li> <li>Governing the School</li> </ul>	<ul style="list-style-type: none"> <li>Establish partnerships with local marae – Tuahiwi and Rapaki</li> <li>Complete a school wide vision that aligns documentation with the school goals</li> <li>Provide robust data to Board of Trustees and Parents</li> <li>Completions of Building project</li> <li>Development of curriculum around School Garden</li> </ul>	<ul style="list-style-type: none"> <li>Links to marae are strengthened</li> <li>The school is capable of meeting the diverse learning needs of all learners in partnership with parents and community and church.</li> <li>All buildings visually reflect the Special Character of the school</li> <li>Garden Curriculum in Junior School</li> </ul>	<ul style="list-style-type: none"> <li>Regular hui are held to strengthen the bindings for Maori learners and whanau.</li> <li>The ST Mark's parish plays an integral role in the life of the school</li> <li>Preparations for school centenary reflect a celebration of diversity.</li> <li>Garden Curriculum across the school</li> </ul>

## Strategic Area: Anglican Character

### Strategic Goal 1 : To infuse the Five Marks of Mission through every facet of St Mark’s School

Outcomes	What needs to be done?	Indicators of Success	Who is responsible?	Timeframe
<p>1.1</p> <p>St Mark’s is an Anglican school which promotes a personal relationship with Christ through its curriculum in worship, in prayer and a Christ centered community.</p>	<p>Enliven worship to meet the developmental needs of children.</p> <p>Review the Religious Education Programme with the new Vicar.</p> <p>Inclusion of the Five Marks of Mission in all planning documentation that promotes the message to all students that they are profoundly loved by God.</p> <p>To heighten the Five Marks of Mission as foundational to all learning in the development of curriculum review.</p> <p>Visible signs of St Mark’s as an Anglican School.</p> <p>Staff develop restorative practices based on forgiveness and grace</p>	<p>Increased student involvement in weekly church services that have been adapted</p> <p>Lead teacher in special character begins to develop the Lion program of service.</p> <p>The development of a Writing Curriculum - this will provide a template for how the Five Marks of Mission can be embedded in the curriculum.</p> <p>Visible signs of the Five Marks of Mission are seen around the school and students and families are beginning to talk about their significance.</p> <p>The core values of Grace, Courage, Faithfulness and Excellence are infused across the school and seen in processes dealing with conflict across the school community</p>	<p>Principal DP and AP Teaching Staff Support Staff Vicar</p>	<p>This has an on going review cycle dependent on the appointment of a new Vicar to St Mark’s and the Integration Agreement currently waiting ratification by the Ministry of Education.</p>

## Strategic Area: Teaching and Learning

**Strategic Goal 2:** To Unleash our full potential through embedding ako and the pursuit of excellence

### *Annual Aims:*

Outcomes	What needs to happen?	Indicators of success	Who is responsible?	Timeframe
<p>2.1 Raise student achievement against the National Standards in Writing</p> <p>2.2 Teachers analyse achievement data and modify teaching practices and differentiate for students to raise achievement.</p>	<p>Implement a range of research-based literacy programs focussing on <b>writing</b> to enhance and raise achievement. (This will form a template for reviewing curricula)</p> <p>Develop differentiated plans for the students who are below National Standards</p> <p>Develop Achievement Target Plans for all children below National standard</p>	<p>Evidenced through classroom planning and delivery and evidence of children's learning with direct links to the data.</p> <p>Increase in student engagement and motivation in writing.</p> <p>Evidence of varied and targeted intervention.</p> <p>Targeted students are successfully accessing the curriculum as evidenced in their progress and achievement.</p> <p>Targeted students are identified and have access to specific learning programs.</p>	<p>Principal DP and AP Teaching staff Support Staff</p>	<p>Comparison of November 2016 data with July 2017 data</p> <p>Ongoing formative assessment practices.</p> <p>All Year</p>

**Strategic Goal 2. *continued***

<b>Outcomes</b>	<b>What needs to be done?</b>	<b>Indicators of success</b>	<b>Who is responsible?</b>	<b>Timeframe</b>
<p>2.3 Teachers use collaborative teaching best practice in flexible learning spaces.</p>	<p>Staff build on the “Collaborative Truths” of St Mark’s School</p> <p>Professional Learning in Writing and Literacy Progressions to understand the diverse needs of young writers.</p> <p>Provide parents and whanau opportunities to observe and understand collaborative practice.</p> <p>Individual or pair “Teaching as Inquiry” research projects are the primary source of professional learning.</p> <p>Planning and reflective practice is transparent across all staff to ensure every child’s needs are met.</p>	<p>Staff work together to address the needs of at risk students across their team.</p> <p>Change in teacher practice as a result of participation in Teaching as Inquiry program.</p> <p>Classroom observations, peer coaching and planning.</p> <p>Successful implementation of collaborative teaching and learning practices.</p> <p>Development of a robust appraisal system which is aligned to cycles of Teaching as Inquiry.</p>	<p>Principal DP and AP Teaching Staff Support staff</p>	<p>Review July 2017</p> <p>Professional learning as per hours received through Centrally Funded PLD – yet to be advised.</p> <p>All year</p>

## Strategic Goal 2. *continued*

Outcomes	What needs to be done?	Indicators of success	Who is responsible?	Timeframe
<p>2.4</p> <p>The diverse needs of our learners will be met, including priority learners, to enable them to have success across the curriculum. (Targeted groups - priority students - those achieving below and well below, GATE, Maori and Pasifika).</p>	<p>Appropriate ecological and pedagogical approaches will be identified, developed and embedded in practice in direct response to the classroom teacher's program.</p> <p>Targeted assessment for learning in all programs will be developed and monitored by a Learning Enhancement Register - for both extension and learning support.</p> <p>Inclusive practice will be embedded in new policy and procedures.</p> <p>Analysis of how staff can prepare learners with knowledge, skills and digital competencies to actively manage their own learning through: Inquiry based learning, digital literacy and community and global citizenship, and Habits of Mind</p>	<p>Targeted students are identified and have access to a range of learning enhancement programs.</p> <p>A central register of all students at risk will be current and data centrally located</p> <p>The acceleration of at risk students will be tracked using a centralised location.</p> <p>All students in programs of support with have an IEP by the end of July.</p> <p>Target professional development in writing with a particular focus on priority learners.</p>	<p>Principal DP and AP Teaching Staff Support Staff</p>	<p>For Review end of Term 2</p> <p>Evaluation against the July data.</p> <p>Review of intervention strategies by July.</p> <p>Teaching as Inquiry outcomes.</p>



**Strategic Goal 2. *continued***

<b>Outcomes</b>	<b>What needs to be done?</b>	<b>Indicators of success</b>	<b>Who is responsible?</b>	<b>Timeframe</b>
<p>2.5 To enhance student achievement through the development of an effective staff professional development programme focussed on collaborative teaching that uses the lens of student engagement and achievement as the point of reference.</p>	<p>Provide financial resource for staff to attend external/internal professional development in collaborative practice.</p> <p>Individual or pair “Teaching as Inquiry” research projects are the primary source of professional learning.</p> <p>Align our “Teaching as Inquiry” with teacher appraisal processes.</p> <p>Staff visit other schools to observe effective practice.</p> <p>Document professional conversations in team minutes which are shared.</p> <p>Set up curriculum framework as a template for how to evaluate and reflect on programs</p>	<p>Staff collaborate for the best outcomes for students as evidenced in planning and reflections.</p> <p>Develop a “Sustainability Plan” for delivery of collaborative practice in Reading, Writing and Mathematics.</p> <p>Professional Learning Programs will focus on the “Sustainability Plan”,</p> <p>Strengthening of Assessment processes and aligning Teaching as Inquiry and Practice with Appraisal System</p>	<p>Principal DP and AP Teaching Staff Support Staff</p> <p>Specialized training in literacy to be identified once Professional Learning funding confirmed.</p>	<p>All Year</p> <p>For review Term 4</p>

## Strategic Area 3: Community and Environment

**Strategic Goal 3:** To create a supportive and energetic environment through tradition and innovation

Outcomes	What needs to be done?	Indicators of Success	Who is responsible?	Timeframe
3.1 Develop and maintain clear reciprocal communication protocols for our community.	Continue and develop innovative ways to communicate student learning to family and whanau (student conferences, reports, meetings, parent forums and education briefings).	Reporting patterns reviewed to align with collaborative practice.  Transparent reporting systems to parents and whanau are a regular feature of communication.	Principal DP and AP Teaching Staff Support Staff	All year
3.2 Work in partnership with the Maori community to determine community goals and educational aspirations for Maori learners.	Implement a consultation phase to support all Maori student to achieve success as Maori, in partnership with Ngai Tahu advisors and our Maori whanau to meet the intent of Ka Hikitia - accelerating success 2013-2017	High levels of learner engagement and whanau participation and collaboration.  The cultural responsiveness plan is current and implemented by all staff.  A relationship with local marae is developing.  Continuing consultation with Ngai Tahu advisors on developing the school local narrative.	Principal DP and AP Teaching Staff Support Staff Maori Whanau Ngai Tahu Advisors Kaumatua	Hui through out the year.  Constant review

## Strategic Goal 3: continued

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<b>Outcomes</b>	<b>What needs to be done?</b>	<b>Indicators of Success</b>	<b>Who is responsible?</b>	<b>Timeframe</b>
<p>3.3 Completion of the building and refurbishment of all learning spaces.</p>	<p>Rebuild of the school scheduled for March 2017</p> <p>Purchase of class furniture to suit the needs of the children and pedagogy.</p>	<p>School rebuild, refurbishment and fit out is complete.</p> <p>All classes are returned to new permanent learning spaces.</p>	<p>BOP/Signal Principal</p> <p>Principal Teaching Staff Support Staff</p>	<p>March 2017</p> <p>2016 and 2017</p>
<p>3.4 In consultation with students/wider community a school garden will be built.</p>	<p>Further development of the Garden site with John Allen</p> <p>Consultation with Enviro Leaders (students) to develop a plan for student input and direction 2017</p>	<p>Stage 2 – Implementation of curriculum of sustainable garden embedded in the Junior School initially</p> <p>Students are using the garden as tending to God’s creation and in service to others.</p>	<p>Friends of the Garden BOP Principal</p> <p>Students Friends of the Garden Principal Staff</p>	<p>June 2017</p> <p>All year</p>

**Strategic Area 3: *continued***

<b>Outcomes</b>	<b>What needs to happen?</b>	<b>Indicators of success</b>	<b>Who is responsible?</b>	<b>Timeframe</b>
<p>3.5</p> <p>Implementation of a curriculum around the school garden.</p>	<p>Consultation with wider community re the Garden to Table program.</p> <p>Consultation with staff, including analysing exemplars and visiting schools for information.</p> <p>Working with Enviro leaders and Enviro team to understand their ideas and role identification.</p> <p>Work with parents of G to T to redirect the focus of the program to staff and school management in conjunction with funding available.</p>	<p>Staff have used the consultation processes to identify the entry point for each year level.</p> <p>Other models of curriculum around a school garden have been accessed and analysed.</p> <p>A working group has been identified to develop a local curriculum with the 5 Marks of Mission at the centre of the mission statement for the teaching and learning inside the garden, with clear progressions.</p>	<p>Principal DP and AP Teaching Staff Support staff</p> <p>Friends of the Garden.</p> <p>Enviro leaders and Enviro team.</p>	<p>All year</p> <p>June 2017</p>