



Charter and Annual Plan: Feb 2018 – Dec 2018

St Mark's School

Vision Statement

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:

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



Transforming Lives Through the St Mark's Story

Our Values.....

- Through **Grace/Huatau** we act with compassion and humility to achieve **Excellence/Hiranga** using the potential of our God given talents and gifts. This gives us the **Courage/Māiatanga** to act to bring about change as we show **Faithfulness/Piriponotanga** to God and others.

St Mark's School Charter and Strategic Plan

1. The Strategic and Annual Plan of St Mark's School – 2018
2. It is expected that the school will cover all areas of the New Zealand Curriculum.
3. There will be a focus on Progress and Achievement while not forgetting the importance of the foundation skills of Literacy and Numeracy, Te Reo Matatini and Pāngarau.
4. The Five Key Competencies: Thinking, Relating to Others, Using Language, Symbols and Texts, Managing Self, and Participating and Contributing – are outworked at St Mark's School through the Habits of Mind. Considerable work has gone into aligning the Habits of Mind with the Key Competencies, stressing the links between them. Progress and Achievement in these areas are reported to parents/whanau as part of the school's reporting cycle.
5. Current schoolwide priorities centre around: local curriculum review, the enhancement of collaborative and personal inquiry cycles, the promotion of the special character of the school through the Anglican Five Marks of Mission and the development of sound formative and summative assessment for learning tools that track progress and achievement with equity and excellence as the goal for every student.

Contents

- School description
- National Education Priorities
- Improving Educational Outcomes for Maori Students
- Strategic Goals 2018
- Annual Plan 2018
- Achievement Targets 2018

St Mark's School Community – an overview

- St Mark's School is a decile 10, Grade U4, Anglican state-integrated full primary school, located in Ōpawa 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 a new Integration Agreement with the Crown ratified by the Crown late 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 2018 is 219 and the roll is expected to exceed 240 by the end of the year. The school is divided into 3 Learning Teams – Junior/Mokihi, Middle/Waka Puhara and Senior Waka Hourua. Currently we have single classes levels in New Entrants, Year 3 and Year 8, with composite classes in Year 1 / 2 , Years 4 / 5 and 6 / 7. Two classes exist at each of these levels.
- 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 Education Priorities

These have been set by the government and form the basis of the current NAG (National Achievement Guidelines) 1. They are:

- The opportunity to access knowledge and skills, and attitudes and values outlined in the National Curriculum Framework and the National Curriculum Statements.
- Provision of a safe physical and emotional learning environment (currently NAG 5).
- Raising levels of literacy and numeracy and/or te reo matatini and pāngarau especially in years 1 – 8. Emphasis is to be placed on those who are not progressing and /or achieving, those who are at risk of not progressing and/or achieving, who have special learning needs (including gifted and talented students) and aspects of the curriculum that require specific attention.
- Better utilization of student achievement data – gathering of assessment evidence to evaluate progress of students and to inform program planning.
- Career guidance from year 7 upwards with special emphasis on those students who are at risk or unprepared for the transition to the workplace or further study.
- In consultation with the school's Māori community, improving learning outcomes for Māori students.
- Reporting to students and parents/whanau on the achievement of individual students, and to the school's community on the achievement of students as a whole. Also reporting on identified groups within these priorities (currently NAG 2)
- Science/Pūtaiao and Digital Technology have been recent additions to areas of import in the National Curriculum Framework.
- School planning will reflect these priorities , using current evaluative data and evidence, and the Annual Report will provide details for progress towards these targets and those targets in the future.
 - Transforming Lives Through the St Mark's Story

Recognizing New Zealand's Cultural Diversity

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 Māori culture as first peoples and indigenous to New Zealand. St Mark's School will take steps to honour the memorandum of understanding between Ngai Tahu and the Ministry of Education, and provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language) for all students.

FOR STAFF THIS MEANS:

1. Pursuing a high level of understanding of Tikanga Māori and Te Reo Māori.
2. Having sound knowledge and understanding of the implications of the Treaty of Waitangi.
3. Having high expectations of Māori and Pasifika learners.
4. Understanding the unique Māori and Pasifika cultures.

FOR LEARNERS THIS MEANS:

For all learners at St Mark's School instruction in Taha Māori and/or Tikanga Māori will be provided as part of the curriculum. Instruction in Te Reo Māori will take place in consultation with the community with a long term view of delivery. Access to strong Christian based Kapahaka programs that embed Te Reo and faith in action.

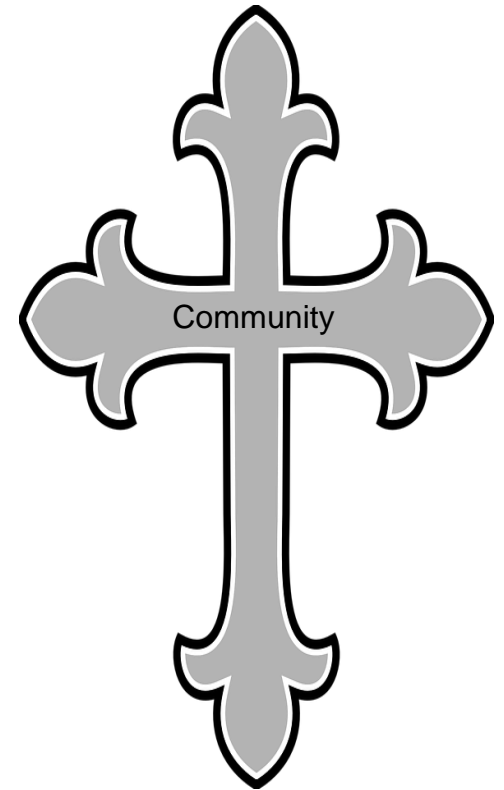
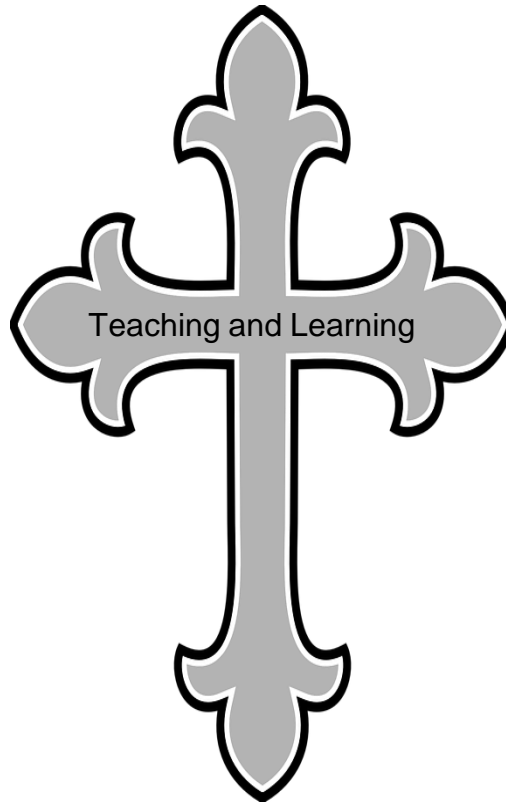
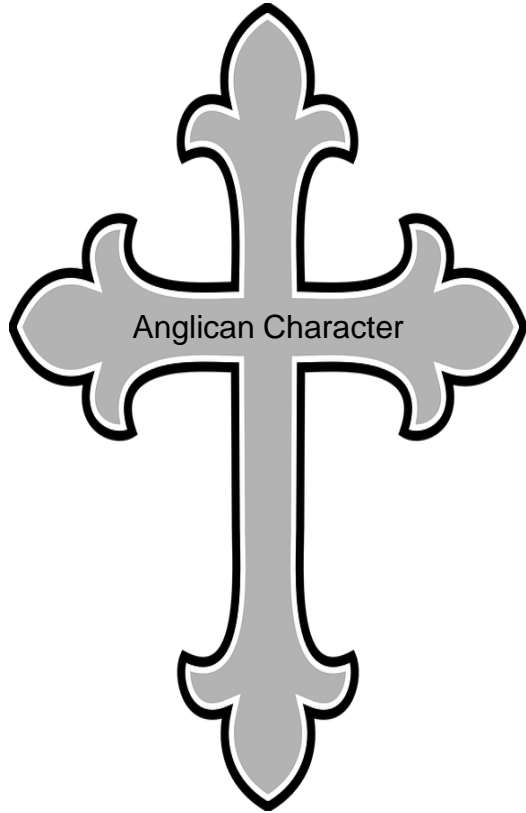
FOR SCHOOL MANAGEMENT THIS MEANS:

Analysing achievement and progress for Māori and Pasifika learners not only those at risk.
Setting specific targets specifically related to progress and achievement of Māori and Pasifika learners.
Working with specialist teachers/Māori teachers and whanau to create action plans to meet the needs of learners.

FOR COMMUNITY THIS MEANS:

The views and concerns of Māori and Pasifika communities will canvassed and incorporated through consultation.

Strategic Direction



Strategic Overview - 2018

Dimension	Strategic Goals	Areas of Best Practice	Target Areas 2018
<p>1. Anglican Character</p>	<p>To infuse the Five Marks of Mission through every facet of St Mark's School.</p>	<p>Inclusive school culture that values the unique God given talents of everyone in the school community</p>	<p>The significance of the Five Marks of Mission are visible and known by the whole community. Outreach programs draw the community into St Mark's School. The school uses restorative practices. The development of a Lion Award based on the Five Marks of Mission is launched.</p>
<p>2. Teaching and Learning</p>	<p>To unleash our full potential through Ako in the pursuit of Equity and Excellence: <i>Academically</i> <i>Spiritually</i> <i>Social – Emotionally</i> <i>Culturally</i> <i>Physically</i> <i>In Teaching practices</i></p>	<p>Student learning, progress, achievement & engagement Collaborative and Personal Inquiry. High quality and effective teaching best practice. Leading and managing the school. Valuing and respect of all Akōnga Attention to a broad curriculum.</p>	<p>Evidence of Progress and Achievement using Learning Progression as markers will be documented. Collaborative and Personal Inquiry will drive curriculum review and development, and best teaching pedagogy and practice. Professional learning in Writing and Mathematics will accelerate at risk learners.</p>
<p>3. Community</p>	<p>To create a culturally responsive and supportive environment through the enhancement of community engagement</p>	<p>Engaging and partnering with parents and whanau. Governance of the school. Strengthening ties with Ōpawa parish. Partnering with local community groups and organisations.</p>	<p>Regular hui and consultation will strengthen the bindings for Māori learners and whanau. Links to local marae and iwi are strengthened. The school capably meets the diverse learning needs of all learners due to partnerships between parents/whanau, community and church.</p>

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>The development of a Local 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 will be an ongoing area of development with 2018 set down as the first year of a natural annual cycle of review.</p>

Strategic Area: Teaching and Learning

Strategic Goal 2: To Unleash our full potential through Ako in the pursuit of equity and excellence.

Annual Aims:

Outcomes	What needs to happen?	Indicators of success	Who is responsible?	Timeframe
<p>2.1 Raise student achievement and progress in the areas of Writing and Mathematics.</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 writing and mathematics to enhance and raise achievement.</p> <p>Develop differentiated plans for the students who are at risk for not achieving at the expected stage for their age.</p> <p>Develop Collaborative Actions Plans for all children who require learning assistance beyond the classroom including gifted and talented students.</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 and mathematics.</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 EOY 2017 data with Learning Progressions as per NZ Curriculum</p> <p>Ongoing formative assessment practices.</p> <p>2018</p>

Strategic Goal 2. *continued*

Outcomes	What needs to be done?	Indicators of success	Who is responsible?	Timeframe
<p>2.3 Teachers use collaborative teaching best practice in all teaching and learning spaces.</p>	<p>Staff build on the “Collaborative Truths” of St Mark’s School</p> <p>Professional Learning in Writing and Literacy and Mathematics Progressions to understand the diverse needs of young writers.</p> <p>Provide parents and whanau opportunities to observe and understand collaborative practice.</p> <p>Personal and Collaborative Inquiry documentation reflect staff and personal professional direction</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 teams.</p> <p>Change in teacher practice as a result of participation in Teaching as Inquiry and Collaborative Practice program.</p> <p>Practice Analysis reveals to staff the needs of students.</p> <p>Practice Analysis reveals key data of student voice in learning.</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>Te Mana Rauo (CoL) funding Within School Teacher role.</p>	<p>Review July 2017</p> <p>Professional learning as per hours received through Centrally Funded PLD and collaboration with Evaluate Associates to drive change.</p> <p>2018</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 what might be expected for age, 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 Focus 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 will be achieved through robust curriculum review.</p> <p>Environmental Education becomes the vehicle for the development of STEAM subjects and GATE programs.</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>Targeted professional development in writing and mathematics with a particular focus on priority learners.</p>	<p>Principal DP and AP Teaching Staff Support Staff</p> <p>Te Mana Raupe (CoL) funding Within School Teacher role.</p>	<p>For Review end of Term 2, 2018</p> <p>Evaluation against the EOY 2017 data.</p> <p>Review of intervention strategies by July.</p> <p>Teaching as Inquiry outcomes – mid year review with staff re priority learners.</p>

Strategic Goal 2. *continued*

Outcomes	What needs to be done?	Indicators of success	Who is responsible?	Timeframe
<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 and target areas of writing and mathematics.</p> <p>Collaborative and Personal Inquiry Cycles encourage staff to notice, investigate, make sense of what they see, prioritise action and monitor and evaluate the impact of their teaching.</p> <p>The alignment of “Teaching as Inquiry” with teacher appraisal processes directly linked to professional development.</p> <p>Staff visit other schools to observe effective practice.</p> <p>Professional contact to colleagues in other schools in our CoL impact on practice.</p> <p>The curriculum framework – Dimensions of Learning drives questions of practice and change.</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 across all areas of the curriculum.</p> <p>Professional Learning Programs will focus on understanding the significance of Learning Progressions and document links to best practice,</p> <p>Strengthening of Assessment processes and aligning a range of assessment tools that are consistently used to gather evidence for progress and achievement</p>	<p>Principal DP and AP Teaching Staff Support Staff</p> <p>Professional Learning programs offered by Across School Teachers and Expert Partner of Te Mana Rauo (CoL)</p>	<p>All Year</p> <p>Term Reviews</p> <p>End of Year Analysis</p>

Strategic Area 3: Community and Environment

Strategic Goal 3: To create a culturally responsive, supportive environment through the enhancement of community engagement.

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	2018
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 strengthening.. 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

Outcomes	What needs to be done?	Indicators of Success	Who is responsible?	Timeframe
<p>3.3 In consultation with students and the wider community, Environmental Education becomes key to curriculum development.</p>	<p>Leadership with senior Enviro Leaders.</p> <p>Links for staff to all areas that can be integrated across this area of the curriculum.</p> <p>Evaluation of “What is happening now?”</p> <p>Documentation of next steps in relation to the Broad curriculum Review.</p> <p>Documentation of students success and learning progressions/rubrics in this area of the curriculum</p>	<p>Further development of St Mark’s School garden in collaboration with Friends of the Garden parents/whanau.</p> <p>Student voice is strong in developing sustainable and environmentally responsible practices in our school community.</p> <p>Education Outside the Classroom reflects our growing responsibility for the care of the environment and those in it.</p>	<p>Principal DP and AP Teaching Staff Support staff</p> <p>Students</p> <p>Outside agencies/companies and their expertise</p>	<p>2018</p> <p>Review mid year and end of year.</p>

Progress and Achievement Target Groups for 2018

Targets:

Progress: Raising Levels of Literacy – 2018 Writing Focus - through Learning Progression Frameworks:

- Within one curriculum level against expected year level - Years 1 – 8

Progress: Raising Levels of Numeracy through Learning Progression Frameworks:

- Within one curriculum level against expected year level – Year 1 – 8

Achievement: Raising and Accelerating Levels of Achievement: percentage of cohort at or above the expected curriculum level for their class level by years end:

- Reading: March 2018 - 89.3% December 2018 – 90%
- Writing: March 2018 – 80%. December 2018 – 85%
- Mathematics: March 2018 – 85% December 2018 - 86%

Maori Achievement:

- Currently 6% of the St Mark's School population identify as Maori. Of this cohort, the number of students not achieving at the age expected level is 1.4%. Consultation with whanau and extended family to raise achievement for this cohort.

Achievement in Science (including Environmental Science, Science Curriculum: As measured by formative assessment rubrics of engagement in learning, thinking skills, inquiry projects and collaboration.

Baseline data Term 1 2018: WRITING

1. The results indicate that there are 40 students (19%) of St Mark's School yet to achieve at a level expected for age.
 - 3.3% of these students are well below the current national standard while 15.7% are below the current national standard.
2. Writing continues to be an area identified by senior management and staff as a significant area of need and a target area for 2018, with professional development continuing and differentiated programs for students provided.
3. Since the last reporting period the roll at St Mark's School has increased from 191 to 209. The percentage of those at or above the current National Standards has increased from 78% to 80.6%.
4. The increase in those achieving at a level at or above the level expected for their age, can be directly attributed to professional learning focus on writing and the Learning Progressions outlined in the PACT tool, increased attention to student data and deliberate and focussed collaborative inquiry.
5. A process for identifying and describing the needs of at-risk learners (those at risk of not meeting the level appropriate for age), has been a school-wide project and is now able to direct resourcing for individuals as learning is personalised.
6. A collaborative inquiry, along with strict attention to practice analysis will ensure accountability of gains for students.

Baseline data Term 1 2018: READING

1. The data indicate that there are 23 students (11%) at St Mark's School yet to meet National Standards. Of these students 9.5% are below the current standard, while 1.5% are well below the current standard.
2. Reading from 1 March 2017, to 1 March 2018 shows a slight increase from 88% to 89.3% of students at or above the current national standards.
3. The results indicate differentiated programs in this area along with a sustained collaborative inquiry in all areas of literacy are yielding positive outcomes.
4. Close attention to student data has provided the impetus to “drill down” on individual needs according to very specific interventions. Cross and vertical grouping has raised expectations of all across a number of literacy based learning outcomes. Collaborating with colleagues from other schools using the Story Telling approach, and in Community of Learning opportunities have provide natural environments to put students at the centre of conversations.

Baseline Data Term 1 2018: MATHEMATICS

1. The data indicate that there are 31 students (14.8%) of the St Mark's school roll yet to meet the current National Standards. Of this number, 3.8% are well below the current standards while 11.% are below the current national standard.
2. Mathematics is an area of national reporting that indicates stability in percentages however due to increased roll numbers the percentages do not adequately represent the shifts in categories. The same students are not represented in these numbers and shifts in categories have been masked by percentages.
3. The results indicate that approximately 85% of students at St Mark's School are At or Above the National Standards. Given the roll increase this is a positive outcomes for the school, particularly for those students who have made gains as the raw data indicates.
4. St Mark's School has embarked on a robust Mathematics curriculum review schedule in 2018 to address school wide needs.
5. The results further indicate that careful attention to differentiated programs running concurrent with this review schedule should carefully monitor and track those students who continue to fall below the levels expected for their age.

At Risk Summary Data at a Glance

Comparison data and At - Risk data
Reading, Writing and Mathematics - March 2018

St Mark's School At Risk Summary	2017 March Comparison At-Risk Data	2017 End of Year Data	Difference	Total number of students At - Risk	Number of students At or Above the National Standard % (rounded)
<i>Reading</i>	12.43%	10.6%	1.83%	22	89.3%
<i>Writing</i>	22.7%	19.3%	2.97%	40	80.6%
<i>Mathematics</i>	16.06%	15.2%	0.86%	31	85%