

St Mark's School Charter 2020

Te Kura O Hato Māka



Our 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/whānau to encourage every learner's unique gifts and talents, to grow every learner's love of learning so that they have the skills and knowledge to serve God and others in an ever changing world.

Our Story - A brief history.

- 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 an 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 worldview.
- The opening roll for 2020 is 228 and the roll is expected to reach 245 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 composite class levels in Years 1 and 2, and 6 and 7. All other classes are single year levels.
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- The 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 come from a range of denominations representing the wider Christchurch community with 95% preference and 5% non-preference families among the number.

St Mark's School Charter, Strategic and Annual Plan

1.The Strategic and Annual Plan of St Mark's School – 2020

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.

Our Story - Our cultural narrative

The school worked closely with Mātauraka Mahaanui to develop culturally sustainable practices and bring their cultural narrative to life in redeveloping the school. This ensured that the operational significance of the school in the Opawa area was at the forefront of the school's Board of Proprietors engagement with construction companies and contractors.

Mātauraka Mahaanui then Board Chair, Lynne Harata Te Aika, began work with the school in 2015 to explore how their values could align with te Ao Māori (Māori worldview). As a special character school, St Mark's has strong, established Christian values centred around the [Five Marks of the Anglican mission](#) (TELL, TEACH, TEND, TRANSFORM and TREASURE).

Our Story continued - our values

The school community identified values to express the mission's marks and reflect the tone and special character of St Mark's School. Lynne selected the appropriate words in te reo Māori:

- Grace – Huatau
- Excellence – Hiranga
- Faithfulness – Piriponotanga
- Courage – Māiatanga



Our Story - our cultural narrative continued

There is also a strong connection for students and whānau to the overarching concept of tūrangawaewae – ‘a place to stand’ that reflects a strong sense of being empowered and connected with the school and community.

Mātauraka Mahaanui and the staff worked together to develop names in te reo Māori for important elements of the school. Students progress from Mōkihi (years 0-2), to Waka Pūhara (years 3-5), to Waka Hourua (years 6-8). Each of the base groups (hapori) or teaching teams connect with a native plant or bird. Names and concepts are also reflected in teaching and learning opportunities.

Our Story - Our waka, hapori and Junior School



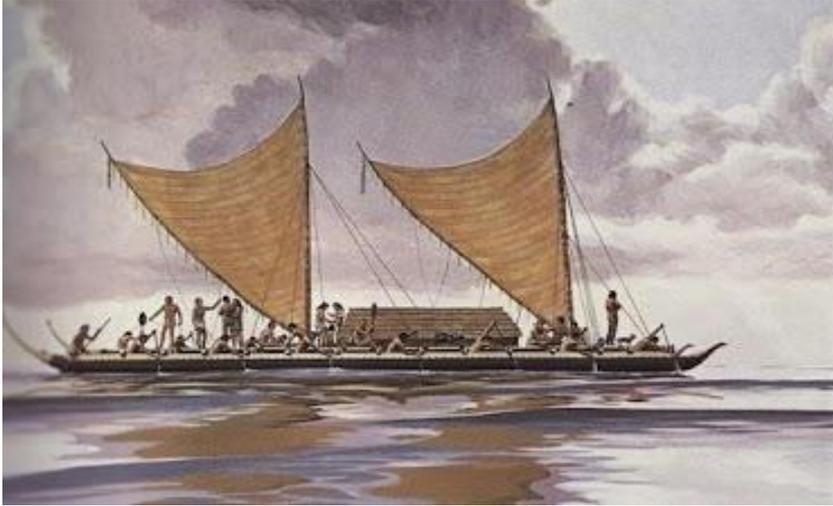
**Mōkihi - *Aukaha kia kaha*
*Strengthen the bindings***

Our Story - Our waka, hapori and Middle School



Waka Puhara - *Kia kotahi te hoe o te waka*
Let's paddle in unison

Our Story - Our waka, hapori and Senior School



Waka Hourua - *He moana pukepuke ka ekengia e te waka*
A choppy sea can be navigated

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:

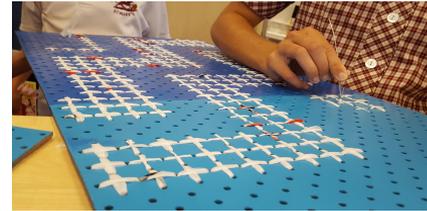
Analysing achievement and progress for Māori and Pasifika learners not only those at risk.

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.





St Mark's School

STRATEGIC PLAN 2020 - 2022

	ANGLICAN CHARACTER	TEACHING AND LEARNING	COMMUNITY
OUR TAMARIKI	Each student knows and understands the Gospel and students outwork their living faith.	Through Ako in the pursuit of Equity and Excellence to develop future thinkers and learners. Identify and grow every student's God given gifts and talents.	Students make a difference through service and leadership.
OUR RESOURCES AND FINANCES	Enhance stewardship of financial management and align with future goals of the school. School resources reflect and make visible the Anglican character.		
OUR KAIAKO	To provide opportunities to grow every kaiako's God given gifts and talents. For our kaiako to provide consistent opportunities for students to engage with our special character.	Teaching and learning is underpinned by best practice / educationally leading pedagogy.	To lead in our God given talents and strengths in the wider educational community. To actively partner with whānau to enhance outcomes for students.
OUR PROCESSES	To enhance visibility of reporting of special character to key stakeholders.	To ensure a robust and unique local curriculum.	Strengthen engagement and relationships with the community. To strengthen our resilience in response to changes in the education landscape.
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.		

Strategic Plan 2020 - 2022

Transforming lives through the St Mark's Story
ANGLICAN CHARACTER

Development

How and Why.

Our mission over the next 3 years

Implementation

Indicators of Success

Description of what we we do.

Impact

Timings and Outcomes

Points of Action

Our “Anglican Character” in all we do.

Through shared faith, we grow relationships and collective capacity to enhance the God given talents of every member of St Mark's School / Te Kura O Hato Māka.

Every Individual: Knows that the Gospel is outworked across all aspects of school life through the Five Marks of Mission.

Every Individual: Knows that the Gospel is good news and is transformative in their life.

Every Individual: Knows that they are part of a family, that they are loved unconditionally, and that working with others means that everyone is valued for who they are - Whanaungatanga.

Every individual: Knows that their God given talents will be nurtured, celebrated and given opportunities to flourish to be a blessing to others and bring glory to God.

Indicators: Every individual will:

- Engage and demonstrate success in Religious Education Programs that are developmentally appropriate.
- Demonstrate in a multiple of ways that they understand how much they are loved by God.
- Demonstrate in multiple ways what their God given gifts and talents are, and how they are using them in service.
- Participate and work alongside others in service to our community and the world - Manaakitanga
- Use shared language to describe the Five Marks of Anglican Mission and how they are outworked at St Mark's school.
- Link our Five Marks of Mission and an Ao Maori world view.

Action Points:

2020

- Community Forums and education around Five Marks of Mission and what is happening in our school and what our community can do to enhance them.
- Whānau education of special character and the formative day to day work transforming our school.
- Restorative Practice PLD for all staff.
- Lead our Curriculum Development around our Anglican Character .and draft Lion Award

2021

- Establish an Outreach Team of staff, community and students to develop a community mission plan for the school
- Review RE programs
- Work in collaboration with other Anglican Schools on mission and outreach.

2022

- Co-construct a video of our Anglican Character in Action
- Construction of pou whenua as visible MOM

Strategic Plan 2020 - 2022

Transforming lives through the St Mark's Story
TEACHING AND LEARNING

Development

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Reciprocity in Teaching and Learning. Ako (Tātaiako)

Every learners needs are met through collaboration and agency. Kaitiakitanga - we are guardians of our own learning and that of others.

COLLABORATION

- **Staff:** work in a collaborative model to share planning, assessment and achievement. Self-reflective practice is shared, supported and practice adapted as part of formative processes.
- **Learners:** work both individually and collaboratively using their strengths and talents, and meeting the challenges of learning with the support of others.

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- **All Learners:** share the responsibility of building the capabilities and are responsive to the needs of others.

Indicators: For every individual there will be:

- Increased success in Mathematics and Writing (as per data analysis).
- Increased attention to the developmental needs of others through increased staffing entitlement, acceleration and specialist programs.
- Learners will demonstrate through their feedback to teachers and each other that they have increased agency over their learning and are able to clearly identify next step in their learning.
- Staff will demonstrate the use of multiple ways of differentiating for learners in planning, collaborative practice and pedagogy.
- Effective assessment for learning techniques will be used by staff, understood by whānau and include student voice.

Action Points:

2020

- Formative Assessment practices will be reviewed and form the basis of PLD
- Targeted teaching by staff will be monitored in self reflections and teams to assess their effectiveness.
- Work with Mātauraka to Mahaanui - Mana Whenua facilitators to create a shared understanding of a curriculum design that has built in both content and process elements.
- Community consultation re curriculum
- Work with Storytelling facilitators to enhance our writing program.
- Review practices within the Kahui Ako

2021

- Curriculum Development team formed - staff with consultation with whānau and students.
- Begin to draft the curriculum outline

2022

- Curriculum draft is presented for community comment.

Strategic Plan 2020 - 2022

Transforming lives through the St Mark's Story
COMMUNITY

Development

How and Why.

Our mission over the next 3 years

Together our community family transforms lives through service and leadership.

Every member of our community believes relationships and partnerships are the foundation for the best outcomes for our tamariki - Wānanga (Tātaiako).

Our learning community:

- Finds strength together. Our school is our turangawaewae.
- Looks beyond our kura for ways to serve.
- Looks beyond our kura for ways to connect.
- Looks beyond our kura for ways to transform.
- Looks beyond our kura for ways to lead.

Implementation

Indicators of Success

Description of what we we do.

Indicators: For every individual there will be:

- Meaningful consultation and hui with our community will focus on creating the best environment for the best outcomes for every child.
- Our staff who lead in the Kahui Ako will grow and share their expertise for the benefit of all colleagues.
- Our learners will engage in community and outreach projects and be a visible light of service and humility to others.
- Our transition processes will welcome new family members with love and cultural intelligence.
- Our community will know and be able to explain why the success of our school can be attributable to our special character.
- Our community outreach is linked to deep and thoughtful programs of classroom learning.

Impact

Timings and Outcomes

Points of Action

Action Points:

2020

- Inclusion and participation in the Christchurch City Council Garden Show.
- Hui and consultation with all our diverse cultures in our school will be implemented to better enhance outcomes for all students.
- Community consultation around Curriculum will set a benchmark for korero and change.
- Cultural days to celebrate diversity.
- Planning for centenary celebrations.

2021

- Te Reo Maori classes for adults at St Mark's School.
- An adult community choir formed.
- Centenary celebrations enhance our community by connecting alumni.

2022

- Community events.
- Roadshow.

Strategic Goal One 2020 - Anglican Character

<i>Impact and Timings</i>	<i>Actions Plans and Resourcing</i>	<i>Expected Outcomes</i>
<p>Staff will conduct community forums and review stations around Five Marks of Mission.</p> <p>Whānau education of how the special character in our school is outworked everyday.</p>	<p>Establish a timeline of community hui specifically aimed at discussing special character initiatives and actions.</p> <p>Specific special character initiative in class and across the school will be advertised through newsletters and learning celebrations.</p> <p>The Five Marks of Mission will be a natural part of staff planning and evaluation.</p>	<p>There will be visible signs of the Five Marks of Mission around the school.</p> <p>The community will begin to articulate the vital parts of our special character that lead to the success of the school.</p> <p>Community voice will be added to the monitoring of special character and how it can be enhanced.</p>
<p>Staff will grow their understanding of restorative practices within a culturally intelligent context and Christian perspective.</p> <p>Develop a Lion Award program creating a pathway of service to the local community and school.</p>	<p>Staff will review current practices.</p> <p>Community will be have an opportunity to comment and review RP in the school.</p> <p>PLD for staff through Anglican Schools office and Restorative Schools will be accessed for all staff.</p> <p>Establish a team of staff - Lion Award Development</p>	<p>Staff will have successfully engaged in best pedagogy in restorative practices and their knowledge and skill be strengthened through the implementation of new insights.</p> <p>Share PLD with other Anglican Schools establishing shared understandings of special character.</p> <p>An outline of the Lion Award and its value will be actioned.</p>
<p>Curriculum Development begins by forming a curriculum team to oversee progress.</p>	<p>Establish a team and begin consultation with Mana Whenua - Grow Waitaha.</p>	<p>In support of the 3 Tikanga,of the Anglican Church an outline of the curriculum will be made available .</p>

Strategic Goal One 2020 - Teaching and Learning

<i>Impact and Timings</i>	<i>Actions Plans and Resourcing</i>	<i>Expected Outcomes</i>
<p>Formative Assessment Practices - PLD to support practice - funding CFPLD.</p> <p>Professional Learning around new Digital Technologies Curriculum - 20 hours CFPLD</p>	<p>Monitoring student achievement data both summatively and formatively. Making links between specific teaching strategies and outcomes for students.</p> <p>Working with Across School Teacher Kahui Ako to share best practice and lift practice in assessment for learning pedagogy.</p>	<p>Increased achievement for target students within levels and across levels of the curriculum.</p> <p>All staff have an understanding and shared skill base around how summative and formative assessment influence outcomes for students.</p>
<p>Targeted Teaching - Monitoring target students and the effectiveness of specialist programs.</p>	<p>Monitoring student achievement data both summatively and formatively - Mathematics and Writing - cohort groups as per Student Achievement Targets.</p>	<p>Efficacy of additional staffing and impact on outcomes for students articulated.</p>
<p>Writing - setting specific targets for at-risk students. Using Storytelling PLD to enhance outcomes for students.</p>	<p>Review all practices in Writing and align them with a school wide focus on storytelling and specific writing achievement.</p>	<p>Effectiveness of pedagogy in writing evaluated.</p> <p>Increased achievement in cohort groups.</p>
<p>Curriculum Design - Grow Waitaha (part of 20 schools initiative) and MOE.</p>	<p>Curriculum Team to attend Grow Waitaha Hui (4) as part of consultation and development phase.</p>	<p>Innovative curriculum design is developing.</p>

Strategic Goal One 2020 - Community

<i>Impact and Timings</i>	<i>Actions Plans and Resourcing</i>	<i>Expected Outcomes</i>
<p>Consultation: create a planned approach to the community about special character and teaching and learning.</p>	<p>Intentional forums/workshops and newsletter slots for information sharing.</p>	<p>Closer connection of the school community to practices within the school that are directly linked to special character and student outcomes.</p> <p>Increased community voice in the development of our school.</p>
<p>Hui: consult with whānau as the curriculum design process takes shape.</p> <p>Through korero create a shared language to enhance our understanding of Te Tiriti O Waitangi and how we reference it in all we do.</p> <p>Seek opportunities to engage with Tuahiwi mana whenua in 2020.</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Ways to be culturally responsive to our community. • Connect with our Ōpawaho roots through specific activities related to our cultural narrative. • The increased use of Te Reo in our school. 	<p>Increased engagement with whānau.</p>
<p>Celebration: Of the diversity of cultures at St Mark's School.</p>	<p>Design events and activities based on community feedback that support this diversity.</p>	<p>Cultural days, hui, hangi, matariki etc events mark our growing competency.</p>
<p>Centenary 2021 - connect with our Alumni and wider family to bring the focus of these celebrations to a wide audience.</p>	<p>Use the new Facebook page to connect with the community.</p>	<p>The centenary will be well supported.</p>