

# St Brigid's School

*Johnsonville, Wellington*



2015 - 2017  
Charter and Strategic Plan

## INTRODUCTION

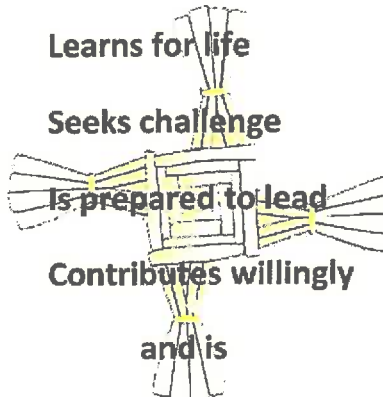
St Brigid's School is an integrated Catholic full primary school for students who live in the Johnsonville and Newlands parishes. The school crest is that of the Brigidine Sisters who have been connected with the school since its inception in 1929 and its rebuilding in 1988. As such the school is proud of its rich history and constantly seeks to further enhance its Catholic character.

The school has a rich ethnic diversity with 50% of pupils being New Zealand European and the other half made up principally of (in order of size) Filipino, Maori, Indian, Chinese and Pacific Island pupils. St Brigid's is a family centred school where parents are encouraged to become involved. People communicate well with each other and the school enjoys strong support from parents and the wider Parish community.

**Our School Vision** is to provide a high quality education where our special character permeates through all that we do.

The St Brigid's Learner has:

*Strength of character and gentleness of heart*

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- **Learns for life**
  - **Seeks challenge**
  - **Is prepared to lead**
  - **Contributes willingly**
  - **and is**
  - **Connected to their world**

## **Our School Values**

At St Brigid's School our core values are:

**Love**

**Courage**

**Inclusiveness**

**Faith**

These values are underpinned by:

- The pursuit of excellence, innovation and inquiry
- An appreciation for diversity, integrity and equity
- Fostering ecological sustainability

Education increases both the individual and society's potential to improve in a sustainable and ethical way.

Our aim is to be a strategically focused school; one based strongly on our values and beliefs and morally driven. We want to provide an education that develops knowledge and understanding and enables our students to see their personal situation and development in the context of others.

We believe:

- Every child can and will achieve
- All children are entitled to high-quality education and a balanced curriculum
- Collectively and individually we can make a difference to children's learning

### Strategic Plan – Our Goals and Objectives

Area	Title	Goals	Objectives
	<b>Special Character</b>	To provide a Christ-centred learning environment to all children which is supported by school and parish activities.	Each year the Principal, DRS and Catholic Character Committee will review and evaluate the previous year's special character actions and outcomes and develop the future focus in line with these.
<b>Student Performance</b>	<b>Curriculum Content</b>  <b>Student Progress and Achievement</b>	<p>To provide a balanced, broad based curriculum which recognises national requirements, gives priority to literacy and numeracy, develops skills of communication, critical thinking, problem solving and self-management and prepares students to face future challenges and benefit from opportunities.</p> <p>To monitor and report on students' progress in ways that have a positive impact on learning, give clear, dependable and helpful information about their achievements, and encourage shared responsibility among students, parents and teachers for reviewing performance and deciding goals for improvement.</p>	<p>Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum and its content, and will ensure that opportunities are continually extended and enhanced.</p> <p>The school's curriculum plan will identify the key purposes, principles and practices for assessing, monitoring, recording and reporting on students' progress and achievement.</p>
<b>School Performance</b>	<b>Curriculum Delivery</b>	To stimulate students' love of learning, desire to succeed and strength of self-confidence by matching curriculum, learning opportunities, teaching approaches, and achievement expectations to their interests, needs, abilities and talents. To foster and develop an inclusive school (covering race, gender, religion, ethnic background and learning capability) environment where all children will be offered opportunities to contribute and participate in school activity.	Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum and its content, and will ensure that opportunities are continually extended and enhanced.

	<b>Self-Review</b>	To maintain a commitment to continuous improvement, and the identification of successes and weaknesses through ongoing self-review of the school's performance in relation to our charter, policies and plans and the specific requirements of our community.	The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans.
<b>Resource Management</b>	<b>Personnel</b>	To be a good and fair employer by promoting a working environment where high standards of professionalism and teamwork are encouraged and valued, where good interpersonal communications, relationships and loyalties are demonstrated, and where everyone is committed to providing the best possible learning opportunities for our students.	The Board will prepare policies and plans to appoint quality staff so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management system.
	<b>Finance</b>	To make available, through prudent financial planning and management, the resources needed to maximise effective teaching and learning and the realisation of the school's mission.	The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.
	<b>Property</b>	To plan and manage programmes of property development, enhancement and upkeep, which ensure a high quality learning environment with buildings, grounds and facilities that are attractive, safe and well suited to the demands of a progressive curriculum.	The Board will comply with the conditions of current asset management agreement as a good steward of the State's and community's assets, and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.
	<b>Community Partnership</b>	To promote an open and active partnership with parents and the wider school community, which fosters shared values, good communications, mutual support and high confidence in what is done for the education and well being of students.	The Board will have procedures for promoting parent-community communications and involvement.

<p><b>New Zealand's cultural diversity and the unique position of Maori culture</b></p>	<p>Education Act: Our charter is required to meet these goals:</p> <ol style="list-style-type: none"> <li>1. Developing for the school, policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture.</li> <li>2. Ensuring all reasonable steps are taken to provide programmes in tikanga Maori and te reo Maori for full time students whose parents request it.</li> </ol>	<p>We will meet these goals by:</p> <p>Implementing policies in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.</p> <p>Making available to and consulting with the school's Maori whanau to develop policies, plans and targets for the advancement of the achievement of Maori students.</p> <p>Continuing to resource Te Reo and Tikanga Maori programmes within the school.</p>
<p><b>Local Goals</b></p>	<p>To maintain a sense of the history of the school and its associated communities.</p> <p>To develop confidence through peer and mentoring leadership.</p> <p>To ensure students are able to make connections between what they learn in the classroom and the outside world.</p> <p>To maintain a vibrant school wide culture that encourages all students to reach their full potential.</p>	<p>Making available visual signs and stories of our history around the school and maintaining relationships with those who have been part of the school community.</p> <p>Continuing to develop and offer opportunities such as student council, buddy reading, first aid, librarians, playground monitors.</p> <p>Having a rich and diverse EOTC programme that takes advantage of the many resources available in the local and wider community.</p> <p>Celebrating the many different ethnic groups within the school community</p>

## **Strategic Goals**

**2015 - 2017**

- Our Special Catholic Character permeates through all that we do
- Students are engaged in their learning and supported by their families to achieve educational success
- Students are provided with opportunities to develop their sporting, creative and cultural talents and abilities
- Resources are provided that ensure a learning culture and learning environments support students and staff to focus on improved learning outcomes
- The St Brigid's curriculum provides students with rich opportunities to learn
- Gifted and talented students are provided with programmes that enable them to fully realise their potential

## Core measures of our strategic success

- There is active involvement in sustainable learning for each child
- Each child recognises the need to see learning as an ongoing process throughout their life
- Learning is valued within our school community
- Staff are reflective practitioners
- There is a 'no blame' culture where individuals try new things and learn from their mistakes
- There are high quality learning outcomes for all students
- Curriculum and learning pedagogy are seen as areas of change and development and not set in stone
- Collaborative cultures are established within the school and between neighbouring schools where staff share success and failures and learn from others
- Individuals in the school take responsibility for their roles
- Learning outcomes as measured by tests and standards improve slowly and consistently as deep learning improves the way staff and students work at learning challenges