



School Charter Strategic and Annual Plan for St Paul's College

2018 -2020

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

St Paul's College 2018 - 20
Introductory Section - Strategic Intentions

<p>Mission Statement</p>	<p><u>MISSION STATEMENT AND VISION</u></p> <p>The Statement is: St. Paul's College will be a leading multicultural Catholic school in New Zealand, which strives for excellence. The College strives to provide a balanced <i>holistic education</i> for the students focusing on their spiritual, academic, physical, cultural and moral education.</p>
<p>Vision</p>	<p>Vision: Students will leave St. Paul's College:</p> <ul style="list-style-type: none"> • With a clear sense of purpose and self-responsibility. • Able to make a positive contribution to society. • With a lifelong passion for learning. • Having achieved success. • Having engaged in a faith journey <p>They will specifically strive to live the college values and principles. The College strives to provide a balanced <i>holistic education</i> for the students focusing on their spiritual, academic, physical, cultural and moral education.</p>
<p>Values</p>	<p><u>VALUES</u></p> <p>FAITH: In God, others, myself – to live according to the Gospel teachings; in the way of Mary.</p> <p>PERSEVERANCE: The strength and character to never give up in the pursuit of personal excellence.</p> <p>PASSION: A love of, and for hard-work, and the learning life of the College.</p> <p>COURAGE: To act with simplicity and integrity, especially when challenged, and offer no excuses for my efforts.</p> <p>BROTHERHOOD: To love all and to love them equally.</p>

**Māori Dimensions
and Cultural
Diversity**

- Understand powhiri and kawa when used for formal welcomes on to local Marae, including our parent community on such occasions
- Include a Maori language or an arts focus for the whole school during the year. include professional development for teachers to develop understandings of cooperative learning styles when teaching

St. Paul's College provides instruction in Te Reo Maori for students whose parents request it through:

- Developing school policies and practices which reflect New Zealand's cultural diversity and unique position of Maori culture and ensure all reasonable steps are taken to promote te reo Maori for students whose parents request it (Education Standards Act, 2001, section 61).

Consultation at St. Paul's College (on enrolment and on-going) is through:

- Indications by the family of Whanau, Hapu, and Iwi,
- Identification of whether the student has attended Kohanga Reo or Kura Kaupapa Maori for language experience,
- An understanding of parental expectations in regards to Maori children's educational needs through survey and meetings,
- Identification of the skills Maori parents have that they may wish to share with school.

PASIFIKA

We acknowledge Pasifika culture including our current Pasifika students and families through:

- Pasifika parent consultation
- Links to local groups with expertise
- The promotion of aspects of Pasifika culture
- Pasifika culture being reflected in classroom environments

	<p>What we do as a school to incorporate Pasifika culture into the school curriculum is:</p> <ul style="list-style-type: none"> • Professional development focused on learning styles of Pasifika students • Ensure all teachers understand the significance and importance of implications are for teaching and learning inclusion of aspects of Pasifika • Performing And Visual Arts included in integrated studies where applicable. <p>Consultation at St. Paul's College (on enrolment and on-going) is through:</p> <ul style="list-style-type: none"> • On enrolment encourage parent to indicate a Pasifika background • Identification of parent expertise • An understanding of parental expectations in regards to Pasifika education needs through surveys and face to face meetings • Identification of the skills Pasifika parents have that they may wish to share with the school.
<p>Special Character</p>	<p>The College is guided in the pursuit of its Mission by the teachings of Jesus Christ and St Marcellin Champagnat, the founder of the Marist Brothers.</p> <p><u>WHAT SHAPES UP</u></p> <p>St Paul's College is a Catholic School for boys from Year 7 – 13, owned by the Marist Brothers. The maximum roll is 400 students. The students are primarily presently from Pacific backgrounds. It was established on its site as Sacred Heart College in 1903, being renamed and established as St. Paul's College in 1955.</p> <p>St. Paul's College is centrally located and draws its students from across the Auckland Region. The local community makes good use of the school grounds which remain open to the public and the school endeavours to make good use of the local community.</p> <p>We are particularly concerned to provide an environment that will enhance the teaching, learning and achievement of our students. To achieve our vision will require a significant commitment from the Principal, staff, students and the College Community. The Board knows that it has a staff committed to achieving the best educational outcomes for each student.</p>
<p>Special Character</p>	

Significant plans have been developed and are articulated in the Business Plan produced in the second half of 2013. A focus on attracting local students ,becoming more multi-cultural ,and planning and preparing for significant roll growth above and beyond the current Maximum Roll of 400 are key elements of this plan.

In consultation with, and anticipated support of the Ministry of Education, the Catholic Church, Marist Brothers Trust Board, St Paul's College Company, St Paul's College Board of Trustees, Old Boys, benefactors and community members the vision and plans articulated will gain real substance in 2015 to deliver substantial property development in 2015 and beyond.

Regular and timely communication with the staff and community through school newsletters, public meetings, written submissions and questionnaires, informal discussion, parent and staff meetings, public notices, BOT meetings and through the print and other media, including the College web site and face book page

Active involvement in wider educational networks.

(A) Special Character

Maintain and enhance the Special Catholic Character to provide and authentic and meaningful Catholic education with a Champagnat Marist Charism by:

- (i) Developing the concept of the Champagnat Marist teacher and graduate through an emphasis on the 5 Marist pillars and the college principles and values
- (ii) Ensuring a faith filled community that espouses gospel values and the teachings of the Catholic Church as part of college life
- (iii) Promoting cultural inclusivity, understanding and consultation particularly with Maori and Pacifica communities
- (iv) Integrating excellent pastoral programmes

<p>Students' Learning</p>	<p>NAG 1: Curriculum Raising Student Achievement</p> <p>Developing student centred learning and their involvement in and self-management of their learning to reach their potential</p> <ul style="list-style-type: none"> (i) Wide use of reliable, valid and systematically collected and analyzed achievement data to target learning needs and to inform effective teaching practices (ii) All students will leave school with a minimum NCEA Level 2 or equivalent qualification (iii) Raise attainment levels for Maori and Pasifika students to at least National average levels for all students in e-asTTle and NCEA assessments. (iv) Increase the percentage of Merit and Excellence and External assessment NCEA pass rates to at least the National averages (v) Prepare students in their learning programmes to adapt to a changing world (vi) Ensure all students in years 7 and 8 attain equivalence of national standards (vii) Improving NCEA pass levels annually to targets at or above National average (viii) Ensuring levels of literacy and numeracy across the school at all levels meet National averages (ix) Provide programmes for students who are gifted and talented have diverse needs and for those requiring special assistance
<p>Student Attendance</p>	<p>2018 Attendance 89%</p>
<p>School Organisation and Structures</p> <p>School Organisation and Structures</p>	<p>(D) NAG 3: Personnel Raising Student Achievement</p> <ul style="list-style-type: none"> (i) To support high levels of performance by being a good employer (ii) Performance management systems further developed to embed the professional standards for teachers and principal. (iii) BOT and staff review of EEO (iv) Induction of all new staff (v) Inquiry by staff into their teaching practice developed through intensive Professional Development.

	<p>(E) NAG 4: Finance and Property</p> <ul style="list-style-type: none"> (i) To develop effective strategies to continue the upgrade of infrastructure and stock. (ii) To promote support from parents, staff, students and the community for the Financial Contributions programme and to achieve respect and responsibility for the school and its environment. (iii) To prepare a property Master Plan for growth to 1000 students (iii) To up-date and implement the 10 year Property Plan. (v) To actively promote roll growth. (vi) To regularly review the effective and efficient use of resources. <p>(F) NAG 5: Health and Safety</p> <ul style="list-style-type: none"> (i) To strive to maintain a healthy and safe environment (ii) To develop staff qualifications and capabilities to effectively manage health and safety needs of the college
<p>Review of Charter and Consultation</p> <p>Review of Charter and Consultation</p>	<p>(C) NAG 2: Self Review Raising Student Achievement</p> <ul style="list-style-type: none"> (i) Strengthen the culture of self-review to support better informed decision (ii) Develop reliable and valid understanding and effective analysis of student achievement data (iii) To review the needs of, and support our diverse school population (iv) Review/refine school student reporting procedures to further implement the effective use of National Standards and NCEA achievement data (v) Ongoing reviews and development of curriculum delivery, in particular through Leadership and Assessment, Learning with Digital Technologies and Accelerating Literacy Learning (vi) Community consultation established

Year 7&8 Baseline Data 2019

Year 7

Reading

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	6	3
Below	5	4
At	6	9
Above	3	4

Writing

Curriculum level	#Results start of year OTJ	# Results start of year OTJ
Well below	5	3
Below	6	4
At	8	10
Above	1	3

Maths

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	5	3
Below	5	3
At	8	10
Above	2	4

Year 8

Reading

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	2
Below	4	3
At	12	14
Above	6	7

Writing

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	2
Below	4	2
At	11	14
Above	7	8

Maths

Curriculum level	# Results start of year OTJ	# Results end of year OTJ
Well below	4	3
Below	4	2
At	13	15
Above	5	6

Year 11-13 Baseline Data 2019

ENROLMENT BASED DATA:			
St Paul's College 2018		National School Data 2018	
Year 11	93.1	Year 11	70.5
Year 12	81.1	Year 12	76.4
Year 13	93.0	Year 13	64.4
University Entrance	70.5	University Entrance	46.9

CERTIFICATE ENDORSEMENT DATA: St Paul's College					
		2018	2017	2016	2015
Year 11	Merit	22.2	25.7%	24.3%	11.8%
	Excellence	11.1	5.7%	5.4%	2.9%
Year 12	Merit	23.3	19%	14.3%	11.4%
	Excellence	10.0	2.4%	2.9%	2.9%
Year 13	Merit	15.0	16.1%	14.3%	11.4%
	Excellence	10.0	6.5%	10.7%	2.9%



St Paul's College

Ponsonby, Auckland

Strategic Directions 2018 & Beyond

Mission Statement: The St Paul's Graduate

"The St Paul's graduate will be qualified, inquisitive and innovative. He will have a strong Christian moral compass based on the College Catholic and Marist tradition."

St Paul's will have an environment of academic excellence underpinned by sound pastoral care programmes.

St Paul's recognises the emphasis on personalised learning and differentiated pathways to achieve individual goals.

Background

The Mission Statement makes it clear that the College's purpose is the development of the whole person in all aspects of academic and pastoral care within a strong Catholic, Marist framework.

All students are empowered to learn and achieve to their own levels of personal excellence.

The Mission Statement places the onus on the College to ensure an environment of innovation, enquiry, participation, professional standards and facilities management that encourages students and families to embrace St Paul's College.

Catholic Marist culture and ethos are at the heart of all growth and development from which the school draws its life, vision and mission.

St Paul's will maintain a safe, orderly environment in which learning is the major focus.

Established in 1903, the motto of the College is "**Confortare Esto Vir**" translated as "**Take Courage and be a Man**".

This is as relevant today as it was 115 years ago.

Strategic Goals 2018 & Beyond

Strategic Goal #1: Governance

Background

A strong Board of Trustees is essential for good governance. The Board will maintain a long-term strategic plan that ensures strong leadership is in place, meets its regulatory and reporting obligations, creates a school environment that is fit for purpose and communicates with all its stakeholders.

The Board will uphold the enduring Catholic and Marist culture of the School.

The Board will ensure its policies remain relevant for good governance and the creation of a safe environment for all staff and students.

The Board will ensure proper financial systems; financial procedures and reporting are maintained by the College.

The Board, in conjunction with the Proprietor Company, will ensure all of its property and buildings are well maintained and are fit for purpose.

The Board will ensure that its student enrolments over the long term are consistent with the requirements of the Integration Agreement.

There is an expectation that St Paul's roll will increase over time. The population intensification of the Central City and Western Bays catchments aligned with the potential development of St Paul's significant land holdings will ultimately support a school roll of up to 1000 students.

The Board must ensure its strategic planning takes this growth expectation into account.

Governance Strategic overview:

1. The Board of Trustees will meet monthly at least nine times a year.
2. The Board will regularly review its Strategic Plan and update when appropriate.
3. The Board will establish appropriate sub-committees such as Finance, Property, Health and Safety and Discipline.
4. The Chair in consultation with the Headmaster will control the Board agenda.
5. Board papers and minutes of previous meetings will be circulated to the Board members in a timely manner prior to the Board meeting.
6. The Board will set parents' financial contributions and donations by the end of September in the year prior to such amounts being advised to the school community.
7. All school policies will be reviewed regularly within a three year cycle.
8. Board members will be advised as soon as practical of any significant event that may fall outside the timing of a regular Board meeting.

Strategic Goal #2: Leadership

Background:

Good leadership inspires the whole school community. Above all, this leadership must ensure a school wide culture that promotes learning and continuous improvement.

A culture that liberates the hearts and minds of St Paul's men through quality teaching. This leadership culture filters through all levels of the school community.

It is important that there is a strong collegiate relationship between the Headmaster and Chair of the Board. The Board as a whole supports the role and responsibilities of the Headmaster.

The Headmaster will maintain a robust senior leadership style and structure that includes succession planning.

Above all, the Headmaster is responsible for ensuring the Strategic Plan is a living document and in particular ensures the development of the St Paul's graduate.

As a community school the role of the Headmaster of St Paul's will include the development of linkages and outreach into the wider community.

A culture of leadership will prevail throughout the college.

Leadership Strategic Overview:

1. The present Senior Leadership Team (Headmaster, Deputy Head (Pastoral/Operations) and Deputy Head (Curriculum) will be maintained until the roll increases. Future changes will include a team of five.
 1. Headmaster
 2. Deputy Head (Operations)
 3. Deputy Head (Curriculum)
 4. Deputy Head (Pastoral)
 5. Deputy Head (Ethos)
2. Potential leadership at staff level will be identified, encouraged and mentored
3. A leadership student academy will be established to promote student leadership through the levels of the College.
4. St Paul's College will be known as a school where leaders are mentored and encouraged
5. A sum of money will be allocated annually in the promotion of Educational Leaders.

Strategic Goal #3: Teachers and Staff

Background

Parents of boys will select St Paul's because of good teachers and the education offered. St Paul's will develop and nurture highly skilled teachers who are encouraged to be creative professionals working in a collaborative culture. Underpinning the enhanced curriculum and balanced pedagogical approach is the absolute need for a cohort of quality teachers.

St Paul's teachers will have mastery of their subject area and be experts in the teaching of their subject area.

The Board recognises that the biggest influence on student achievement is the quality of the classroom teacher. St Paul's will have the appropriate review and appraisal systems, continuous appointment processes, assessments and development pathways for teachers necessary to ensure teaching quality is upheld.

Regular and focussed professional learning time will be set aside ensuring all teachers are supported in their teaching and providing the ability to upskill their individual teaching requirements and expectations.

Suitably qualified and trained administration and support staff are integral to the success of the School.

Teachers and Staff Strategic overview:

1. The College, will set ambitious goals that clearly direct/lead and inspire staff
 - a. Identify and communicate the school's annual goals and priorities
 - b. Articulate a vision for high-quality instruction

2. St Paul's College will develop an Inquiry Culture
 - a. Develop an annual plan to close the gap between the school's current performance and annual goals
 - b. Intentionally prioritise own time to focus on instructional leadership

3. St Paul's will develop a pipeline of future leaders
 - a. Develop leaders and cultivate a leadership pipeline (teacher, leader/HOD, deputy heads)

4. St Paul's will strengthen a school culture where daily routines and practices maximize teaching and learning
 - a. Outline and model expectations for leaders, teachers and students on school-wide practices for a positive learning culture
 - b. Evaluate school culture through proactive, scheduled review

5. St Paul's will hire and retain the best Teachers
6. St Paul's will build knowledge and expertise in effective instructional design and academic standards
 - a. Unpack standards to develop understanding of what students must know and be able to do

- b. Develop staff's knowledge of how standards map to curriculum and assessment of student learning outcomes
 - c. Ensure teachers know what instructional methods/pedagogy best drive student learning outcomes

- 7. St Paul's will develop teachers to provide rigorous and high quality instruction through effective professional development
 - a. Planned and structured weekly development.
 - b. Encourage creativity and solutions focused thinking.

Strategic Goal #4: Learning and Curriculum Design

Background:

St Paul's curriculum focus will be around critical thinking, reasoning and independence of thought. The NZ Curriculum is a clear statement of what is deemed important in education. The St Paul's curriculum will focus on academic and in-depth programmes at senior levels, whilst ensuring that it caters for all levels of ability. There will be an emphasis on the sciences, digital technology, arts, Mathematics and Literacy.

Boys will do best if their learning environment encourages a culture of excellence.

At St Paul's, all students will be empowered to learn and achieve to their own levels of personal excellence. A culture of pastoral care underpins the educational enterprise.

Learning and Curriculum Design Strategic overview:

- a. Students at St Paul's College will be prepared for a Global and competitive world.
- b. The College will develop and deepen its learning to ensure student engagement and high student academic outcomes
- c. Teaching and learning at St Paul's College will be promoted through its innovative Learning Hub
- d. Individual learning programmes with achievement targets will characterise St Paul's Curriculum
- e. St Paul's College will be more explicit about our educational goals and give its students clarity and purpose concerning pathways.
- f. St Paul's College will develop programmes and pathways linking Science and Technology, Music and Art
- g. St Paul's College will develop digital attendance delivery formats in its programmes.
- h. St Paul's College will provide professional development for its teachers so that they can adapt their pedagogy
- i. St Paul's College will use digital assessment tools where appropriate on a trial basis.

Strategic Goal #5: Future Thinking

Background

It is recognised that siloed knowledge and content is becoming less relevant to a 21st century employment market.

St Paul's College will establish at every layer of the college, a culture permeating to an "internet of ideas". This involved teachers who combine a range of pedagogies to impart content and skills.

It is recognised that from a disciplined College structure, creativity in learning can flourish.

Future thinking Strategic Overview:

- a) St Paul's College will transition pedagogy into an interactive learning experience for all boys.
- b) Guidelines will be established so that there is a balance between paper based and digital learning.
- c) A new range of subjects will gradually be introduced in to the College Curriculum.

Strategic Goal #6: Co-Curricula Activities

Background

The College will embrace a wide range of co-curricula activities. In particular, sport, arts, music and community service are considered essential to the development of the St Paul's Graduate.

Co-Curricula Strategic overview:

1. All boys will be required to undertake a co-curricula sporting activity for their school on an annual basis. This will be monitored by the Director of Sport.
2. The musical activities of St Paul's College will be celebrated with an emphasis on promoting the College Stage band. A senior student musician will be appointed annually.
3. The emphasis on sports at St Paul's college will transition from strong contact sports to a mix of skill and contact sport. A range of sporting options to be introduced.
4. The College community will be actively encouraged to "help" out in sport coaching and management.
5. All staff will be required to participate in the co-curricula life of St Paul's College as a condition of employment.

Strategic Goal #7: Community

Background

St Paul's will enrol families along with their sons. This ensures "buy in" from the local community. Parents are expected to participate in their boys' learning and school life.

This will be supported by a high level of communication with the wider school community.

St Paul's has high expectations of its students, and likewise expects the same from the parent community.

Community Strategic Overview:

1. Both parents (where reasonable) are expected at all nominated College events.
2. Two parental events will be held each term with 100% familial presence expected.
3. The College community culture will be characterised by linkage with outside groups and a mentality of looking outwards.
4. All College facilities will be considered as community facilities for hire and use.
5. Families will receive regular and frequent communication about the College and their individual sons.
6. Feeder schools and community groups will be explicitly identified and communicated with.

GOALS AND ACTION PLANS FOR 2018-20

Goal #1 Governance Action Points for 2018-20:

(a) Finance

- (1) The Chair of the Finance subcommittee will control the business of the Finance Committee
- (2) The Finance Committee will provide annual Budgets for approval and monthly reports showing actual financial performance against budget
- (3) A report showing parents' financial contributions against budget will be reported at each Board meeting
- (4) There must be a direct relationship between the Chair of the Finance Committee and the Finance Manager

(b) Property

- (1) The Chair of the Property subcommittee will control the business of the Property Committee
- (2) The Property committee, in consultation with the Proprietor Company, will maintain a 10 year property maintenance programme that will include an analysis of the respective capital and maintenance costs split between the Proprietor Company and the School
- (3) An annual maintenance programme will be presented to the Board and reported against at regular board meetings
- (4) There must be a direct relationship between the Chair of the Property Committee and the Property Manager
- (5) The Chair of the Property committee will undertake "walk arounds" from time to time with the Headmaster and Property Maintenance Officer to ensure property is fit for purpose and complies with all Health & safety requirements

(c) Health & Safety

- (1) The Headmaster will ensure all compliance with the requirements of the Health & Safety at Work Act
- (2) The School Health & Safety policy will be complied with in all regards
- (3) The School must be a safe place for all who work, study or visit.
- (4) All practical steps must be taken to eliminate or minimise risks
- (5) The Headmaster will report any incidents to the Board in a timely manner

Goal #2 Leadership Action Points for 2018-20:

Leadership Action Points:

- a) In 2018-20, a staff member will have specific responsibilities for creating a student leadership academy.
- b) In 2018-20, a review of the College staffing will be undertaken so that there is effective leadership in the key areas of the College.
- c) The Headmaster will develop strong linkages with schools within the St Paul's catchment to ensure continued development and growth of the roll.

Goal #3 Teachers and Staff Action Points for 2018-20:

Teachers and Staff Action Points:

- a) In 2018-20, the inquiry reflective culture of learning will be enhanced by a significant professional development time each term.
- b) In 2018-20, every teacher will receive three observed feedback visits from the College Leadership Team.
- c) In 2018-20, The College Learning goals within a year level, for e.g. Year 7, 8, 9 etc. will be published and communicated clearly to the boys and their parents.
- d) In 2018-20, there will be three staff appointments (vacancies); to enhance the College renewal.

Goal #4 Learning and Curriculum Design Action Points for 2018-20:

Learning and Curriculum Action Plans

(a) Junior School Year 7-10 in 2018

1. All students in years 7-10 will have a minimum of two lessons a week in school science labs with Science specialist teachers.
2. All students in years 7-9 will have a minimum of two hours a week of music tuition.
3. Year 9 students will all have the opportunity to participate in project-based learning in four subjects throughout the year.
4. All students in years 7-10 will learn to effectively write an essay or piece of formal writing using the computer software "write that essay"
5. All boys in Year 7 & 8 will learn mandarin with two periods per week instruction.
6. Digital technology will be offered as a subject in the junior school.

(b) Senior School Year 11-13 in 2018-20

1. All students in years 11 - 13 will work towards the school NCEA achievement targets.
2. All students in year 13 will be given the opportunity to gain university entrance.
3. All year 11 students will be required to complete a year of science.
4. The school will offer a Health Science Academy or additional sciences for students in years 11-13 who that have identified choosing a career in science.
5. Digital technology will be offered as a subject in the senior school.
6. History and design will be investigated for subjects to be offered.

Goal #5 Future Thinking Action Points for 2018-20:

Future thinking Action Points:

- a) In 2018-20, an innovative learning hub will be established in the new building.
- b) In 2018-20, Year 7 & 8 will be exposed to the Mind Lab classes in Grafton.
- c) In 2018-20, a digital laboratory will be established at St Paul's.
- d) In 2018-20, for Year 7 & 8 project based technology will include Robotics and relevant topics that serve the community.

Goal #6 Co Curricula Action Points for 2018-20:

Co Curricula Action Points:

- a) In 2018-20, an assessment to be made of the College sporting facilities to determine the investment to be made to ensure the College has suitable venues.
- b) In 2018-20, an identification of potential partners in the sporting community to be made.
- c) In 2018-20, St Paul's College will establish a Basketball Academy for all students.
- d) In 2018-20, a Community Service Action Plan will be presented to every boy with the expectation of 20 hours per student, per year contributed to the community.

Goal #7 Community Action Points for 2018-20:

Community Action Plan:

- a) In 2018-20, there will be an explicit strategy to connect with all Primary schools in Auckland which have boys in years 5, 6, 7 & 8.
- b) In 201-208, three Old Boy events will be held annually. There will be five email communications.
- c) In 2018-20, There will be an explicit strategy to connect with the local community of St Paul's (within a 10K radius)
- d) In 2018-20, there will be two community focus groups held, to clarify the direction of St Paul's College going forward.
- e) In 2018-20, there will be a review of communication strategies to ensure messages are being received