



ST FRANCIS XAVIER SCHOOL BOARD OF TRUSTEES

Quality + Support + Values

Charter

2017

Mission Statement

Our aim is to equip children for living through quality learning opportunities based on Catholic beliefs and values and provided in a supportive environment

St Francis Xavier School

St Francis Xavier School is an Integrated Contributing Primary School with a maximum roll of 120 pupils. Most pupils live in the local Mornington community. The school is part of a lively Catholic Parish Community which is centred on the Church and which adjoins the school site.

The school buildings are a feature of the school and contribute to the attractive environment and quality opportunities provided for children. The school has the support of a very active Board of Trustees and parent Teacher Association, and is well resourced. Community support and input is encouraged and a friendly, open climate is obvious to school parents and visitors. Children are the centre of the school community and every effort is made to make their time at St Francis Xavier School educationally and spiritually valuable and enjoyable. St Francis Xavier enjoys a wonderful supportive community, skilled and caring teachers, and happy, hard working children.

History of Our School

Since 1929 there has been a school on this site. It was opened in 1919 by the Mercy Sisters and was staffed by them until approximately 1984. The old buildings were replaced in 1985 and were the first of the Dunedin Catholic Schools to be built in this modern style.

Our new buildings were opened by Bishop Boyle on 14 July 1985. They were built with the strong link between home, school and church in mind and we think the connections are easy to see.

St Francis Xavier School was integrated into the State School system in 1981. We have several second and fourth generation pupils and we are always grateful for the solid faith foundation laid by the Sisters of Mercy in the Mornington Community.

Mission Statement

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OUR SCHOOL'S AIMS AND OBJECTIVES

SPECIAL CHARACTER

AIMS

The Board of Trustees appreciates its obligations, as an Integrated School, to provide Education with a Special Character - education which ensures that the religious beliefs and traditions of the Roman Catholic Church are observed and preserved.

OBJECTIVES

- Ensure that its policies, teachings and conduct reflect Catholic Education and values.
- Approve and review a policy statement which will ensure that staff will reflect the special Catholic character in their teaching and learning programmes.
- Establish a process by which the policy is monitored and reviewed.
- Recognise the right of the Proprietor to supervise the implementation of the Special Character.
- Provide a review of the School's Special Character to the Proprietor through his representatives and agents.

CURRICULUM

AIM

To ensure all children learn and progress by providing programmes that recognise the Revised New Zealand Curriculum and to

Endeavour to use National Standards to support improved progress and achievement in pupil outcomes

OBJECTIVES

- The board and staff will develop a good understanding of, and confidence in their use of the National Standards and how they relate to our school's curriculum.
- To provide a balanced and planned programme that reflects the individual needs of the children.
- To ensure that each year the Board will prepare, revise or confirm a curriculum area.
- The Board of Trustees through the Principal and staff will evaluate teaching programmes.
- Each year the Board will ensure the Curriculum Plans set out the purposes and objectives for assessing, recording and reporting on each child's progress, achievement and learning needs.
- Each year the Board will ensure that the approved Religious Education programme is planned and delivered, and that the Special Character is incorporated into classroom programmes.

PERSONNEL

AIM

To ensure the school is staffed by the people who will best fulfill the curriculum objectives of the school, suit the learning needs of the children and reflect the Special Character.

OBJECTIVES

- To support and promote high levels of staff performance and development and to provide encouragement and resources.
- To implement personnel policies which recognise the value of staff and reflect the Board's commitment to being a good employer under our EEO obligations.
- To recognise the requirements of the Integration Agreement and the rights of the Proprietor in personnel matters.

FINANCE

AIM

To manage the school's financial resources in a way that reflects the priorities of this charter in a prudent manner in order to give maximum advantage to the education of both current and future children of our school.

OBJECTIVES

- To prepare appropriate annual budgets to provide the financial resources required to reflect priorities identified in the charter and the school's Strategic Plan.
- To ensure that effective accounting systems and controls are in place to facilitate the integrity of financial reporting.
- To monitor monthly the financial performance of the school in order to control income and expenditure and ensure achievement of financial budgets and priorities set.
- To ensure the preparation, audit and publication of annual financial accounts.

PROPERTY

AIM

To ensure the school's building, facilities and equipment provide a safe, well maintained, stimulating and healthy working and learning environment for the benefit of the children and staff within our school. In addition, to recognise the rights of the proprietor as owner.

OBJECTIVES

- The Board of Trustees shall ensure that a long-term maintenance programme is in place (10 years) and reviewed as necessary. Each year the Board will approve the annual maintenance required taking into account the strategic plan and any new or proposed initiatives.
- The Board of Trustees shall ensure that adequate, appropriate and accessible physical resources will be available to support children and learning.

COMMUNITY CONSULTATION, PARTNERSHIP AND INVOLVEMENT

AIM

Maintain an ongoing link between home, school, parish and the wider school community to ensure the school as a place of quality learning with Catholic character.

OBJECTIVE

The Board will achieve community partnership through consultation. This will be reviewed and reported on annually.

MAORI AND OTHER CULTURES

AIM

To have policies and practices that recognise, respect and value New Zealand's unique bicultural heritage, the cultural diversity within New Zealand, and the cultures of all students who attend this school.

OBJECTIVES

The school's plans and policies will be implemented in ways that value New Zealand's bicultural heritage. The cultural background and values of individual children and their families will be recognised and valued with integrated use of Te Reo Maori and a strong Tikanga Maori programme.

All reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (Maori language) for full time students whose parents request it.

SCHOOL SELF-REVIEW

AIM

To regularly self-review the school's performance in relation to this charter so that priorities for the future progress and development of the school can be identified.

OBJECTIVE

The Board will have an annual plan for the ongoing review of its plans and policies. Reports from reviews will form the basis for deciding ongoing school development and improvement.

St Francis Xavier School

VISION

Our aim is to equip children for living through quality learning opportunities based on Catholic beliefs and values and provided in a supportive environment.

This is expressed as our Motto –

Quality - Support - Values

At St Francis Xavier School we work together -

- ❖ To help and encourage our pupils to think logically, critically and creatively.
- ❖ To work within a collaborative teaching and learning environment, establishing cooperative skills for life.
- ❖ To encourage, model and explore our values which meet the needs of individuals and create a community where we belong.
- ❖ To communicate and express confidently through numeracy and literacy.
- ❖ To follow the teaching and examples of Jesus.
- ❖ To develop increasing responsibility for themselves and their (lifelong) learning and be willing to take risks. In doing so they will develop an awareness of a variety of learning styles.

How we support this Vision

- Improved learning conditions through reorganising the school day
- Our Family Group programme gives our senior pupils responsibility for organising activities that promote and maintain our caring family values. This programme also includes children in decision making.
- Our “Code of Conduct” and a “Steps in getting Along Together” help children consider the consequences of their behaviour.
- Help children focus on learning outcomes and goal setting, guiding them in their learning activities and involving them in formative assessment. These practices result on focussed teaching.
- Set achievement targets for improvement.
- Actively work on maintaining positive relationships with our pupils and parents. Our community is welcome to join us for Shared prayers and Assemblies.

We are a caring school community which provides learning opportunities in a supportive atmosphere that encourages pupils to:

- take risks
- care for others
- develop independence
- be responsible, honest, friendly and fun to be with
- learn in a variety of ways and in a variety of places, etc

We aim for our pupils to have a good understanding of how they can best learn and be confident and motivated and supported (in an atmosphere that encourages risk taking) enough to be happy interested life-long learners.

Our Teaching and Learning Programmes include:

- child centred learning activities/engagement
- inquiring learning
- independent learning activities
- collaborative and co-operative learning
- teaching and practising thinking skills
- emphasis on inter-related essential learning areas
- integrated topics
- effective use of formative assessment, goal setting and feedback
- strong family – school – Parish relationship
- enriching programmes
- support for sport through coaching programmes and team organization
- special character development
- emphasis on Literacy and Numeracy
- developing the whole child (encompassing physical, mental, emotion, social and spiritual dimensions)
- consideration for variety of learning styles



St Francis Xavier School

Principles **of the Curriculum Delivery**

The following Principles put our pupils at the centre of teaching and learning. They experience a curriculum that engages and challenges them, is very inclusive, forward looking and affirms New Zealand's unique identity.

These Principles underpin the design of our school's curriculum.

High Expectations

We express and achieve high expectations through:-

- * WALTS – the children have a clear idea of what is expected.
- * Feedback and feed forward
- * Goal setting
- * Use of buddy and peer tutoring
- * Opportunities to develop in a supportive environment
- * Encouragement that children can do what is expected of them
- * Participate in KVC Gifted and Talented Programme
- * Extend children's interest areas
- * Teach and expect a high response
- * Great communication

Treaty of Waitangi

- We acknowledge the principles of the Treaty of Waitangi and the bi-cultural foundations of New Zealand
- Place signage in Te Reo
- The school's plans and policies will be implemented in ways that value New Zealand's bicultural heritage. The cultural background and values of individual children and their families will be recognised and valued with integrated use of Te Reo Maori and a strong Tikanga Maori programme.
- All reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (Maori language) for full time students whose parents request it.

Cultural Diversity

At St Francis Xavier School we acknowledge respect and celebrate cultures and cultural diversity. We do this through our Religious Education programme and our Inquiry based learning. We provide experiences of different cultures.

Inclusion

We ensure children's identities, language, abilities and talents are recognised and affirmed in our delivery of the curriculum. We have open door policy on communication and on participation in the PTA committee, sports coaching and school help opportunities.

Learning to Learn

At St Francis Xavier School we acknowledge and address children's learning differences. We value:-

- * WALS
- * self and peer evaluation
- * different learning styles
- * peer groups
- * self managing skills
- * thinking skills
- * Family Groups
- * helping children learn how to learn

Community Engagement

The curriculum is for the children and is enhanced with strong connections with the community.

We do this through:-

- * Parent/caregiver interviews and reports
- * Open door communication
- * Social events
- * Church gatherings
- * Wee Kids Wednesday
- * Language experience programme
- * Sports teams
- * Newsletters
- * PTA
- * Masses
- * Websites
- * Surveys
- * Class trips
- * EOTC

Coherence

At St Francis Xavier School we provide links across learning areas and with school transitions with:-

- * Family Groups
- * Inquiry based learning
- * Communication with pre-schools and Secondary Schools
- * Promotion of life long learning skills and attitudes
- * Religious Education Programme

Future Focus

Our curriculum encourages children to consider the future through:-

- * teaching life long learning skills
- * delivering our Vision Statement
- * topics such as recycling, globalisation and sustainability
- * our Values programme
- * our Religious Education Programme
- * our Health Promoting Committee



Values

To be encouraged, modelled, and explored

We live and share the teachings of Jesus

By showing

Respect for

- Self
- Others
- Environment
- Property
- Faith
- Change
- Cultures
- Learning
- Talents
- Effort
- Differences

Values to be encouraged, modelled & explored at St Francis Xavier School

	We develop Values of Respect of _____ by	We Foster this by _____
Self	<ul style="list-style-type: none"> • Motivation • Making most of abilities/talents • Self Esteem – risk takers • Care for self • Recognising and respect of individuality • Making the right choices • Caring for own possessions • Managing self • Accept challenges 	<ul style="list-style-type: none"> • Kia Kaha • KOS • DARE • PE/Health • Drama • RTLB • Family Groups
Others	<ul style="list-style-type: none"> • Value self – speaking nicely • Positive to others • Caring/sharing/kindness • Listening • Accepting diversity • Inclusion • Self organisation • Taking responsibility for own and others actions • Co-operating • Polite • Encourage others • Honesty • Being fair • Taking turns 	<ul style="list-style-type: none"> • Religious Education Programme • High expectations • Modelling • RTLB • Family Groups • PAL's
Environment	<ul style="list-style-type: none"> • Rubbish • Plants/trees • Equipment • Care of God's Creations • Sustaining the environment • Awareness and knowledge of environmental issues 	<ul style="list-style-type: none"> • Inquiry learning • Road Safety • RTLB
Property	<ul style="list-style-type: none"> • Taking care of equipment • Asking to borrow things • Returning items that have been borrowed • Being neat/tidy/organised 	<ul style="list-style-type: none"> • Code of Conduct • Modelling (teacher) • RTLB
Faith	<ul style="list-style-type: none"> • To show reverence • To pass on/shape knowledge • Respect for prayer • Participate in Faith Community 	<ul style="list-style-type: none"> • Religious Education programme • Family Groups • Church Community • Social Justice • St Vincent DePaul • Shared prayers • Family Masses • Prayer time • RTLB
Learning	<ul style="list-style-type: none"> • Learn to participate • Risk taking • Goal setting • Perseverance • Resilience • Explore different styles • Learn from success/failure • Strategic thinking • Inquiring minds • Extending self • Being an independent learner • Taking responsibility • Value learning • building on knowledge • Accepting challenge 	<ul style="list-style-type: none"> • Religious Education Programme • RTLB • Teacher Aides • Individual programmes • Professional Development
Cultures	<ul style="list-style-type: none"> • To value diversity • To celebrate differences • To explore language/heritage/customs 	<ul style="list-style-type: none"> • Inquiry learning • Guest speakers • Parents • RTLB
Effort	<ul style="list-style-type: none"> • Doing our best • Perservence • Resilience • Encouraging others 	<ul style="list-style-type: none"> • Feedback – positive • Principals award • Goal setting • Reward systems
Differences	<ul style="list-style-type: none"> • Accepting differences • Recognising differences • Valuing differences • Encouraging/supporting • Celebrate differences 	<ul style="list-style-type: none"> • Health/PE • Religious Education Programme • Health programme • Referrals outside agencies • RTLB

Key Competencies

St Francis Xavier School

Managing Self	<ul style="list-style-type: none">• Resilience• Communicate• Listen• Co-operate• Question• Set own goals• Independence• Confidence• Motivated
Relating to Others	<ul style="list-style-type: none">• Communication• Good listening• Good manners• Seek ideas and positives from others
Thinking	<ul style="list-style-type: none">• Strategic thinking• Asking & answering questions• Research• Positive attitude
Participating and Contributing	<ul style="list-style-type: none">• Presentation• Communication (oral, written) skills• Questioning• Social• Values
Using Language, Symbols & Texts	<ul style="list-style-type: none">• Be a critical thinker• Be motivated and interested• Have good literacy and numeracy skills• Accept differences• Transfer skills to range of situations

Key Competencies

	What is important for our school?	How do we foster this?
Managing Self	<ul style="list-style-type: none"> • Take responsibility • Question & answer questions • Risk takers & listening • Be goal setters • Develop independence • Time management and self control • Self motivated • Trying our best • Being accountable • Reflective • Organised • Initiative • Making right choices • Aiming high(strive for excellence) 	<ul style="list-style-type: none"> • WALTS • Routines • Goal setting • A range of opportunities • Family Groups • PAL's • Code of Conduct • Positive environment • High expectations • Given feedback • Next learning steps • Experience different learning styles
Relating to Others	<ul style="list-style-type: none"> • Co-operation-listening to & learning from others • Being considerate • Participate • Sharing • Value differences • Respect • Right choices • Taking responsibility for actions • Tolerance 	<ul style="list-style-type: none"> • PE/Health Programme • Religious Education • Code of Conduct • Group work • Family Groups • Modeling • Leadership opportunities • Providing nurturing & caring environment
Thinking	<ul style="list-style-type: none"> • Critical • Questioning • Reflective • Discussing • Problem solving • Transfer knowledge • Creative • Making sense of information, experiences & ideas 	<ul style="list-style-type: none"> • Graphic organizers • Inquiry based learning • Thinking tools • Guided reading • Encouraging ideas • Health/PE • Challenging ideas • Provide opportunities to practice thinking skills • Encouraging open mindedness
Participating and Contributing	<ul style="list-style-type: none"> • Take risks • Listen • Valuing differences • Life long learners • Best effort • Communication skills • Feeling of belonging • Time management 	<ul style="list-style-type: none"> • Modeling • Group work • Provide opportunities • PAL's • Family Groups • Shared Prayers • Reading stations • Feedback • Sports teams • Young Vinnies
Using Language, Symbols & Texts	<ul style="list-style-type: none"> • Demonstrate effective communication • Independent • Become literate & numerate • Use ICT positively • Access & communicate ideas 	<ul style="list-style-type: none"> • Teaching basic skills from a wide range of language symbols to broaden experiences • Making learning meaningful • Provide variety of resources • Role models • Encouragement/praise • Library books • Guided reading • Use ICT
	•	•

What skills do children need to learn to become life long learners?	What skills do we want our Year 6 children to have when they leave SFX?	What does a SFX kid look like?
<ul style="list-style-type: none"> • Resilience • Communicate • Listen • Co-operate • Question • Set own goals • Independence • Confidence • Motivated 	<ul style="list-style-type: none"> • Reflective learners • High order thinking • Inquirers • Risk takers • Co-operative • Independent learners • Positive self esteem • Accept challenges • Confident • Transfer skills learnt into a variety of situations • Live by the attitudes and values taught by Jesus • Good communication • Research & present using technology • Relates well to others around them • Resilience • Politeness • Value education • Inclusive and accepting • Open minded • Aim high 	<ul style="list-style-type: none"> • Well mannered • Happy • Confident • Literate • Numerate • Positive • Values learning • Thinks in different ways • Confident in us of ICT • Resilient, determined effort • Reliable • Respectful • Considerate
<ul style="list-style-type: none"> • Communication • Good listening • Good manners • Seek ideas and positives from others 		
<ul style="list-style-type: none"> • Strategic thinking • Asking & answering questions • Research • Positive attitude 		
<ul style="list-style-type: none"> • Presentation • Communication (oral, written) skills • Questioning • Social • Values 		
<ul style="list-style-type: none"> • Be a critical thinker • Be motivated and interested • Have good literacy and numeracy skills • Accept differences • Transfer skills to range of situations 		

Codes of Conduct

Effective governance and management is a successful blend of community involvement and professional competence

BOARD OF TRUSTEES	PRINCIPAL
The Board of Trustees agrees to adhere to the following code of conduct	In carrying out his or her duties, the principal will:
<ol style="list-style-type: none"> 1. Ensure that the needs of the students and their learning are given full consideration when planning, resourcing and implementing the school’s curriculum. 2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement. 3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair. 4. Respect the integrity of staff, the principal, parents and students. 5. Maintain the confidentiality and trust vested in them. 6. Ensure strict confidentiality of papers and information related to the Board’s position as employer. 7. Ensure that individual trustees do not act independently of the Board and its decisions. 8. Accept that the principal is the professional leader of the school who is responsible to the Board. 	<ol style="list-style-type: none"> 1. Ensure that the needs of the students and their learning are given full consideration in planning, resourcing and implementing the school’s curriculum. 2. Show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement. 3. Be loyal to the charter and fully committed to achieving its purpose, aims and objectives. 4. Respect the integrity of staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff’s professional skills. 5. Work cooperatively with school staff, but take final responsibility for decisions within the Principal’s authority as delegated by the Board. 6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality for decisions within the Principal’s authority as delegated by the Board. 7. Not vote in Board of Trustees’ decisions in relation to the Principal’s employment.

Consultation:

The Charter, Strategic and Annual Plans have been through a rigorous cycle of consultation.

- The Policy Committee of the Board of Trustees carried out a review of the Special Character of the school. This included survey response sheets, newsletter articles, committee meetings and a report on goals for the next year.
- The Charter was reviewed with comments sought from the school community through the newsletter. A survey reviewing the Vision was held. Staff meetings and Board meetings were dedicated to the review.
- The Strategic and Annual Plans come from the Charter goals and have been developed from teamwork of the Board Chair, the Principal, the Staff, and the Board and with newsletter opportunities for the parent Community to forward comments.
- The Charter, including Strategic and Annual Plans are placed in newsletters and on the school notice board.

National Administration Guideline 1v:

Plans and Targets for Improving the Achievement of Maori and Pacific Island Students:

1. Identification of Needs

- Teachers and syndicates identify any pupils whose achievement or ability to achieve cause concern. This concern will occur after teacher observation and testing.
- Pupils identified will have the concern and any possible action and targets recorded on the Maori Pupil Register.
- The Principal will keep records of identified needs on the Maori Pupil Register.

➤ **We carry out the same procedures with our Pacific Island pupils**

2. Addressing the Concerns

- Concerns will be addressed through the use of the following, depending on the resourcing available:
 - ◆ Teacher Aides
 - ◆ Special Needs teachers
 - ◆ Special Programmes with class teacher
 - ◆ Resource teachers of Literacy
 - ◆ Resource teacher of Learning and Behaviour
 - ◆ Speech and Language Therapists

3. Communication with Caregivers

- Caregivers with pupils on special programmes will be informed.
- Pupils written reports will clearly indicate whether each child is working at the expected level.