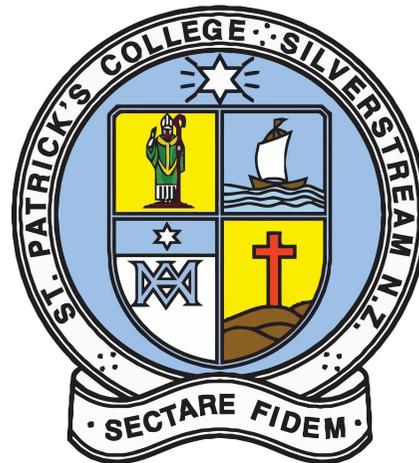


St Patrick's College
Silverstream

CHARTER 2018



CHARTER 2018

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St Patrick's College Silverstream



CATHOLIC, MARIST AND UNIQUELY SILVERSTREAM

Special Character

St Patrick's College, Silverstream, is an integrated Roman Catholic secondary school for boys in which the whole College community through the general College programmes and in its religious instructions and observances exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Archbishop of the Archdiocese of Wellington.

The College's Vision

St Patrick's College, Silverstream is a boys' school of excellence, founded on Catholic and Marist values and traditions where students develop knowledge, skills, attitudes and values which enable them to become compassionate, just and successful citizens. Our students are challenged and motivated to achieve personal excellence in an innovative learning environment enhanced by tradition, superb facilities, quality teaching and a supportive College community.

Fundamental Purpose of the College

To develop and empower confident young men who:

- Appreciate educational, cultural, academic, artistic and sporting achievement.
- Value and seek to grow their spiritual and faith dimensions, impacting on their dealings with others.
- Contribute positively to their families and communities.

Being Marist at Silverstream

We seek to live the gospel in a Marist way (i.e. as Mary did/would). “The Marist Project” of 2012 identified the following five values as central to being Marist at Silverstream:

- **Humility**
- **Support** (for all)
- **Courage** (to be yourself)
- **Faith** (to be lived each day)
- **Unity** (celebrating our diversity within our unique Silverstream environment)

State integrated schools

St Patrick’s College, Silverstream is an integrated school under the Private Schools’ Conditional Integration Act 1975 and the College’s Integration Agreement under this Act dated 31 day of March, one thousand nine hundred and eighty-three (1983).

Responsibilities

St Patrick’s College Silverstream recognises its responsibilities to:

- The Catholic Church of the Archdiocese of Wellington
- The Society of Mary represented by the Silverstream College Board of Proprietors
- New Zealand society represented by the New Zealand Government
- The College community which includes parents and families, students, College staff, past students and the parishes of the Hutt Valley
- The wider educational and regional communities of Wellington and New Zealand
- Tangata whenua and the Treaty of Waitangi
- The Education Act (1989) and the Education (Update) Amendment Act 2017

St. Patrick's College Silverstream

BELONGING

- I don't just attend Silverstream, I belong
- All members of the College community (and visitors) are welcome, included, respected, celebrated and supported

VALUES

- I can identify, articulate and live the core Silverstream values

EXCELLENCE

- I will be the best I can be, starting with my learning

SELF-MANAGEMENT

- I will take responsibility for myself, my learning and my actions

“Act justly, love tenderly and walk humbly with your God”
(Micah 6:8)

JOINT BOARDS STRATEGIC PLAN | St Patrick's College Silverstream (Feb 2014)

Introduction

In June of 2013, the Board of Trustees and Board of Proprietors began a joint approach to develop a longer-term strategic plan for the College. This coincided with the election of a new Board of Trustees and, more recently, the appointment of several new members to the Board of Proprietors. A joint taskforce was formed to develop and run a process for preparing a joint strategic plan for the Boards to consider and adopt.

Visioning consultation

The taskforce identified a need to engage the wider school community in a consultation about what the College might be known for and achieve by 2020. That consultation took place during August and September, using a mix of approaches (letters, meetings, on-line survey), culminating in a facilitated discussion at the College on 21 September in which the main themes from the consultation were identified and refined and possible initiatives relating to each theme were proposed. The taskforce presented the results of the consultation to a joint Boards meeting on 24 September. That meeting endorsed the themes and invited the taskforce to develop a draft strategic plan.

Strategic Plan

The plan has two organising principles: the three themes (thoroughly Catholic and Marist; strong and abiding sense of community; outstanding modern teaching and learning); and three phases (short, medium and long-term, with some overlap between them). The three themes sit over the top of the eight strategic goals developed in late 2011. Broadly speaking, they map as follows:

Themes	Goals
Thoroughly Catholic and Marist	Special character
	Pastoral care
Strong and abiding sense of community	Community interaction
	Roll management and student community
	Governance and leadership
Outstanding modern teaching and learning	Student achievement
	Staff professional teaching and development
	Resourcing

In reality, the themes and goals are inter-related and mutually reinforcing, but this organising device can help the Boards keep track of priorities and progress and ensure line of sight for those involved in specific strategic initiatives.

The attached chart provides a high-level schema for the strategic plan. Both Boards have considered and commented on this and the taskforce will continue to refine it further, with clearer indications of timing and sequencing, and allocated responsibilities (where appropriate). The College leadership will develop more detailed annual plans to guide College management and operations, while the Boards can focus their meeting agenda on key priorities and measures of achievement. It is understood that the Joint Boards Strategic Plan is an organic document, subject to regular review, reinforcement and adaption.

Taskforce Consultation Group Goals Chart

	CATHOLIC & MARIST	MODERN LEARNING	COMMUNITY
SHORT TERM 2013 – 2015	Chapel Repairs Commitment/Qualifications of Tagged Staff Engaging with Society of Mary "Prayer Project"	Interest Group Master Property Plan	School Community Improve communications; including PD? Develop links with local primary schools Physical symbols of welcome for all at key school points Engagement with parents and all community, Old Boys; (Mentoring programme?) Hospitality Wider Community Explore opportunities Engage with all
MEDIUM TERM 2016 – 2018	Chapel Re/Development Spiritual Heart of School	On-going resource development Physical building Re/Development	Chapel Re/Development Develop/Strengthen relationships with wider community Community use of college facilities e.g. Gym; renting out of other facilities Night classes?
LONG TERM 2018 – 2020			Strong school engagement with wider community

Providing resources for curriculum and vocational development (including staff PD)

NOTES:

- "Prayer Project" = 'normalising' prayer into everyday life. Could include something like Caritas Project (Scotland)
- Interest Group = group of reps from school & Boards to investigate other modern learning environments (schools, universities, businesses) and the Master Property Plan will evolve from the findings of the interest Group
- "Community" is embedded in both Catholic & Marist and Modern Learning. School Community; Student Community; Old Boys Community; Teaching Community and includes welcome and engagement with/to school. Internal and External Community
- Sustainability education In action around the College e.g. care for environment/creation, recycling, alternative sources of energy for the College?

STRATEGIC GOALS FOR 2014 - 2018 | St Patrick's College Silverstream

1. Special Character

The special Catholic Marist character is evident in every aspect of life at the College, with spiritual growth and Gospel values strongly promoted by and to students, staff, the College Boards and community.

2. Pastoral Care

Students are respected and valued within a quality pastoral care system that ensures a safe, supportive physical and emotional environment where difference is encouraged and celebrated.

3. Student Achievement

Our students are self-motivated, resilient learners who set appropriately high goals for their achievement across all aspects of their current and future lives and are confident and supported to take the next steps in their learning paths. Students achieve at or above Decile 8 National averages across the curriculum with on-going improvement in merit, excellence and scholarship results.

4. Staff Professional Teaching and Development

Teaching staff are confident and skilled to meet the diverse learning needs of boys while achieving the desired strategic outcomes sought by the College.

5. Resourcing

The current and future needs of the College are met through development of the physical and educational resources to their maximum potential. The College provides a welcoming, safe and innovative environment that supports student achievement, development, effective and efficient teaching.

6. Roll Management and Student Community

The roll of the College is continually reviewed to ensure that the best interests of current and future potential students are maximised while enhancing the College special character. Boarding will remain an integral component of the College.

7. Governance and Leadership

Senior management, staff and students are integral to and effectively collaborate with both the Board of Trustees (crown entity) and Proprietors (on behalf of the Society of Mary) in order to achieve the best possible strategic outcomes for the College.

8. Community Interaction

We embrace and partner with our wider community in open, welcome and courageous ways to ensure we are relevant, visible and supportive of community needs and expectations.

These goals will be achieved through the preparation of an Annual Plan that is reviewed and updated each year. Actions within that plan may be drawn from those outlined below and others added as appropriate.

Strategic goals in action

Special Character

- Encourage the partnership between students, staff and the community to model and actively support the Special Character of the College.
- Hold whole staff reflection meetings on aspects of the Special Character.
- Send staff to National Marist Network gatherings and supporting initiatives undertaken by the Network.
- Send students and staff to Marist Youth Leader gatherings.
- Make use of the Marist Education Ministry team to train and support College staff and Ministry team in various aspects of the Special Catholic Marist Character.
- Encourage staff to engage in training in faith, spirituality and religious education.
- Adopt a suitable DRS/chaplaincy structure to meet both the sacramental and other liturgical and spiritual needs of the College.
- Ensure greater involvement of parents/caregivers in the sacramental and religious education programmes offered at the College.
- Promote social justice and service opportunities to the students.
- Foster an understanding of the Treaty of Waitangi and historical and current commitment of the Society of Mary to Tangata Whenua.

Pastoral Care

- Recognise and promote Gospel values (empathy, empowerment, humility, compassion) in all aspects of Pastoral Care.
- Review current structure and practice comparing the effectiveness of those structures and practices used in other schools.
- Ensure systems are in place not only for appropriate counsellor and teacher support but that peers are empowered to provide a social framework that supports every student.
- Social justice is a key focus across all aspects of the College.
- A commitment to respectful relationships being at the centre of all pastoral dealings
- While there are rules and structures in place for all, individual situations will always be taken into consideration

Student Achievement

- Improve engagement of students in their own learning.
- Encourage “excellence” for all students, with an understanding that “excellence” is individual and involves each student being the very best that they can be.
- Use data to improve academic achievement at all levels. A particular focus is to use Year 9 and 10 data to inform learning programmes
- Raise the level of achievement in Scholarship.
- Students pursuing “excellence” will lead to increased levels of merit and excellence endorsements.
- Improve Maori and Pasifika achievement so that each group is achieving at a level consistent with their cohort.
- Develop a school definition/understanding of Gifted and Talented students, processes for identifying them and programmes to meet their needs.
- Develop a clear ICT strategy to enhance student engagement and achievement.
- Explore and progressively implement inquiry based learning principles in the curriculum.
- Provide varied sporting cultural social and service opportunities for students to experience and excel in.

Staff Professional Teaching and Development

- Recognise and support our staff as the key role models, enablers and leaders of our young men.
- Provide accurate and honest feedback through professional learning conversations to allow both staff and the College to support each other through professional and personal development opportunities.
- Prepare selected key staff for future leadership and professional roles within the College.
- Ensure that staff are receiving on-going development in relation to key teaching and learning pedagogy including differentiated learning, assessment for better learning (feedback, feed-forward, co-construction), literacy and numeracy strategies and inquiry learning.
- Each teacher focusing on improving individual teaching strategies and skills in their personal annual goals as part of school wide focus on up skilling staff
- Providing on-going professional development for staff in best practice for the use of ICT in teaching and learning.
- Ensure support staff are recognised as integral to College life through dedicated professional development.

Resourcing

- Ensure the College provides a modern, well-resourced and safe environment that effectively supports students and staff to achieve key outcomes.
- Maximise commercial use and other opportunities to financially support the College’s maintenance and development.
- Make appropriate provision in the budget to meet projected maintenance costs based on the template provided, and seeking other means of funding the provision if required.

Roll Management and Student Community

- Ensure the College effectively balances educational accessibility to the maximum number of students while ensuring the quality of education and the unique nature of the College is enhanced.

Governance and Leadership

- Enhance positive working relationships between the BOT/BOP and the key College stakeholders (students, parents, staff etc.)
- Ensure that all BOT/BOP members and the Senior Leadership Team are undertaking on-going appropriate training for their roles
- Strengthen communication between the BOT/BOP and the College community

Community Interaction

- Ensure that all members of the College community feel welcomed and that they belong.
- Enhance the home-school partnership relationship, with a particular emphasis on developing strong ties with the Maori and Pasifika communities.
- Recognise the Treaty of Waitangi and develop policies of procedures which reflect NZ's cultural heritage.
- Support the Parents and Friends Association, the Pasifika Parents Support group (PPSG) and the whenua Group.

VISION FOR TEACHING AND LEARNING AT ST PATRICK'S COLLEGE SILVERSTREAM

The Silverstream community will engage in a personalised learning programme which embraces collaboration across learning areas and seeks to develop self-directed learners who strive for personal excellence. The teaching and learning will be centred on the wellbeing of the learner, supported by a flexible and welcoming learning environment enabled by technology. Silverstream, as a learning community, will facilitate the daily encounter with Christ and promote the development of compassionate, just and successful global citizens who contribute to their community.

Developed by the Staff in 2014

St Patrick's College
Silverstream

ANNUAL PLAN 2018



Incorporating:

- Raising student achievement through collaboration, flexibility, self-direction, the daily encounter with Christ
- Likely ERO visit, Term 1
- BOT (and BOP) community consultation and revision of the Strategic Plan

Theme:	THOROUGHLY CATHOLIC AND MARIST
Area:	SPECIAL CHARACTER
Prime Responsibility:	BOP
Strategic goals:	The Special Marist character is evident in every aspect of the life at the College, with spiritual growth and gospel values strongly promoted by and to, students, staff, the College Boards and community.
Objectives for 2018:	<ul style="list-style-type: none"> a. To authentically live our faith each day b. To facilitate the daily encounter with Christ

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Authentic Prayer The Ministry team will initiate, plan and facilitate spiritual life so that authentic prayer occurs within the Colleges Masses, Liturgies, Retreats, prayer and sacramental programmes.	Rector College priest DRS Student leaders Staff	On going	Growth of spiritual life and student-led prayer. Recognition of the role of prayer and continuing to normalise prayer. Opportunities for solitude, silence and meditation. Events are used as occasions to deepen our understanding of why we do what we do.	Regular weekly meetings Effective collaboration.	Rector College Priest DRS	Time Budget (BOP) for Special Character Stipend for Priest (paid to SM by BOP).
Social Justice Students involved in Social Justice Actions fostering positive relationships with each other, our community and those in need through activities such as the senior Social Justice subject, the St Michael's breakfast programme, Hoops for Hope, Young Vinnies and Relay for life	SJC Teacher DRS Rector Student Leaders Year 9 Teachers TIC Vinnies	On going	Students to deepen their understanding of and commitment to social justice outreach through role models and opportunities to assist those in need. Students are enabled to be part of the planning, doing and reflecting for the social action so that the learning is deep.	Subject growth Review of planned activities	Rector DRS Rector to meet with Student leaders on a regular bases.	Continued buy in and role modelling of staff. Commitment of staff and students time and energy.

<p>College Values Enhancing the way in which the College values of faith, support, unity, courage and humility are evident across all areas of the college, and linked with Gospel values.</p>	<p>Rector DRS SMT Deans Staff</p>	<p>On going</p>	<p>Creation of practical learning experiences that support students to live these values and virtues in their daily lives, combined with stories that communicate Gospel values, and encourage listeners to wonder about the implications of these stories.</p> <p>Values reflected in extra curricular activities, spiritual symbols throughout the school, the actions of staff and students.</p> <p>PD will be made available for staff to enable prayer in the classroom.</p> <p>PD will be made available for new teachers to attend <i>Teachers New to Catholic schools</i></p>	<p>School Values and CSJP Implicit in departmental planning.</p> <p>Examples of deeper understanding by students and staff</p> <p>Special Character goals review.</p>	<p>Rector College Priest DRS</p>	<p>Purchase of cultural and spiritual icons to illustrate the diversity of cultures within the college.</p>
<p>Tagged Teachers Opportunity for dialogue and discussion for Tagged teachers to reflect on:</p> <ol style="list-style-type: none"> 1. Authentically living our faith each day. 2. Facilitating the daily encounter with Christ 	<p>DRS Tagged teachers College Priest</p>	<p>On going</p>	<p>Regular meetings during the year and that Tagged staff will continue their commitment to the Catholic Faith of the college.</p>	<p>Review in Term 4</p>	<p>Rector College Priest DRS</p>	<p>Time</p>

Theme:	THOROUGHLY CATHOLIC AND MARIST
Area:	PASTORAL CARE
Prime Responsibility:	Shared - BOT/BOP
Strategic goals:	Students are respected and valued within a quality pastoral care system that ensures a safe, supportive, physical and emotional environment where difference is encouraged and celebrated.
Objectives for 2018:	<ol style="list-style-type: none"> 1. Effective implementation of the Pastoral System. 2. Effective use of Tutor Time. 3. Cultural competence 4. Staff and student hauora/wellbeing.

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Reinforce pastoral system Develop the Silverstream relational practice model including reinforcement of relationship building and restorative conversation strategies.	All staff, particularly new staff to the college.	On-going	Consistency of procedures for misconduct. Effective classroom management. On-going meetings with new staff. Students are able to be monitored through the use of pastoral notes on Kamar.	Staff following procedure. Termly review and feedback at whole staff pastoral meetings.	ARP Deans	Professional Learning Time
Effective use of Tutor Time Development of best practice models in tutor time including 1:1 relational conversations and effective tracking & monitoring of students.	Tutor Teachers	On-going	Tutor Teachers use tutor time effectively.	Student voice.	ARP Deans	Professional Learning Time

<p>Cultural competence Developing school-wide understanding of Te Ao Māori and Pasifika culture to encourage the development of culturally responsive pedagogical practice.</p>	<p>All teaching and support staff, students and wider College community in collaboration with internal and external cultural leaders.</p>	<p>Ongoing</p>	<p>Staff will develop confidence in their understanding of Māori and Pasifika concepts of knowledge and teaching and learning.</p>	<p>Self-reflection through PTC/Appraisal process.</p>	<p>Deputy Rector Teaching & Learning SLT</p>	<p>Professional Learning Time Local Community</p>
<p>Hauora / Wellbeing Developing well-being focus across all areas of school life to promote interconnected physical, mental & emotional, spiritual and social well-being.</p>	<p>All staff and students</p>	<p>On-going</p>	<p>Development and implementation of strategies, events, learning opportunities and programmes for supporting staff and students</p>	<p>Minimum of one activity per term.</p>	<p>ARP & SLT Deans</p>	<p>Professional Learning Time</p>

Theme:	OUTSTANDING MODERN TEACHING AND LEARNING
Area:	TEACHING AND LEARNING
Prime Responsibility:	BOT
Strategic goals:	Teaching staff are confident and skilled to meet the diverse learning needs of boys and achieve the desired strategic learning and academic outcomes sought by the College.
Objectives for 2018:	<ul style="list-style-type: none"> • Develop a school-wide Digital Citizenship programme collaboratively with whānau, staff, students and the wider College community • To continue to develop a PLD and appraisal model that promotes quality teaching, in a flexible and innovative learning environment, supported by effective mentoring and professional learning opportunities in the wider education community • To promote the development of a deeper understanding of cultural competencies and their implications for teaching practice, student achievement, relationship building and community.

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Digital Citizenship Development of schoolwide approaches to digital literacy, digital capability, cybersafety, positive role modelling and attitudes and values online.	All teaching and support staff, students and wider College community in collaboration with Netsafe and co-ordinated by KR	Ongoing	Increased awareness of online safety, and responsibilities as a digital citizen.	Development of a targeted and purposeful programme that can be carried forward into 2019.	Deputy Rector Teaching & Learning BOT	Professional Learning Time External Facilitators
PLD & Appraisal Implementation of 2018 PLD & Appraisal programme (personalised inquiry, PLGs, reflective practice, observation, learning walks) and ongoing review including the role of the Framework for Quality Teaching and Learning and the role of external professional development.	All staff in collaboration with HODs and overseen by KR/NP/AW	Ongoing	All staff will have a completed portfolio of evidence	Self-reflection through PTC/Appraisal process Term 4 review.	Deputy Rector Teaching & Learning SCT SLT	Professional Learning Time External Facilitators

<p>Mentoring Developing staff capability for peer and leadership mentoring in order to support developing teaching practice, lesson observations, ongoing self-reflection and general well-being.</p>	<p>KR/SLT</p>	<p>Ongoing</p>		<p>Peer reflection and review.</p>	<p>Deputy Rector Teaching & Learning SCT</p>	<p>Professional Learning Time External Facilitators</p>
<p>Cultural Competence Developing school-wide understanding of Te Ao Māori and Pasifika culture to encourage the development of culturally responsive pedagogical practice.</p>	<p>All teaching and support staff, students and wider College community in collaboration with internal and external cultural leaders.</p>	<p>Ongoing</p>	<p>Staff will develop confidence in their understanding of Māori and Pasifika concepts of knowledge and teaching and learning.</p>	<p>Self-reflection through PTC/Appraisal process.</p>	<p>Deputy Rector Teaching & Learning SLT</p>	<p>Professional Learning Time Local Community</p>

Theme:	OUTSTANDING MODERN TEACHING AND LEARNING
Area:	STUDENT ACHIEVEMENT AND ENGAGEMENT
Prime Responsibility:	BOT
Strategic goals:	Our students are self-motivated, resilient learners who set appropriately high goals for their achievement across all aspects of their current and future lives and are confident and supported to take the next steps in their learning paths.
Objectives for 2018:	<ul style="list-style-type: none"> ● Students set aspirational and realistic achievement targets and track and monitor progress with support of tutor teachers. ● Raising Māori and Pasifika achievement ● Further embed the Teaching and Learning vision for the College ● Development of the Junior curriculum to ensure equitable access to curriculum learning areas as well as meaningful and consistent data.

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Tracking and monitoring A focus on tracking and monitoring academic progress, with a particular focus on 'at risk' students, and development of accessible data for tracking purposes.	Tutors ARC Deans	Ongoing throughout 2018	Aspirational and realistic targets set by students and reported in KAMAR by the end of Term 1. Support strategies and systems reviewed and developed to assist students 'at risk' with attendance concerns and special learning needs.	NCEA results Academic and Learning Conferencing Student self-reflection	ARC Tutor Teachers Deans	Time PL opportunities
Māori and Pasifika achievement A continued focus on improving academic results for Māori and Pasifika students through increased communication with whānau and development of staff cultural competence.	All staff Deans ARC	Ongoing	Achievement of charter targets for Māori and Pasifika achievement. Increased collaboration with whānau through academic programmes.	NCEA results Academic and Learning Conferencing Student and staff self-reflection	ARC Tutor Teachers Deans	Professional Learning Time Whānau groups

<p>Vision for Teaching & Learning A continued focus on effective use of 90 minute lessons for deeper, self-directed learning opportunities, enabled by technology.</p>	<p>ARC SLT HODs All staff</p>	<p>Ongoing</p>	<p>Effective use of 90 minutes lessons.</p> <p>Development of the SAMR and SOLO models.</p> <p>Enhanced student engagement and self-directed learning.</p>	<p>Student survey feedback</p> <p>Teacher PL Inquiries</p> <p>Results all year levels</p>	<p>ARC SLT HODs</p>	<p>Time</p> <p>Professional Development</p> <p>Outside providers</p>
<p>Junior Curriculum development Review of junior curriculum with a focus on:</p> <ul style="list-style-type: none"> • Equity of access to learning areas and opportunities • Reporting and assessment models • Tracking of performance 	<p>ARC SLT HODs All staff</p>	<p>Ongoing</p>	<p>Reviewed junior option structure for 2019.</p> <p>Development of reporting and assessment guidelines for the junior school.</p> <p>Improved data for reporting.</p>	<p>Departmental Reports</p> <p>Course selection process</p> <p>Data analysis in Term 4</p>	<p>ARC SLT HODs</p>	<p>Time</p> <p>Professional Development</p> <p>Outside providers</p>

Theme:	OUTSTANDING MODERN TEACHING AND LEARNING
Area:	RESOURCING
Prime Responsibility:	Shared - BOT/BOP
Strategic goals:	The current and future needs of the College are met through development of the physical and educational resources to their maximum potential. The College provides a welcoming, safe and innovative environment that supports students achievement, development and effective and efficient teaching.
Objectives for 2018:	<ul style="list-style-type: none"> • Improve the financial position of the College. • Develop modern & sustainable learning environments and resource them appropriately

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Profitability and Reserves Build profitability and reserves through close monitoring of cash flow and development of new income streams	Director Finance & Property	Terms 1-4	Both Boards are able to sustain a positive working capital position throughout the year. Achieve an Operating Surplus for the Board of Trustees in 2018 At least \$40,000 in BOT bank account at 31 December 2018. New income streams are identified and secured e.g. sponsorships, fundraisers.	Monthly Reporting & Financial Accounts Financial & Management accounts Bank statement at 31 December 2018 Increase in revenue, contracts in place e.g. successful Market Day	DFP/both boards DFP/BOT DFP/BOT DFP	Time of DFP & Boards
Strategic Planning Strategic plans are in place to ensure the long term financial sustainability of the College	Director Finance & Property	End of Term 1	Long Term financial plan is in place for BOP & BOT	Plan documented and approved by Board	DFP/both boards	Time of DFP & Boards

<p>Learning environments Create 21st Century learning environments</p>	<p>Director Finance & Property, Facilities Manager</p>	<p>Terms 1-4</p>	<p>An increase in modern, innovative learning environments across the school</p>	<p>Projects completed per 10yr property plan Feedback from teachers & students</p>	<p>DFP/Property Committee</p>	<p>Budget per 10yr property plan, time of property staff</p>
<p>Sustainability Focus on how the College can be more environmentally friendly through implementing sustainable practices in areas such as energy and water consumption and waste disposal</p>	<p>Director Finance & Property, staff & students</p>	<p>End of Term 3</p>	<p>Students and staff understand the opportunities and benefits of being more environmentally friendly and are acting on those.</p>	<p>Proposal documented, presented to SLT/Boards and implemented. Reduction in energy & water consumption and rubbish. Noticeable change in habits by College community</p>	<p>DFP</p>	<p>Time, cost of third party organisations</p>

Theme:	STRONG AND ABIDING SENSE OF COMMUNITY
Area:	ROLL MANAGEMENT AND STUDENT COMMUNITY
Prime Responsibility:	BOT
Strategic goals:	The roll of the College is continually reviewed to ensure that the best interests of the current and future potential students are maximised while retaining the College special character. Boarding will remain an integral component of the College.
Objectives for 2018:	<ul style="list-style-type: none"> Maintain the roll in light of the College vision via the enrolment scheme

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
Enrolment Seek to maintain the roll at its maximum, 720, through successful promotion of the College to the local Catholic community and an efficient transparent enrolment process	BOT SLT	On-going	Promote College through newspaper advertising, website, Open Day Run a successful enrolment round involving clear communication with parents	Applications for enrolment College roll	Enrolment stages are all met on time and efficiently with good communication	GD, ST, DC Time

Theme:	STRONG AND ABIDING SENSE OF COMMUNITY
Area:	GOVERNANCE AND LEADERSHIP
Prime Responsibility:	Shared - BOT/BOP
Strategic goals:	Senior Management, staff and students are integral to and effectively collaborate with both the Board of Trustees (crown entity) and Proprietors (on behalf of the Society of Mary) in order to achieve the best possible strategic outcomes for the College.
Objectives for 2018:	<ul style="list-style-type: none"> • Strengthen collaboration between the various governance and leadership groups • Promote active and supported student leadership

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
SLT development The new SLT develops a cohesive and collaborative working model	SLT	Term 1 On-going	Positive working relationships build in the team Clear lines of responsibility are established and communicated to staff and students Appropriate PD available Responsibilities published PD opportunities taken		Rector Board Chairs	PD costs
Leadership Promote a shared and developed leadership through College operations	SLT Joint Boards	On-going	Opportunities for leadership and responsibility in the College - where possible and appropriate - are shared and spread to provide as many as possible with leadership experience	College leadership organisation	Rector SLT Boards	Investing time in middle/junior leaders

<p>Student leadership Support for Student Leaders</p>	<p>SLT Year 13 Dean Staff mentors (5)</p>	<p>On-going Throughout 2018</p>	<p>Student leaders will be actively supported by their designated mentors (5)</p> <p>They will also be more accountable</p> <p>This will lead to greater effectiveness of our student leaders and a greater sense of satisfaction for them</p> <p>Regular meetings within their various pou, and collectively, on a three week cycle</p>	<p>Formal feedback from all those involved particularly the student leaders</p> <p>Weekly Notes/ Attendance checks</p> <p>Meetings happen</p>	<p>Rector Year 13 Dean Staff Mentors (5)</p>	<p>Time/commitment of staff members mentoring student leaders</p>
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Theme:	STRONG AND ABIDING SENSE OF COMMUNITY
Area:	COMMUNITY INTERACTION
Prime Responsibility:	BOT
Strategic goals:	We embrace and partner with our wider community in open, welcome and courageous ways to ensure we are relevant, viable and supportive of our communities needs and expectations.
Objectives for 2018:	<ul style="list-style-type: none"> To develop a greater sense of belonging within our own Silverstream community, and as Silverstream within the wider Catholic, educational and regional community.

Action	Who	Target Date	Expected Outcome	Measurements	Monitoring	Resourcing
<p>Fostering a sense of belonging Continue making a concerted effort to create a strong sense of belonging, particularly for parents, via meetings / events such as:</p> <ul style="list-style-type: none"> Powhiri for Year 9 and new students and new staff Year 9 meet and greet afternoon Becoming a Streamer evening Parents and Friends Association meetings Pasifika Parents' Meetings (PPSG) Whānau meetings Academic Excellence Evening Learning Conference/Parent interviews Invitations to Masses Information / Invitations to sporting / Cultural events Foundation Dinner 	Rector SLT Events Organisers Foundation Manager	Throughout 2018	<p>A range of events held that are well attended by the parent and wider community.</p> <p>A range of positive informal and formal feedback obtained pertaining to the "welcoming" environment of the College</p>	<p>Events held</p> <p>Information provided e.g. calendar, newsletter</p> <p>Event held</p> <p>Significant money raised</p>	SLT Foundation Trustees	Hospitality costs

<p>Te Ao Māori Whanau Group Meetings and enhancing relationships with our Māori community,</p>	<p>TIC Whānau Liaison (new)</p>	<p>On-going</p>	<p>At least one meeting per Term Progress made on <i>Kawa at Stream</i> document</p>	<p>Meeting held</p>	<p>Assistant Rector (Pastoral)</p>	
<p>Our environment Physical and appropriate symbols representing Maori and Pasifika communities are integrated into our College environment</p>	<p>SLT PPSG Whānau Group Student Kotahitanga Leaders</p>	<p>On-going</p>	<p>Important symbols gradually and appropriately are put in place</p>	<p>Symbols are in place</p>	<p>Work with the Kotahitanga Leaders, and consult with appropriate parent groups</p>	<p>Cost of symbols</p>
<p>Consultation/Strategic Planning BOT (and BOP) to consult stakeholders re current and future direction of the College</p>	<p>BOT BOP Rector</p>	<p>Term 1 Term 2 - 3 Term 4</p>	<p>Formulate consultation plan Wide consultation occurs Consultation informs a new Strategic Plan</p>	<p>Plan in place Consultation occurs New Strategic Plan</p>	<p>New Strategic Plan ready for 2019</p>	<p>Primarily, time of BOT, BOP, SLT</p>



Charter Targets 2018

Target 1	Realistic an aspirational rates of Māori academic achievement at each of Levels 1,2,3							
	Level 1 – 80%		Level 2 – 80%			Level 3 – 88%		
Link to Annual Plan Goal	Student Achievement							
Curriculum Area	All							
Base Data / Historical Position	Percentage attainment of Māori students for the last 7 years has been:							
		2011	2012	2013	2014	2015	2016	2017
	Level 1	71%	87%	83%	63%	71%	96%	76%
	Level 2	76%	71%	95%	90%	85%	94%	84%
Level 3	50%	56%	57%	70%	83%	88%	57%	
Strategies to achieve target	<p>See Annual Plan – Student Achievement, Pastoral Care, Staff Professional Teaching and Development</p> <ol style="list-style-type: none"> 1. Teacher and departmental inquiry 2. Identification, targeting and mentoring of 'at risk' students 3. Improved literacy through focus on reading 4. Improved student attendance 5. Using data to goal set and track achievement through year level tutor groups 6. Specific targeted interventions by Tutor teachers for individuals 							

Target 2	Realistic an aspirational rates of Pasifika academic achievement at each of Levels 1,2,3							
	Level 1 – 85%		Level 2 – 85%			Level 3 – 80%		
Link to Annual Plan Goal	Student Achievement							
Curriculum Area	All							
Base Data / Historical Position	Percentage attainment of Pasifika students for the last 7 years has been:							
		2011	2012	2013	2014	2015	2016	2017
	Level 1	90%	56%	48%	71%	57%	94%	79%
	Level 2	60%	73%	73%	71%	75%	67%	79%
	Level 3	15%	67%	67%	62%	60%	67%	75%
Strategies to achieve target	<p>See Annual Plan – Student Achievement, Pastoral Care, Staff Professional Teaching and Development</p> <ol style="list-style-type: none"> 1. Teacher and departmental inquiry 2. Identification, targeting and mentoring of ‘at risk’ students 3. Improved literacy through focus on reading 4. Improved student attendance 5. Using data to goal set and track achievement through year level tutor groups 6. Specific targeted interventions by Tutor teachers for individuals 							

Target 3	<p>Junior Literacy</p> <ul style="list-style-type: none"> All Year 9 cohort to improve from 74.5% at Stanine 4 or above to 80%. All Year 10 cohort maintain their improvement from 72% to 83% at Stanine 4 and above and build on this in 2018 to a target of 85%.
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Link to Annual Plan Goal	Student Achievement
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Curriculum Area	All
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Base Data / Historical Position	<div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">2018 Year 10 Cohort Stanine Levels (PAT Reading Comprehension)</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>Stanine 1-3</th> <th>Stanine 4-6</th> <th>Stanine 7-9</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>End of Year 8</td> <td>53 students (28%)</td> <td>91 students (55%)</td> <td>10 students (17%)</td> <td>154 students</td> </tr> <tr> <td>End of Year 9</td> <td>19 students (12.9%)</td> <td>100 students (67.5%)</td> <td>29 students (19.6%)</td> <td>148 students</td> </tr> </tbody> </table> </div> <div style="width: 45%;"> <p style="text-align: center;">2018 Year 9 Cohort Stanine Levels (PAT Reading Comprehension & Vocabulary)</p> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>Stanine 1-3</th> <th>Stanine 4-6</th> <th>Stanine 7-9</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>End of Year 8 Reading Comp</td> <td>48 students (31%)</td> <td>98 students (63%)</td> <td>9 students (6%)</td> <td>155 students</td> </tr> <tr> <td>End of Year 8 Reading Vocab</td> <td>38 students (24.5%)</td> <td>100 students (64.5%)</td> <td>17 students (11%)</td> <td>155 students</td> </tr> </tbody> </table> </div> </div>		Stanine 1-3	Stanine 4-6	Stanine 7-9	TOTAL	End of Year 8	53 students (28%)	91 students (55%)	10 students (17%)	154 students	End of Year 9	19 students (12.9%)	100 students (67.5%)	29 students (19.6%)	148 students		Stanine 1-3	Stanine 4-6	Stanine 7-9	TOTAL	End of Year 8 Reading Comp	48 students (31%)	98 students (63%)	9 students (6%)	155 students	End of Year 8 Reading Vocab	38 students (24.5%)	100 students (64.5%)	17 students (11%)	155 students
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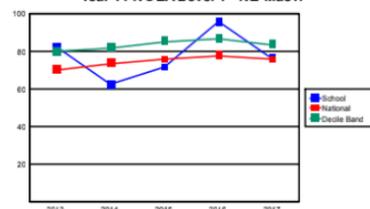
Strategies to achieve target	<p>See Annual Plan – Teaching and Learning</p> <ol style="list-style-type: none"> Teacher and departmental inquiry Identification, targeting and mentoring of ‘at risk’ students Departmental consideration and ongoing monitoring of student data A cross-curricular focus on reading
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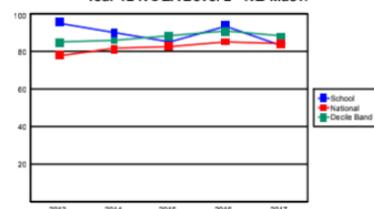
Charter Targets 2017 – Analysis of Variance

Target 1	Realistic an aspirational rates of Māori academic achievement at each of Levels 1,2,3							
	Level 1 – 85% (11/13)		Level 2 – 81% (16/18)		Level 3 – 96% (27/28)			
Link to Annual Plan Goal	Student Achievement							
Curriculum Area	All							
Base Data / Historical Position	Percentage attainment of Māori students for the last 7 years have been:							
		2011	2012	2013	2014	2015	2016	2017
	Level 1	71%	87%	83%	63%	71%	96%	76%
	Level 2	76%	71%	95%	90%	85%	94%	84%
Level 3	50%	56%	57%	70%	83%	88%	57%	
Results 2017	<ul style="list-style-type: none"> • Achievement levels for Māori students were 6% lower than the overall school results at Levels 1 & 2 and 13% lower at Level 3. • The aspirational targets for Māori students were not achieved at Levels 1 & 3 but exceeded at Level 2. • The College results for Māori students were above the national and decile 8-10 rates for Māori students at Level 1, above the national but below the decile 8-10 at Level 2, and below both the national and decile 8-10 achievement at Level 3. • While there are some positive results here, Māori student achievement remains a high priority at Silverstream in 2018. 							

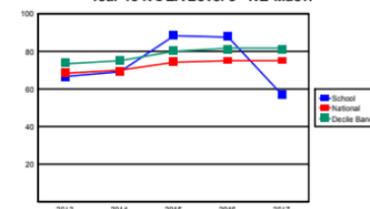
Year 11 NCEA Level 1 - NZ Maori



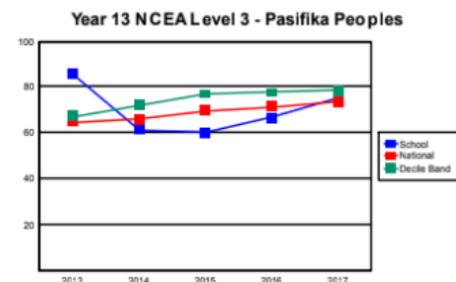
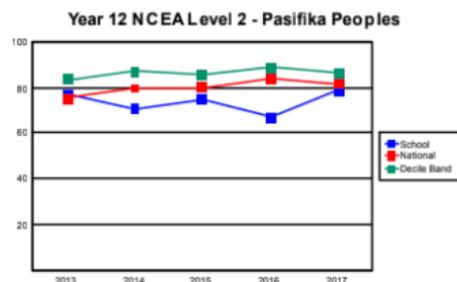
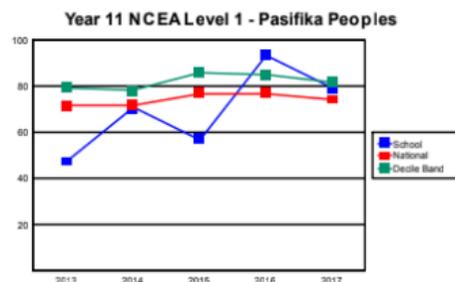
Year 12 NCEA Level 2 - NZ Maori



Year 13 NCEA Level 3 - NZ Maori



Target 2	Realistic an aspirational rates of Pasifika academic achievement at each of Levels 1,2,3 <p style="text-align: center;">Level 1 – 87% (20/23) Level 2 – 88% (14/16) Level 3 – 65% (11/17)</p>																																
Link to Annual Plan Goal	Student Achievement																																
Curriculum Area	All																																
Base Data / Historical Position	Percentage attainment of Māori students for the last 7 years have been: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>90%</td> <td>56%</td> <td>48%</td> <td>71%</td> <td>57%</td> <td>94%</td> <td>79%</td> </tr> <tr> <td>Level 2</td> <td>60%</td> <td>73%</td> <td>73%</td> <td>71%</td> <td>75%</td> <td>67%</td> <td>79%</td> </tr> <tr> <td>Level 3</td> <td>15%</td> <td>67%</td> <td>67%</td> <td>62%</td> <td>60%</td> <td>67%</td> <td>75%</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	2016	2017	Level 1	90%	56%	48%	71%	57%	94%	79%	Level 2	60%	73%	73%	71%	75%	67%	79%	Level 3	15%	67%	67%	62%	60%	67%	75%
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Results 2017	<ul style="list-style-type: none"> • Achievement levels for Pasifika students were 2% lower than the overall school results at Level 1, 6% lower at Level 2 and 4% higher at Level 3. • The aspirational targets were not achieved at Levels 1 & 2 but exceeded by 10% at Level 3. • The College results for Pasifika students were above the national and decile 8-10 achievement rates for Pasifika students at Level 1, above the national but below the decile 8-10 at Level 2, and below both the national and decile 8-10 achievement at Level 3. • The data indicates an need for on-going focus on the academic achievement of senior Pasifika students at Silverstream. It remains therefore, a high priority for Silverstream in 2017. 																																



Target 3

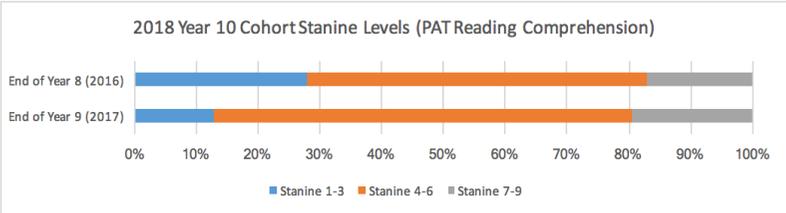
Junior Literacy

- All Year 9 students to improve from a mean scale score of 57.5 to 71.2. *Please note: the data set in this form is not available – see graph data below.*
- All Year 10 students to improve from a mean scale score of 68.1 to 77.5. *Please note: the data set in this form is not available – see graph data below.*

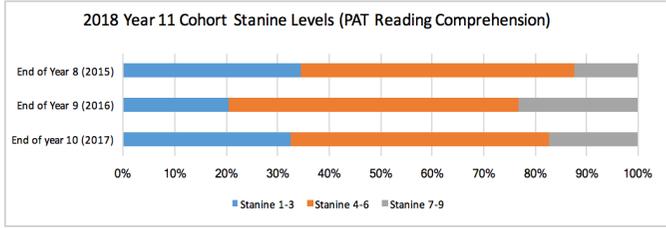
Link to Annual Plan Goal Student Achievement

Curriculum Area All

Base Data / Historical Position



	Stanine 1-3	Stanine 4-6	Stanine 7-9	TOTAL
End of Year 8	53 students (28%)	91 students (55%)	10 students (17%)	154 students
End of Year 9	19 students (12.9%)	100 students (67.5%)	29 students (19.6%)	148 students



	Stanine 1-3	Stanine 4-6	Stanine 7-9	TOTAL
End of Year 8	53 students (34.6%)	81 students (53%)	19 students (12.4%)	153 students
End of Year 9	29 students (20.4%)	80 students (56.4%)	33 students (23.2%)	142 students
End of year 10	47 students (32.6%)	72 students (50%)	25 students (17.4%)	144 students

Results 2017

- Year 9: There was an improvement of 15.1% in the number of students performing above Stanine 4. This was a very positive literacy improvement.
- Year 10: This cohort improved 14.2% in the number of students performing above Stanine 4 from the end of Year 8 to the end of Year 9, but saw a regression in literacy levels by 12.2% by the end of Year 10.
- Junior Literacy, as assessed by PAT reading comprehension, continues to be a priority in 2018 at Silverstream, with a particular focus on Year 10.