

Chanel College

Charter

2016



CHANEL COLLEGE

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CHANEL COLLEGE

SCHOOL INFORMATION

NAME OF COLLEGE	Chanel College	
ADDRESS	P O Box 719	26 Herbert Street
MASTERTON	MASTERTON	
TELEPHONE	(06) 3700612	
FACSIMILE	(06) 3700799	
EMAIL	admin@chanelcollege.school.nz	
WEBSITE	www.chanelcollege.school.nz	
TYPE OF SCHOOL	Year 7 - 13	
SCHOOL CODE	0244	



CHANEL COLLEGE

CULTURAL DIVERSITY

Chanel College's plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual students and their families and will recognise expressed needs. This includes recognition of the unique position of the Maori people and our obligations under the Treaty of Waitangi.

To encourage an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Maori as the tangata whenua.

This will be achieved through ...

1. ensuring that plans and policies are sensitive to the cultural background and values of the various ethnicities represented at Chanel College especially tikanga Maori.
2. ensuring that consideration is given to incorporating elements of other cultures in learning programmes and delivery.
3. encouraging staff to develop higher levels of understanding of New Zealand's cultural diversity and of Treaty of Waitangi obligations.
4. having a consultative process which involves the Maori community in learning strategies and programmes aimed at raising achievement levels of Maori students.
5. as far as is practicable provide opportunities for programme delivery in te reo Maori.



CHANEL COLLEGE

NATIONAL EDUCATION PRIORITIES

N A G 1 - CURRICULUM NATIONAL ADMINISTRATION GUIDELINE FOCUS

To provide a quality learning programme that is based on enhancing knowledge, skills, attitudes and values outlined in the National Curriculum Framework and which is aimed at enabling students to attain their full potential.

This will be achieved through:

1. developing a broadly based curriculum programme in all the essential learning areas.
2. focusing on improving levels of literacy and numeracy.
3. use of consistently applied procedures of assessment and use of individual and aggregated achievement information to target student learning needs and for programme planning.
4. identifying those students at risk of not achieving and those with special learning needs and taking intervention measures to improve their learning outcomes.

5. working with the Maori community and with Maori students to raise their levels of achievement.
6. providing appropriate career guidance to students in Year Seven and above, emphasising especially guidance for those at risk of not making the transition to the workplace or further study.
7. implementing programmes targeting those students for whom English is not the first language (E S O L).

Has an effective means of evaluating the school's programmes and activities, to ensure effective planning and reporting.

This will be achieved through:

1. developing long term goals and annual priorities or targets.
2. framing an annual action plan each year.
3. having in place a programme and process for reviewing, on a cyclical basis, school operations with an emphasis on learning programmes and assessment.
4. having a process for consulting with the school's community including the various cultural groups involved.
5. ensuring that we respect New Zealand's cultural diversity and acknowledge the unique place of Maori through involvement in the planning process and inclusion in programmes offered.
6. accurate and full reporting to parents, guardians, caregivers, students and the community on individual student progress and on students as a whole at the school.

N A Gs 2 and 4 - PERSONNEL

NATIONAL ADMINISTRATION GUIDELINE FOCUS

To support a school climate which attracts the best available staff, promotes high levels of staff performance to support the school's aims, objectives, policies and plans.

This will be achieved through:

- 1.** acting at all times as a good employer as defined in the State Sector Act.
- 2.** developing and implementing sound and effective recruitment procedures.
- 3.** establishing and maintaining a robust performance management system which continues to build levels of staff performance.
- 4.** providing a safe and suitable physical environment for all staff.

N A G 3 - FINANCE

NATIONAL ADMINISTRATION GUIDELINE FOCUS

To make certain that the Senior Management Team allocate and control income and expenditure in ways that effectively support the teaching and learning programmes.

This will be achieved through:

- 1.** having safe, effective systems of financial management subject to regular reporting and monitoring.
- 2.** having in place appropriate systems of financial planning which set budget priorities based on identified and prioritised need.
- 3.** maintaining systems of asset replacement.

N A Gs 3 and 5 - PROPERTY

NATIONAL ADMINISTRATION GUIDELINE FOCUS

To ensure that buildings and site facilities that are appropriate to the programme needs of the school, are conducive to teaching and learning and which comply with relevant health and safety requirements.

This will be achieved through:

1. a school development plan.
2. having a school site which is well maintained, clean, attractive and secure.
3. having in operation a school hazards management programme.

Actively support a school climate which promotes and safeguards the physical and emotional well-being of students.

This will be achieved through:

1. providing for the pastoral needs of students.
2. having in place a workable and fair behaviour management procedure.
3. having means of identifying those students who are at risk and strategies to meet their needs.
4. minimising the potential for accident or injury through having sound procedures to be followed in the event of emergency, crisis or potential risk.

COMMUNITY PARTNERSHIP

To encourage higher levels of community involvement in the school's activities.

This will be achieved through:

- 1.** implementing an annual programme of consultation and communication.
- 2.** provision of timely accurate information to the community.
- 3.** developing approaches to having positive interaction between the school and its community.



CHANEL COLLEGE

AIMS AND IDEALS

SPECIAL CHARACTER

To recognise the right of the proprietor to supervise the maintenance and preservation of the special character of Chanel College, as provided in the Private Schools' Conditional Integration Act (1975) and the Integration Agreement for Chanel College.

CURRICULUM DELIVERY

To stimulate and motivate students' learning to their individual needs and abilities in a caring and supportive environment, where they are challenged to achieve to their personal best, develop independent work habits and obtain a sense of personal worth.

CURRICULUM CONTENT

To provide a balanced curriculum covering the essential learning areas of the national curriculum, the foundation skills and the values and attitudes needed by students to help secure success and achievement in the future. This includes opportunity for involvement in education outside the classroom.

To provide religious education and religious observances in accordance with the determination made from time to time by the Roman Catholic Archbishop of Wellington.

STUDENT PROGRESS AND ACHIEVEMENT

To regularly assess, record and report on each student's progress in ways that positively recognise their achievements, accurately identify their learning needs and helpfully foster parent, guardian and caregiver interest, involvement and support for their learning.

PERSONNEL

To appoint staff who can contribute to the special character of Chanel College, to be a good employer, to encourage high levels of staff performance by supporting on-going staff development and to have positive working relationships throughout Chanel College.

FINANCE

To plan, manage and use Chanel College's funds for the maximum benefit of the students' education and to enable the special character of Chanel College to prosper.

PROPERTY AND RESOURCES

Chanel College aims to ensure that all buildings, facilities and equipment are well presented, maintained and developed and that Chanel College's environment is clean, safe and attractive.

PARENT, GUARDIAN, CAREGIVER AND COMMUNITY RELATIONSHIPS

To promote Chanel College as an important part of parish life and to encourage community involvement and support.

To involve parents, guardians and caregivers, through consultation and opportunities, to take part in Chanel College activities and evaluations of their own children's progress.

SCHOOL SELF REVIEW

To maintain an on-going programme of self review of Chanel College's performance in relation to the aims and objectives of this Charter, so as to identify achievements, plan for the future and create a sense of vision.

MAORI AND OTHER CULTURES

To be supportive of bi-culturalism as well as the needs of all cultures represented in Chanel College and to show commitment to partnership in the Treaty of Waitangi and hearing the views of Maori people in the parish and school community.

Mission: At Chanel College we strive to achieve and celebrate personal excellence in a Catholic learning community.

Vision: Excellence through Catholic values

Motto: All Through Christ

Values:

Catholic Community
Honesty
Accepting
Never Give Up
Excellence
Love

Founding Principles
(from our founding Orders)

Marist Charism

- Presence
- Family Values
- Passion for our Work
- In the way of Mary
- Simplicity

Brigidine Charism

- Be faithful to Catholic tradition
- Engender hope, a love of learning and a sense of purpose
- 'Welcome to all people especially the most vulnerable
- Image and practice, justice and service
- Celebrate all that is good with joy and gratitude

This Charter document should be read and considered in conjunction with a number of key documents.

These include:

- The Annual Plan
- 10 year property maintenance plan revised Feb 2016
- Professional development plans
- ERO report 2015
- Year7&8 PLD 2016
- The policy framework
- The budget
- The board's 3 year strategic plan
- Special Character Review 2015
- Department review interviews July & November 2015

Chanel College – Strategic Goals 2015 – 2017

Action Statement: LOVE – Live Our Values Everyday

Goal 1	Goal 2	Goal 3	Goal 4
<p>To enhance the living and teaching of the Catholic character of the College. (NAG 3 &5)</p>	<p>To develop community links with the College. (NAG 1)</p>	<p>To enhance teaching and learning; and academic, sporting, cultural and artistic achievement, to ensure students reach their potential. (NAG 1& 2)</p>	<p>To enhance the physical and financial resources of Chanel College to meet educational needs. (NAG 4)</p>
<p>Outcomes</p>			
<ul style="list-style-type: none"> - Professional development opportunities presented to staff grow their understandings of Catholic Character - The Catholic Character team provides and coordinate Catholic Character events. - Staff at the College are valued and treated justly (NAG 3). -Students and staff demonstrate respect for each other. - Students and staff are supported in a physically and emotionally safe environment - On going monitoring of the Pastoral care programme is use to refine its delivery. - Opportunities are provided through our Masses, Liturgy, Prayer, Assembly, in classrooms and in activities beyond the classroom to grow the understanding and living of our College Mission, Vision and Values. 	<ul style="list-style-type: none"> - Parents and families participate in College events. - The wider community links are used to support the delivery of all aspects of College life. Aspects include: academic, sporting, cultural spiritual and social opportunities. - The College meets with our Maori and Pacifica parent groups regularly. - The e-learning plan is reviewed and refined using feedback from parent and student groups. - The College continues to build relationships with our contributing schools, parishes and wider community. - To growth the capacity and the contribution of the PTFA. - The Education Foundation is active in their support of the College. - The outcomes of PB4L both in School Wide and Restorative Practices are used to further relationships within and across the College Community. 	<ul style="list-style-type: none"> - Staff professional development is monitored and linked to annual appraisal, curriculum area goals and student learning needs. - Teachers provide evidence of on-going and appropriate use of e-learning in their teaching programmes. - Student achievement data is used to inform teaching and learning programmes that are inclusive of Maori and Pacifica learning needs. - High levels of student participation and achievement in sporting, cultural and artistic endeavours are promoted. - All students receive on-going career education and advice. - Gifted and at Risk students are identified and programmes developed to support their learning needs. - The capacity of Middle leaders is developed. - 90% of school leavers will leave with Level 2 NCEA or better by the end of 2017. - 85% of Year 7&8 students will be at the NS in reading, writing and mathematics by the end of 2016. - The developments which come out of PB4LSW and Restorative Practices become embedded in the classroom practices and relationships that exist between staff and students. 	<ul style="list-style-type: none"> - Alternate income streams for Chanel College are investigated. - Provide funding for curriculum needs and development - The College property is maintained and enhanced.

Goal 1: To enhance the living and teaching of the Catholic character of the College. (NAG 3 &5)

Action	Responsibility	Time Frame	Outcomes
The Going Deeper formation programme is provided as part of staff professional development	GM, DRS	All year	Staff can role model and explain the mission and values of a Catholic college.
To provided opportunities for youth to come together for sporting, social and spiritual development through the support of Challenge 2000.	GM, DRS, Lay Pastoral Minister, the College staff	All year	Young people will have the opportunity to engage in sporting, spiritual and social settings. The Parish and the school work together to address youth needs under the umbrella of challenge 2000. Students are surveyed as to the
All staff are provided professional development in the Marist Brothers charism	Dan D – Marist Educator GM, DRS	Term 1	The staff understand how the school values are lived in a Marist way. Observation of staff interactions. The professional development is completed
Tagged teachers roles and responsibilities are defined in job descriptions	CC Adviser, GM, DRS	End term 2	The tagged teachers have identified responsibilities within job descriptions and their profile is enhanced within the College community.
The Sacramental programme is further developed.	DRS		Students are aware of the opportunities to engage in a sacramental programme. The students who chose to undertake the Sacramental programme are supported.
Foster seamless catholic education from years 1-13.	SLT, BOT, all staff	All year	Actively supporting and working within the the catholic schools network.
Weekly wellbeing programme is available to the staff.	GM, PA	All Year	The staff have access to ideas on how to balance home and school life. The ideas are used and seen as useful by staff.

Goal 2: To develop the relationships and community links with the College. (NAG 1)

Action	Responsibility	Time Frame	Outcomes
For SLT to meet regularly with PPTA to ensure there are clear lines of communication.	SLT, PPTA Co-Chairs	All year through termly meetings	Opportunity is provided for PPTA concerns to be discussed. PPTA members and SLT work together for the benefit of the College.
Parent Survey to be completed	SLT	Term 2	The survey results are used to inform and guide developments during term 3-4, 2016.
NCEA information meetings are held	SLT, Deans	Term 1	Information on NCEA is shared with parents and caregivers. Study Skills programme is explained to parents and their support of this programme sort. Parents have an understanding of how to support their children with regards to NCEA.
Student Survey to be completed	SLT	Term 2	Survey results are used to inform the design and delivery of PB4L, and Teaching and learning during term 3-4, 2016.
Staff Survey to be completed	SLT	Term 2	Survey results are used to inform the design and delivery of PB4L, and Teaching and learning during term 3-4, 2016.
To grow the school roll	SLT, BOT, All Staff	All Year All Year Term 2 & 3	To work with the contributing catholic primary schools and the parish to encourage the promotion of catholic education from years 1-13. To promote the College in the media, through signage, on the website, in newsletters and by word of mouth. To offer taster days to the state contributing schools along with the Catholic primary schools during 2016.

Goal 3: To enhance teaching, learning, academic, sporting, cultural and artistic achievement to ensure students can reach their potential. (NAG 1& 2)

Action	Responsibility	Time Frame	Outcomes
BYOD specification developed.	MH	Term 1	A minimum specification is published for current and new students.
Baseline data is collected form all year9-10 students. Staff have PD provided to inform the interpretation of the data. Staff are then taught how to interpret the data and to this information to apply appropriate strategies to enhance teaching and learning. Use assessment data to inform teaching and learning in year 9 and 10.	HOD/TiC's	All year	Teaching and Learning programmes are refined to address identified student learning needs through the analysis of.
Appraisal system is reviewed to align with current best practice	SLT, HOD/TiC's, and Leadership adviser	Develop a new process which addresses the new requirements during term 1. To resource this and to begin to implement this during term 2 for the 2016/17 cycle.	The appraisal system provides evidence of improvement in teaching and learning and professional practice. The appraisal system provides evidence to meet the requirements of the practicing teacher criteria. Appraisal provides the teacher with their next steps for growth as a professional.

Goal 4: To enhance the physical and financial resources of Chanel College to meet educational needs. (NAG 4)

Action	Responsibility	Time Frame	Outcomes
To up-grade the Hall Kitchen and add the honours wall	PT	Term 1	The Hall has a functioning well equipped kitchen and the back of the Hall has an honours wall.
The School Van is replaced in 2016	PT	By the end of term2	The school has a reliable school van.
To grow the international student roll.	Dean of International, GM, SLT	All Year	The potential growth is identified and an increase in numbers is an outcome.
The 10 year property plan is implemented.	PT, Property and Finance Committee	By the end of term 4	The maintenance programme is followed. As and when needed the plan is revised.

Target 1

Strategic Goal: 90% of students leave school with a minimum of NCEA Level 2 or equivalent qualification.			
Annual Objective: Goal 3		Annual Target: To improve the % of students leaving school with a qualification equal to or higher than Level 2 NCEA to 85% by the end of 2016.	
Baseline Data:			
Chanel College Data			
2012	2013	2014	NZ National % - 2014
81.6%	78.4%	79.1%	77.1%
When:	What: (example)	Who:	Indicators of Progress
Monitoring through the progress spread sheet, as required throughout the year but at least termly in year 11 - 13.	Achievement data is monitored across mark books As a result of monitoring suitable interventions are put in place e.g. attendance at Homework club, access the learning support class, Parent/caregiver interviews etc. NCEA results and progress are monitored.	SLT, Year level Dean SLT, Year level Dean and Classroom teachers	The excel spread sheet for the year level is prepared by MH. The progress of the individual student is assessed and an appropriate intervention is put in place by the Dean. Parent/caregiver involvement is actively when needed. Student progress data and commentary is used for BOT reporting during Term 2 and 3. Deans monitoring is enhanced through the availability of the monitoring data sheet. At risk students are identified early and interventions put in place to ensure success.
Homework club is to operate from late term 1 for those students who will benefit from it.	Students are identified, parents, contacted and homework club made a mandatory support for targeted students. Staff support homework club and students are engaged and completing tasks.	All teaching staff and students.	Staff make themselves available at different times and students attend homework club. Students are completing work on time and there progress is enhanced. Students are more engaged and able to arrange help from staff when it is needed.
Students receive timely advice at the end of the previous year and during course confirmation. Advice is available during the year when plans change..	Students receive timely careers advice and support to help focus their programme of learning.	Careers staff, SLT, Deans, HOD/TiCs, study teachers, teaching staff and parents	Students are following a meaningful programme of learning which will allow them to gain at least Level 2 NCEA upon graduation.
Students are taught study skills	A study programme and initial resources are developed by week 4 term 1 Specific skills in how to study are taught during study classes during term 1, 2 and 3.	AP Curriculum & Study teachers. Study programme is delivered term 1-3. Term 4 focus is revision	The skills learnt help the student's to become independent learners. Student voice is collected to gauge the success of the programme Student learning outcomes and student achievement are improved.

NCEA parent meeting term 1	Parents and caregivers are welcomed to an information evening to help them understand NCEA. They will also be provided with suggestions as to how they can help their children achieve.		Parents / caregivers feel better informed and are able to support their children study at home.
Fortnightly Reports used each two to three weeks to monitor progress	Student effort monitored through Fortnightly Report The reports are available to Parents/caregivers and students through the portal. Teachers and Deans can monitor progress through these reports.	SLT, Deans, Teachers, and Parents/Caregivers	Student are congratulated for the improvement made. Students who are underperforming be picked up and any under performance addressed early.
Term 1-4	Student Supported learning line is made available to students who need it	Dean TA - tutor	Student's who need more time to study one less subject are given this time in a supported environment
All year	During the study classes on Tuesday and Friday the students will be taught study skills.	AP – Curriculum Senior Deans Study teachers	The student's confidence in accessing information and interpreting it improves. The students develop skills in revision which will help improve their external results.
Term 4	Timetable lines to be developed from identified student pathways to ensure course selection is relevant to student's future.	SLT Senior Deans Careers Teacher	Timetable construction ensures equity of choice for as wide a range of students as possible. As much as possible the timetable allows the students to make choices which ensure logical pathways can be followed.
All year	Through all the initiatives and the 5 targets ensure that teaching staff, Deans and SLT are mindful of and use the strategies that are shown to work for Maori and Pacifica students. The strategies highlighted in the Ka Hikatia strategy are used.	SLT Deans Teachers	Learning outcomes for Maori and Pacifica students are improved. Evidence of having used the strategies can be seen in lesson planning, delivery and assessment results.

Target 2

Strategic Goal: 85% of Year 7&8 students will be At or Above the National Standards for Writing, Reading and Mathematics by the end of 2016.

Annual Objective:

Annual Target: 85% of Year 7&8 students will be At or Above the National Standards for Writing, Reading and Mathematics by the end of 2016.

Baseline Data:

By the end of the year 85% of all Year7&8 students are at or above the National Standards in writing

By the end of the year 85% of all Year7&8 students are at or above the National Standards in reading

By the end of the year 85% of all Year7&8 students are at or above the National Standards in mathematics

From: Goal 3 - To enhance teaching, learning, academic, sporting, cultural and artistic achievement to ensure students can reach their potential.

Outcome: To ensure that as many students as possible are at or above the National Standard by the end of year 8.

Target Group: Year 7&8 Students – all ethnicities but with a special attention being paid to Maori and Pacifica students.

Historical Position:

National Standards Results

	2011	2012	2013	2014	2015
Writing	58%	62.7%	64%	57%	63%
Reading	56%	75.6%	65%	61%	72%
Mathematics	27.5%	59.3%	63%	70%	61%

The aim is to improve the achievement of students to a consistently high and sustainable level of attainment.

When:	What: (example)	Who:	Indicators of Progress
Term 1	Finalise PLD programme with Brenda Goodwin	AP, SLT, Brenda & BOT -sign off.	Programme implemented Summary of progress to SLT each visit
	PLD programmes begin March	AP, OG, KB, CJ and Brenda	Brenda visits and the PLD progresses as per the detailed PLD plan.
Term 1	Student baseline data collected and reported Special attention is paid to Maori and Pacifica data with plans made to address the learning needs of this group as well as the learning needs of the whole cohort.	AP & Brenda	Data is available to Yr7&8 staff and SLT. Data used to inform teaching and learning –evidenced in planning, delivery, student work and learning outcomes. Evidence of the progress made by the priority groups is presented.
Mid-year (End of June)	Student's progress is evaluated using mid-programme assessment data. PLD evaluated and modifications made as needed	AP, OG,KB, CJ and Brenda	Data analysed and PLD progresses with modifications if needed. Data is available to report to the BOT
End year	PLD progresses as per detailed PLD plan end of year OTJ's are made and evaluated and outcome integrated to the whole school curriculum and plans for sustainability are implemented and documented.	AP, OG,KB, CJ and Brenda	Programme evaluated and plans for sustainability implemented. Final Data is available before the end of the school year.

Target 3

Strategic Goal: NCEA results

Annual Objective:	Annual Target:
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Baseline Data: Target One:

80% of Year 11 students will achieve NCEA Level 1
 80% of Year 12 students will achieve NCEA Level 2
 70% of Year 13 students will achieve NCEA Level 3
 80% of eligible Year 13 students will achieve UE
 Our most able students are identified and entered in scholarship with 80% of entries gaining a scholarship.

From: Strategic Goal 3 - To enhance teaching, learning, academic, sporting, cultural and artistic achievement to ensure students can reach their potential.

Outcome: To help students achieve the best results they are capable of.

Target Group: Senior Students – all ethnicities

Historical Position:

NCEA results (% achieving certificate) – Chanel College

Year	Level	2009	2010	2011	2012	2013	2014	2015
11	1	89%	84%	77%	76%	78%	68%	79%
12	2	54%	74%	73%	71%	77%	73%	74%
13	3	74%	68%	62%	69%	58%	77%	77%
	UE	52%	50%	37%	54%	49%	50%	71.4%

The aim is to improve the achievement of students to a consistently high and sustainable level of attainment.

When:	What: (example)	Who:	Indicators of Progress
Term 1	Analyse the NCEA results to identify strengths, weaknesses, patterns.	Deans HOD/TiC AP Curriculum Principal	Teacher are aware of the strengths and weakness of the cohort. Learning strategies are used to help individual students – evidenced in student work.
Term 1- week 5 term 2	Department plans take account of the learning needs of the students e.g. lessons may need to be differentiated. Individual teachers project how many students will get 14 credits or more. Those likely to get less are identified and targeted by class teachers.	Classroom teachers	Teaching Programmes reflect the needs of the different groups. 14 credit plus students identified. Struggling students identified and their learning needs addressed. Courses are structured to make the course accessible to all learners in the class. There is some flexibility and courses are adapted to meet the students learning needs

All year	Fortnightly reports monitored and actions taken to address changes in performance.	Deans Form teachers Class teacher Parents/Caregivers	Individual students are monitored and plans put in place to address their learning needs. e.g. parent meetings and study plans, attendance at homework club, etc.
All year	Through monitoring of both fortnightly and NCEA achievement spreadsheet the 'At Risk' students are identified by Deans and class teachers.	Deans All teachers	<p>Class teachers target these students with additional help and guidance, contact home to raise awareness and offer suggestions, direct them to homework club, set high expectations and with the appropriate guidance expect them to be achieved. Keep the Dean informed.</p> <p>During Exam week the students will be offered extra time and support with internal assessments from available staff.</p> <p>Deans can where students need it offer the students extra help in the Learning support line.</p>
Term 1 identification All year monitoring and learning.	Scholarship students are identified and provided with a teaching programme which will address the academic rigor needed to achieve at scholarship level.	Class teachers	<p>Students are identified and the AP – curriculum informed.</p> <p>Progress is monitored by AP – Curriculum and classroom teachers</p> <p>Students successfully gain scholarship.</p>

Target 4

Strategic Goal: To enhance teaching and learning; and academic, sporting, cultural and artistic achievement, to ensure students reach their potential. (NAG 1& 2)			
Annual Objective: Goal 3		Annual Target: To develop a Chanel College curriculum framework to guide the development and implementation of the school curriculum at Chanel College.	
Baseline Data: We need to ensure we have a common understanding of how we address the NZC. This includes addressing the vision, values, principles, key competencies including thinking skills, assessment, the legal requirements and how it interacts with our special character and the learning needs of our students ie how the NZC relates to and helps shape the school curriculum.			
When:	What: (example)	Who:	Indicators of Progress
Term 2 investigation – what’s possible – all benefit	Review current practice. Develop a curriculum overview for Chanel College. Back map the learning programmes from Year 13 to Year 7 - a Develop a Chanel College graduate profile. What do we need to know to progress? Where do our students go after school? – 50% don’t leave town –what do they do? Where are they 5 years after leaving school? Are we preparing them for life beyond school? How do we know? How are we addressing current government initiatives in our curriculum e.g. Ka Hikitia. A staff PD presentation from AP on the National Standards – What they are? How they are assessed. What the data tells us and how we can all benefit.	CD GM SLT Curriculum Adviser support as needed. AP	Key ideas collated and ideas formed. Staff have opportunities to share ideas. A key outcome for the review is to develop a curriculum that is seamless from year 7 to 13. It must address the progression within learning areas as well as providing opportunities across learning areas. It must also have a degree of flexibility especially in the senior school to provide greater opportunities for students to develop to their full potential. Common understandings of assessment its purpose and application are developed. Assessment results are reported using a consistent pedagogical practices which are seen as helpful to our parent community. A much better informed staff who can see more readily the progression from year 7 to 13 and the importance of year 9 and 10 in progressing the students learning to Level 1.
Term 3 development Implementation term 3-4 and 2017.	From the initial investigation and the overview developed design a professional development programme which will support the development of the Chanel College Curriculum.	CD SLT HOD/Tics All staff	A plan is developed which captures achievable and measurable outcomes including a timeline to ensure progress occurs in a timely and manageable fashion.
Term 1-4	The collation and use of common assessment data across the curriculum especially Year 9 and 10. The Interpretation of this data and the use of literacy strategies across the curriculum to improve student engagement and learning outcomes.	SLT Literacy Leader Supported by Denise Hitchcock National	Literacy Leader appointed. PD programme is developed and implemented. Common understandings and processes are used across the school.

		Co-ordinator	
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Target 5

Strategic Goal: To enhance teaching and learning; and academic, sporting, cultural and artistic achievement, to ensure students reach their potential. (NAG 1& 2)

Annual Objective: Goal 3	Annual Target: To review and develop an appraisal process which allows staff to grow professionally and at the same time produce the evidence required for the RTC's and Tataiako.
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Baseline Data:

The current process is one of compliance rather than professional growth.
While we have moved the cycle to better reflect the school year and directly related goals to the school targets the fundamental rationale behind the process needs to be addressed.

When:	What: (example)	Who:	Indicators of Progress
Term 1	<p>Develop a new appraisal process and supporting documentation to ensure that staff at Chanel College are able to meet the requirements of the Registered Teacher Criteria and Tataiako, while providing an opportunity for professional growth.</p> <p>Undertake PD in teaching as Inquiry</p> <p>The cross sector trust funded PLD in Appraisal begins</p>	<p>GM/CD</p> <p>Use the access we have to a current consultant Colleen Douglas who developed resources for the Education Council for the new appraisal process.</p> <p>Colleen Douglas</p>	<p>PD to address the development is completed.</p> <p>New documentation is in place for the 2016/17 Appraisal cycle at the beginning of term 2.</p> <p>Staff understand and are able to engage with an inquiry model of professional growth.</p> <p>The nature of evidence is understood and the time required to gather this is manageable.</p> <p>All staff have begun to develop a professional portfolio that evidences current practice.</p>
Term 2 – 4 Term 1 2017	<p>The new process is implemented and monitored to ensure it is working as it should – If issues arise they are addressed modified and moved forward.</p> <p>Follow up PD in teaching as Inquiry</p> <p>Trust funded PLD continues with a focus on Appraiser up skilling.</p>	<p>GM/CD</p> <p>Colleen Douglas</p> <p>Trust Facilitator – Colleen Douglas</p>	<p>On-going professional development and support is provided to staff to ensure they are confident in the gathering and recording of relevant evidence for their portfolio.</p> <p>Staff find the Inquiry model of professional growth worthwhile and beneficial to them and their students.</p> <p>The ability and confidence of SLT, HOD's and TIC's who are appraisers have their skills grown and developed.</p>