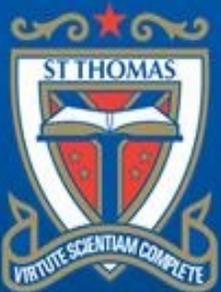


Charter



ST THOMAS OF CANTERBURY COLLEGE

KO TE KARETI WAITAHA O HATO TAMATI

*“An educated mind and
an educated heart”*

*‘He ngakau mātauranga me te
hinengaro mātauranga’*

WHO ARE WE?

St Thomas of Canterbury College is a state integrated Catholic school for boys from Years 7 to 13, with a maximum roll of 615 students. It is located in a beautiful environment in Middlepark Road, Upper Riccarton, Christchurch. The College follows the tradition of the Christian Brothers' founder, Edmund Rice, with a focus on social justice. As a school for boys we are able to respond to boys' needs and learning styles and to provide a caring and supportive environment for our students on their journey to becoming young men. We have a supportive community whom we encourage to be involved in the College and whom we regard as partners in the role of educating their sons.

Our Mission Statement

"An educated heart and an educated mind"

An Edmund Rice School Stands For:

Edmund Rice Education has a vision for justice and peace for all. Faithful to the call of Jesus and inspired by Edmund Rice, we aspire to offer hope to a world where the dignity of humanity and the integrity of creation is often diminished. We are committed to taking a preferential option for the poor and journeying in solidarity and partnership. Through holistic education we form passionate and compassionate young men who are not only aware of the structures that prevent all creation from being fully alive, but also have the knowledge, skills, attributes and spirit to act and advocate for a better world for all.

We stand in solidarity with the indigenous people of New Zealand and are inspired and nurtured by the wisdom and experience they have in educating for justice and peace.

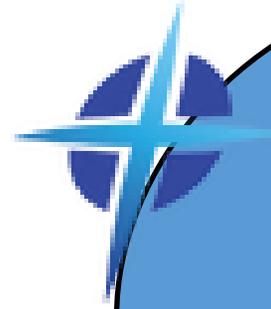


Our Touchstones



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalized and the Earth itself.



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

EXPRESSION

A Catholic school in the Edmund Rice tradition:

1. Encourage all members of the school community to work to the best of their ability, to realise their potential and to strive for equity and excellence;
2. Serve the needs of each person, providing teaching and learning experiences that are authentic, relevant, dynamic and creative;
3. Provides a learning culture that enables students top experience success within a safe and healthy environment;
4. Provides a holistic education integrating faith with culture and learning while giving an appreciation of the need to strive for the greater good of all society.
5. Challenges all too prophetic leadership within the school community and beyond;
6. Gives priority in the allocation of resources to provide services for students with particular needs;
7. Enables students to experience and value a critical awareness of justice and peace issues through the curriculum, service and solidarity learning, environmental practices and the culture of the school;
8. Promotes ongoing renewal by providing opportunities for reflective practice, formation and professional development.



Gospel Spirituality

We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

EXPRESSION

A Catholic school in the Edmund Rice tradition:

1. Lives and grows as a faith-sharing community by fostering a personal relationship with God through Jesus Christ;
2. Celebrates as a Eucharistic community, the life, death and resurrection of Jesus Christ;
3. Nurtures and encourages the spiritual growth of each person through reflection, prayer, symbols, sacred stories, rituals and sacraments;
4. Models the Gospel values of forgiveness and reconciliation by the manner in which conflict is resolved;
5. Provides religious education in line with Diocesan guidelines and faith formation experiences as fundamental components of a Catholic School curriculum;
6. Continues the legacy of the Christian Brothers by calling its community to discipleship and plying an integral part in the evangelizing mission of the Catholic Church;
7. Provides formation opportunities for its members in the mystery of God in all creation, the spirit of Jesus, the charism of Blessed Edmund Rice, the inspiration of the Christian Brothers, their own sacred story and their call to mission;
8. Recognises and acts upon the central place of the Gospel commitment to the marginalized, through a preferential option for the poor;
9. Is engaged in inter-faith dialogue and respects the spirituality authentically lived by those who come from other religious traditions.



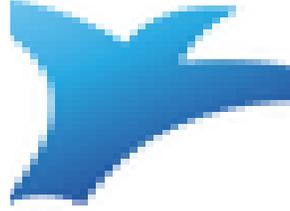
Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.

EXPRESSION

A Catholic school in the Edmund Rice tradition:

1. Provides pastoral care that nurtures the dignity of each person as a child formed in the image of God;
2. Demonstrates a preferential option for the poor by standing in solidarity with those who are powerless and marginalized, and strives to provide access to those who otherwise would not seek enrolment;
3. Is sensitive to the economic situation of each of its families, designing school programs to empower all to participate with dignity and confidence;
4. Promotes social inclusion and views diversity as beneficial to a liberating education;
5. Works in collaboration and partnership with the local Church;
6. Acknowledges the service and contribution of the Christian Brothers and welcomes them into the life of the school;
7. Acknowledges the primary role of parents and guardians in the growth and development of the child and provides opportunities for their participation in the life of the school;
8. Recognises the traditional ownership and cultural heritage of Indigenous people of New Zealand, and welcomes them into its community;
9. Looks beyond itself to contribute, according to its means, to the overall growth and development of Catholic schools in the Edmund Rice tradition and to Edmund Rice ministries in New Zealand and overseas.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

EXPRESSION

A Catholic school in the Edmund Rice tradition:

1. Develops a curriculum that integrates the themes of justice and peace, underpinned by Catholic Social Teaching;
2. Adopts prophetic stances in the light of Gospel values and is involved in advocacy for just causes;
3. Promotes participation in service and solidarity learning programs in partnership with those on the margins;
4. Seeks to provide opportunities for involvement in immersion programs in which students and staff form relationships, work with and learn from those on the margins;
5. Is committed to working with and waling alongside the Indigenous peoples of New Zealand advocating justice and promoting reconciliation;
6. Demonstrates a deep respect for and partnership with the environment, promotes eco-justice and works towards a sustainable and regenerative future for all creation;
7. Recognises that its members are part of a global community and actively supports the development of all humanity;
8. Nurtures a culture of critical reflection and prayerful discernment in justice and peace issues.

Values

Our vision for our students is that they are men who:

Are **ENGAGED** in service and solidarity with others, especially those on the margins.

Are **CONSCIENTISED** to the reality of the word and the root causes of injustice.

Have a deep sense of the **SPIRITUAL** in their lives.

Relate to others in a **COMPASSIONATE** way.

Take **ETHICAL** stances in all their endeavours.

Are **HOPEFUL** that a better world is possible and that they can actively contribute to its realisation.

Educating for a better world for all is shared by all members of the community through:

The nurturing of an **ENGAGED SPIRITUALITY** through faith formation experiences and prayer.

A **TRANSFORMATIONAL CURRICULUM** that is empowering, reflective, rigorous, authentic and promotes justice and peace literacy.

The participation in **SOCIAL ACTION AND SOLIDARITY** programmes in partnership with those on the margins.

The development of an **INCLUSIVE SCHOOL COMMUNITY** that models peace and justice.

Our teaching and learning values are:

MANAAKITANGA (Caring for our students and acknowledging their mana)

MANA MOTUKAHE (Having high expectations)

NGA WHAKAPIRINGATANGA (Managing the classroom to promote learning)

WANANGA AND AKO (Using a range of dynamic interactive teaching and learning styles)

KOTAHITANGA (Teachers, families and students reflecting together in order to move forward collaboratively)

Cultural Diversity

We recognise the cultural diversity of New Zealand in the many cultures represented in our school community. In particular we recognise the unique position of our Maori community as first people of the land.

We acknowledge Ngai Tahu as tangata whenua of the land on which we stand.

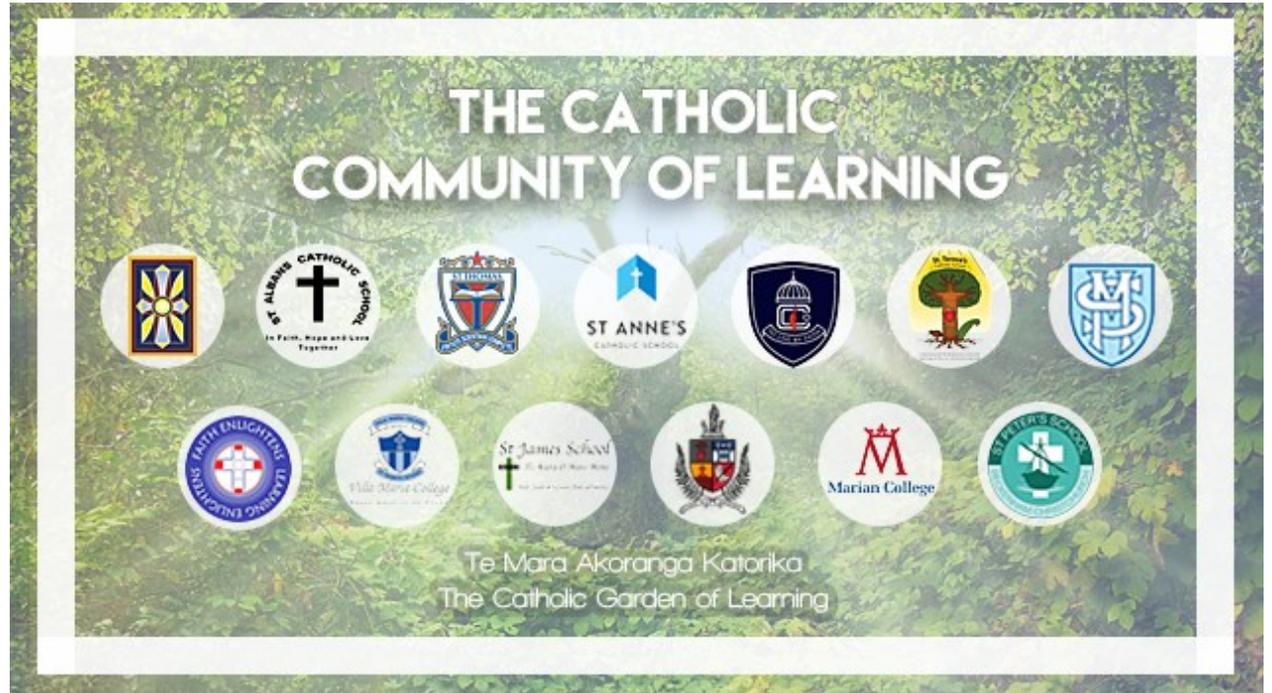
As a Pacific Rim nation we acknowledge the role and importance of our Pasifika community.

These commitments are evident through our planning and reporting, policies and procedures, teaching and learning programmes, professional development and appraisal procedure, community engagement and public events of celebration.



**We are a member of the
Christchurch Catholic
Community of Learning
(Te Mara Akoranga Katorika).**

*As such we have signed a
Memorandum of Agreement,
have agreed achievement
challenges and share the vision:*



**VISION: We are a Community of Learning in which our ākonga encounter
Christ and excel in their learning.**

Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.

Our shared Principles

Our schools have agreed on the following principles as the basis of their work together:

- Focusing on the principle of the Common Good for all students by creating conditions which allow every person to reach fulfillment – academically, socially, physically, emotionally, and spiritually.
- Working in partnership with students, parents, whānau and Parish to achieve our vision.
- Providing learning environments that engage students.
- Being culturally responsive to our bi-cultural heritage and the ethnic diversity of our school communities.

Strategic PLAN 2019



ST THOMAS OF CANTERBURY COLLEGE

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Priority 1: Special Character

Our work is guided by our Catholic character, the inspiration of the Gospel message, our Edmund Rice Education Australasia Charter and our four touchstones.

Goal 1: Develop a pastoral care system which nurtures the dignity of each person as formed in the image of God.

- 1.1 Pastoral care is founded on the Catholic values of right relationship, reconciliation and restitution.
- 1.2 Pastoral care demonstrates a preferential option for the poor by standing in society with those who are marginalised and powerless.
- 1.3 Pastoral care promotes social inclusion and views diversity as beneficial to a liberating education.

Goal 2: Our community is accepting and welcoming, fostering right relationships and committed to the common good.

- 2.1 We acknowledge the primary role of parents and guardians in the growth and development of the student and provide opportunities for their participation in the life of the school.
- 2.2 We have particular regard to developing relationships with our whanau community and Ngai Tahu as tangata whenua.
- 2.3 We also have regard to a deepening relationship with our Pasifika community and the wider Pasifika community of Christchurch.
- 2.4 We actively engage in cluster and CoS development and take leadership roles where appropriate.
- 2.5 We engage with EREA and EREBB in developing a national and international sense of Edmund Rice Education.

Goal 3: We provide a Religious Education programme which is challenging and relevant for the 21st century.

- 3.1 Develop a curriculum which is robust, meaningful and develops the spirituality of our young men.
- 3.2 Provide formation and professional development for a diverse staff.
- 3.3 Provide liturgical, retreat and sacramental opportunities for the faith development of our students.
- 3.4 Develop a culture and strength in advocacy so our young people may be a voice for those who are disenfranchised and at the margins of society.



Priority 2: Teaching and Learning Programmes

Student achievement is fostered by providing teaching and learning programmes which incorporate the NZ Curriculum (essential learning areas, essential skills and values) as expressed in the national Curriculum Statements

Goal 1: Provide a 21C technology infused curriculum which is centred on;

- ⇒ Our touchstones and values
- ⇒ The values and key competencies of the NZ curriculum
- ⇒ Personalised learning
- ⇒ Equity, diversity, inclusivity
- ⇒ Real world problem-solving
- ⇒ Using inter-disciplinary knowledge to develop learning capacity
- ⇒ Rethinking learner and teacher roles
- ⇒ Developing a culture of continuous learning and inquiry for teachers and leaders
- ⇒ Developing new kinds of partnerships and relationships

Goal 2: Provide a student centred curriculum premised on “knowing the learner” with particular regard to;

- 2.1 Maori students
- 2.2 Pasifika students
- 2.3 Students who are not achieving and at risk of not achieving
- 2.4 Students with special needs (including gifted and talented)



Goal 3: Develop an understanding and practice of assessment and evaluation which give priority to;

- 3.1 the skills, attributes and competencies students will need in the 21C
- 3.2 literacy and numeracy

Goal 4: Develop a range of community linkages that enable positive futures for our young people so that;

- 4.1 our students successfully transition to tertiary education and/or the workforce capable of life-long learning.
- 4.2 our students have strong community connections which supports their well-being and future development.

Priority 3: Planning and Reporting

Teaching and learning takes place in a culture of future focus, evidence based planning, robust self-review and regular reporting.

Goal 1: Strategic planning, reporting and review is robust and supports student achievement

- 1.1 Clear and accountable leadership motivates and supports innovation and excellence.
- 1.2 There is effective leadership at all levels to implement change in a dynamic environment.

Goal 2: Parents and students have access to real time, meaningful and holistic information regarding student achievement.

- 2.1 Individual parents and the community as a whole receive information on student achievement with particular regard to Maori, Pasifika and at risk students.
- 2.2 Reporting reflects the development of a 21C curriculum.
- 2.3 Technology is used at all levels of the school and community to provide real time information.
- 2.4 Equity of access is a primary consideration for the school.

Goal 3: Parents and the BOT receive clear and meaningful reporting

- 3.1 Report to parents and students in plain language at least twice per year.
- 3.2 Report school level data in the BOT annual report around a) strengths and areas for improvement b) basis for identifying areas for improvement c) planned action for lifting achievement
- 3.3 Report school level data in the BOT annual report on a) numbers of students above, at, below and well below including by Maori, Pasifika, gender and year level and b) how students are progressing as well as how they are achieving



Priority 4: Personnel Management

People and their development are valued.

Goal 1: Recruit, retain and develop a diverse workforce capable of delivering a 21C education

- 1.1 A clear STC teacher profile nourishes diversity and 21C capabilities.
- 1.2 Recruitment of Maori and Pasifika staff is a priority.
- 1.3 Professional development programmes reflect best evidence practice.
- 1.4 Development focus is holistic.

Goal 2: Ensure that the school is a culturally responsive organisation

- 2.1 Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff.
- 2.2 Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff.
- 2.3 Staff have strong relationships with whanau and iwi, fono and Pasifika organisations.

Goal 3: Personnel policies promote high levels of staff performance, use resources effectively and recognise the needs of students

- 3.1 Appraisal systems are based on best evidence practice and are aspirational.
- 3.2 Staff well-being is a priority.
- 3.3 Good employer practices as defined in the State Sector Act 1988 are adhered to and encouraged.



Priority 5: Finance and Property/Stewardship and Sustainability

We develop thinking and systems which create a sustainable future and act as good stewards of the resources we are given.

Goal 1: The evolving needs of the community are listened and responded to;

- 1.1 Identify innovative responses to meet school and community needs.
- 1.2 Provide forums for community feedback and feedforward.

Goal 2: Manage the opportunities and challenges of growth and change;

- 2.1 Plan for future growth while consolidating the present.
- 2.2 Evolve leadership structures and practices for the future of the organisation.
- 2.3 Support the development of the school site and assets through intentional planning.
- 2.4 Ensure the history and stories of STC are documented.

Goal 3: Ensure the organisation is financially sustainable

- 3.1 Manage an effective budgeting and reporting framework.
- 3.2 Realise effectiveness through improving business systems and practice.
- 3.3 Focus on identified needs and support excellent delivery of services
- 3.4 Attract and develop new and sustainable revenue sources.

Goal 4: Operate a strong and robust governance structure

- 4.1 Provide timely and accurate information to the BOT to inform strategic decision making.
- 4.2 Meet internal and external compliance reporting requirements.
- 4.3 Develop robust review processes.



Priority 6: Health and Safety

The well-being and safety of all who work, teach and learn at our school is a priority.

Goal 1: Provide a safe and healthy physical and emotional environment for students.

- ⇒ We develop best practice systems to ensure students are physically safe.
- ⇒ We develop best practice systems to ensure students are emotionally safe.
- ⇒ We promote healthy food, nutrition and physical activity for all students.

Goal 2: Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees and anyone who is a worker within the context of the school's operations.

- ⇒ Appoint designated responsibilities.
- ⇒ Develop best practice policies, procedures, frameworks and protocols.
- ⇒ Develop a culture of shared responsibility around Health and Safety.



Priority 7: Statutory compliance

We comply with all legislative requirements.

Goal 1: Adhere to legislative requirements particularly in regard to a) attendance b) hours of the school day c) requirements of length of school year d) all general legislation

⇒ Explore opportunities with review of Education Act for a flexible and innovative approach to curriculum delivery

