

Our Lady of the Assumption School Learner Qualities

Our vision identifies the qualities we want our students to develop as confident, connected, actively involved learners for life expressing their faith through love.

We are ensuring our students are developing the New Zealand Curriculum key competencies through the integration of these in our school vision as the qualities we want our students to develop.

We see the following qualities as crucial in preparing our students for their future. We believe that learning is a life long journey. For our students to become confident, connected, actively involved, lifelong learners they will demonstrate the following qualities.

Learner Qualities

“Love the Lord your God with all your heart, with all your mind, with all your soul and love your neighbour as yourself.”

Responsibility

Living a life of faith means we are called to love God above all things and love our neighbours as ourselves.

This means we have a responsibility to think about our options, be honest, make appropriate choices and be prepared to be accountable for our actions. We can be trusted to meet set expectations and display attributes of good citizenship.

Respect

Living a life of faith means we are called to love God above all things and love our neighbours as ourselves.

This means that we will value our own and others' opinions and show a willingness and ability to use common courtesies, take care of our own and others' property and to be aware of the rights of others.

Can-Do Attitude

Students with a Can-Do Attitude have the courage and confidence to challenge themselves. They are curious, resourceful, resilient and self motivated. They recognise an opportunity, set goals and use a range of strategies to succeed.

Actively Involved

Actively involved learners work collaboratively to contribute to and participate in the communities to which they belong. They are environmentally and globally aware.

Thinkers

Thinkers are reflective learners who are curious about the world around them. They ask questions, challenge ideas and solve problems creatively using a range of appropriate tools and strategies.

Self-Managers

Self-Managers: - are organised and show responsibility and respect. They are goal setters who are productive and reliable.

Effective Communicators

Effective communicators can actively listen and express themselves clearly to a variety of audiences, for a variety of purposes using a variety of tools.

Our Lady of the Assumption School Values

At Our Lady of the Assumption School the values of the New Zealand Curriculum are viewed through a “Catholic lens” and presented from a Catholic perspective. These values of Jesus Christ are expressed in Scripture and in living Catholic Tradition. The precept, **“to love God above all things and one’s neighbour as oneself”**, succinctly summarises the values of Jesus Christ. (3.1.4 Handbook for BOT, NZ Catholic Integrated Schools)

“And now faith, hope and love abide, these three; and the greatest of these is love.” (1 Corinthians 13:13)

<p>At Our Lady of the Assumption School our values are based on the three theological virtues: FAITH, HOPE AND LOVE</p>		<p>The values of the New Zealand Curriculum aligned with Our Lady of the Assumption School Values</p>	
<p>FAITH - encourages us to respond with Gratitude to God’s loving presence in our lives, to trust in God’s will, and to follow the direction God gives us.</p>	<p>HOPE - assures us that by relying on God’s grace we will see our way through life’s challenges - it is source for strength and action in demanding times</p>	<p>LOVE - enables us to fix our minds and hearts on God, who is above all other things, and to serve our neighbour, who is made in God’s image and likeness.</p>	<p>We value Our Faith</p> <p>EXCELLENCE - aiming high but aware of the needs of others, aiming high and persevering in the face of difficulties RESPECT - for themselves, others and human rights INTEGRITY - honest, responsible, accountable and acting ethically EQUITY - through fairness and social justice ECOLOGICAL SUSTAINABILITY - care of the environment COMMUNITY AND PARTICIPATION - for the common good DIVERSITY - valuing different cultures, languages and heritages INNOVATION, INQUIRY AND CURIOSITY - by thinking critically, creatively and reflectively</p>
			<p>Respect</p> <p>RESPECT - for themselves, others and human rights DIVERSITY - valuing different cultures, languages and heritages EQUITY - through fairness and social justice ECOLOGICAL SUSTAINABILITY - care of the environment, respect for God’s creations INNOVATION, INQUIRY AND CURIOSITY - by thinking critically, creatively and reflectively, respect for learning</p>
			<p>We value Responsibility</p> <p>INTEGRITY - honest, responsible, accountable and acting ethically COMMUNITY AND PARTICIPATION - for the common good, EXCELLENCE - aiming high but aware of the needs of others, aiming high and persevering in the face of difficulties ECOLOGICAL SUSTAINABILITY - care of the environment EQUITY - through fairness and social justice</p>
			<p>We value Life Long Learning</p> <p>INNOVATION, INQUIRY AND CURIOSITY - by thinking critically, creatively and reflectively EXCELLENCE - aiming high but aware of the needs of others, aiming high and persevering in the face of difficulties ECOLOGICAL SUSTAINABILITY - care of the environment EQUITY - through fairness and social justice RESPECT - for themselves, others and human rights DIVERSITY - valuing different cultures, languages and heritages</p>

Procedural Information Statement for Our Lady of the Assumption School

Our Lady of the Assumption School will lodge with the MOE a copy of its annually updated charter and a copy of its report on annual targets following their adoption the April BOT meeting.

Our Lady of the Assumption consults with its community, including its Maori community, regularly as part of its three year cycle of self review. Regular meetings and/or surveys for community consultation take place.

Targets for student achievement will be identified by the teaching staff and approved by senior management. The targets will be presented to the BOT for discussion and endorsement once the BOT has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the MOE.

A copy of the school's charter is available to parents at the school office and the school website.

Approved by the BOT of Trustees _____

Please note:

This charter has been updated from 2009 to align with current policy and practice. The school is currently working, through a facilitated model, to develop the Our Lady of the Assumption School Curriculum. This has involved a major review of Vision, values and principles and alignment with the revised New Zealand Curriculum.

The Board of Trustees is currently working on reviewing the strategic plan and charter.

The 2011 charter will more accurately reflect the direction of the school in meeting the needs of 21st Century Learners.

Recognising New Zealand's Cultural Diversity

New Zealand's Cultural Diversity

Our school shall reflect New Zealand's cultural diversity. Our Lady of the Assumption will develop procedures and practices that reflect New Zealand's Cultural Diversity and the unique position of the Maori culture.

Our Lady of the Assumption school students are encouraged to value differences in each other by:

- Celebrating Cultural days
- Experiencing the integration of Te Reo and Tikanga Maori whenever appropriate in class programmes

The school comprises:

NZ European 73% , Maori 7% , Pasifika 3.5% , Asian 2, other 14.5% .

Incorporating Tikanga Maori

Our Lady of the Assumption School takes the following steps to incorporate Tikanga Maori into the school's curriculum:

- Fully integrating Tikanga Maori into the Religious Education Programme
- Budget for Professional Development courses
- Including Tikanga Maori in whole school and syndicate assemblies
- Teach Te reo Maori (Maori Language) to an elementary level(greetings, counting,basic vocabulary for everyday items, and pronunciation of place names) in all classes.
- Sing waiata (Maori songs) in assembly, classroom music
- Use elements of Maori protocol as part of any official ceremony
- Integrate Maori through all curriculum areas as identified through integrated planning
- Provide fortnightly PD in Tikanga Maori and Te Reo for staff
- Annual consultation with Maori community

Provision for Instruction in Te Reo Maori

If a whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme, the staff and family will discuss and explore the following options:

- Further explanation of existing programmes
- Further extend the existing programmes if and as appropriate
- Consider dual enrolment with correspondence school
- Combine with a neighbouring school for parts of the day/programme
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga Maori within the child's classroom
- Explore other schools which may offer programmes closer to their expectations