

**Charter 2025  
(next review 2026)**



## Section 1: Charter

### **Vision**

Empowering and guiding learners to be the best they can be.

### **Mission**

To provide, as part of the Trinity family of schools, an education which will encourage young women to engage, progress, and achieve in every aspect of their lives- academic, spiritual, cultural, social, and sporting.

## **Section 2: Two Year Strategic Vision**

The Board believes our pupils need to be happy and to feel confident and to have self-belief, so they can achieve their personal best.

Our academic results are excellent but, in the Board's view, education is more than just high grades. Wellness is paramount. Being a good citizen is crucial and poor behaviour should not be tolerated.

We expect our teachers to be experts in their chosen fields, passionate about their subject areas, and be committed to contributing to life outside the classroom.

Tradition is valued but our pupils need a curriculum that is ready for tomorrow's learners. To maximise the resources available, the Board would like to investigate working ever more closely with the other Trinity Schools to provide greater opportunities across our schools.

Section 3: Strategic Goals	Student Progress	School & Community Wellbeing	Staff Development	Special Character	Senior College
	<p>All our ākongā will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships, while acknowledging Te Tiriti o Waitangi <i>ensuring learners with their whānau are at the centre of education and great education and opportunities are within reach of every learner</i></p>	<p>Our board, staff, whānau, and community will be engaged in supporting the wellness of our tamariki, while acknowledging Te Tiriti o Waitangi <i>to ensure learning that is relevant to the lives of New Zealanders today and throughout their lives</i></p>	<p>All our staff will strive for continuous improvement so they can maximise the success of each student and engage in the special character of the school, while acknowledging Te Tiriti o Waitangi <i>to achieve Quality teaching and leadership to make a difference to learners and their whānau</i></p>	<p>All of our boarders and day ākongā feel physically and emotionally safe, free of discrimination <i>in all its forms</i>, in an environment that is safe and <i>inclusive</i> that lives its Anglican values and marks of mission, while acknowledging Te Tiriti o Waitangi <i>so that all identities, cultures and languages are sustained.</i></p>	<p>All of our senior ākongā engage in a positive experience gaining the best results possible to <i>ensure ākongā have the skills, knowledge and pathways to succeed in life post-secondary school while acknowledging Te Tiriti o Waitangi</i></p>



GOAL	Student Progress	School & Community Wellbeing	Staff Development	Special Character	Senior College
ACTIONS	<p>Use development opportunities for teachers/kaiaako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Identify, provide opportunity and report on target groups: SENCO, At Risk, Coasters, Gifted and Talented.</p> <p>Provide opportunities for student and whanau engagement with progress and understanding of curriculum.</p> <p>Academic courses further developed to make them more authentic/relevant to our local setting and assessment more accessible.</p> <p>Provide opportunities to further develop understanding of The SMCS graduate profile within and across St Matthew's and Senior College</p> <p>Communicate the Graduate profile to the community.</p> <p>Liaise with Senior college and SMOGA to build leavers' data.</p> <p>Explore opportunities for developing careers programme.</p> <p>Implement and prepare for new curricula, assessment and aromatawai changes for 2025</p>	<p><b>Engage in Manaakitanga to build and maintain strong relationships with our community.</b></p> <p>New parent social function before school begins.</p> <p>Year group meetings for parents to meet Deans within the first four weeks of the school year.</p> <p>Parents meet twice a year to discuss student progress.</p> <p>Celebrate cultures within our school and engage in activities to foster inclusiveness e.g. Matariki, Diwali, Teulia Festival.</p> <p>Students to engage in service to the community when the opportunity arises e.g. collections, river restoration etc.</p> <p><b>Engage in Whanaungatanga to understand the need to look after each other.</b></p> <p>Time to be spent with incoming and existing students into Year 9 so they understand the school values of compassion, integrity, respect, inclusiveness, and commitment.</p> <p>Year 11 Peer Support to connect with Year 9</p> <p>Whanau interviews to be held at the end of Term Two to build relationships with teacher/student and to identify any needs going forward.</p> <p>Year 11 students to have a transition programme to Senior College beginning at the end of Term Two, acknowledging their journey so far and helping them with the next step to Year 12.</p> <p>Guidance network to meet each month to discuss pastoral matters and make informed decisions in the future.</p> <p>Kotahitanga programme to mirror what is needed in the school at certain times of the year.</p> <p>Speakers from outside the school to be invited in to impart their knowledge of the outside world to our community.</p> <p><b>Implement attendance action plan to lift and maintain student attendance</b></p>	<p>HODs and HOFs across the two sites starting to further develop.</p> <p>Teacher satisfaction survey end term 4 to gauge professional satisfaction</p> <p>All staff have a PD Plan in Place by May 2025 as per the PGC</p> <p>Through Professional Development staff to strive to develop a deeper understanding of Tikanga.</p> <p>Develop teacher/kaiaako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.</p> <p>Seek advice from local Māori on how best to include tikanga Māori in values, practices, and organisational culture.</p> <p>Greater adherence and consideration of Ka Hikitia, Kā Hāpaitia, Tataiako.</p> <p>Te Reo a stand alone subject</p>	<p>Increase daily reminders that we are a Christian character school.</p> <p>Continue to develop STAND in order to allow ākonga to report that they are: safe emotionally and physically; free of discrimination; have a sense of belonging.</p> <p>Continue to develop opportunities for acts of service: local, and plan for new national and international opportunities.</p> <p>Continue to offer ākonga retreats etc with a Christian flavour led by Chapel Leaders on site with Chaplain.</p> <p>Embed Look up, in, out through Trinity Services, House Services and Chapel Services.</p> <p>All Departments have visible, authentic, and genuine links to Christian Character in units and programmes.</p> <p>Continue to embed ākonga led Boarders' Chapel Services and Night Prayers.</p> <p>Chapel services include Te Reo Māori and are as bilingual as possible.</p> <p>Junior and Senior Chapel teams established and maintained, Senior Chapel led by Special Character prefect and trial two Year 11 Junior Chapel leaders, to spearhead SC initiatives throughout the school.</p>	<p>Enhance the Together as One Vision</p> <p>Continue alignment in Subject Planning and Options available across schools so that SC transition seamless.</p> <p>Vocational opportunities understood fully by senior students.</p> <p>Regular meetings with Senior College Executive.</p> <p>Greater presence of SMCS staff in the Senior College setting.</p> <p>Encourage attendance by SMCS staff of Senior College events.</p> <p>Across school faculty meetings</p> <p>Shared policy and procedures</p> <p>Improve Communications between schools.</p>
OUTCOMES	<p>Te Tiriti and Mātauranga is evident in department planning.</p> <p>Gifted and talented register set up and identified students have taken part in development programme/s</p> <p>Students are engaged in lessons.</p> <p>Students succeed to be the best they can be.</p> <p>The SMCS graduate profile is used by all students and understood by all stakeholders.</p> <p>Positive transitioning across year levels</p> <p>Better Careers and other programmes.</p> <p>Greater involvement of Community provision</p> <p>Teachers actively incorporating the new curriculum changes into lesson plans and teaching practices.</p>	<p>Parents have a sense of belonging as they enter St Matthew's and know who to contact if issues arise.</p> <p>New students settle faster and know the expectations of the school and understand the of the role of our school values play in their daily lives.</p> <p>Positive staff/student relationships.</p> <p>With a greater understanding of Tikanga, staff can better support Māori students.</p> <p>School community enjoy and learn about other cultures within the student population.</p> <p>Future planning comes from data and pastoral observation.</p> <p>Year 11 students well equipped and familiar with the Senior College Environment.</p> <p>Parents informed of initiatives in the community to support their children and their parenting.</p> <p>Number of families engaged through regular communication about attendance expectations and strategies.</p>	<p>More access to PLD opportunities</p> <p>Greater use of PLD Wednesdays</p> <p>More time given to social time for ALL staff.</p> <p>Greater numbers of staff involved in extracurricular e.g. sport.</p> <p>Continued involvement of TSTB in school events</p> <p>Te Tiriti and Mātauranga Māori underpins all aspects.</p>	<p>Greater adherence to Special Character Plan from review</p> <p>Increased Enrolments in Boarding full time.</p> <p>More focused activity on the marketing of Boarding</p> <p>Greater understanding and connection for school and community with special Anglican Character</p> <p>ākonga who feel safe, in an inclusive, compassionate, and respectful environment.</p> <p>ākonga whose identities, cultures and languages are acknowledged and supported.</p> <p>Dept Docs and Services visibly uphold SC and Te Tiriti</p> <p>A community that exemplifies the Five Marks of Mission in all areas of their school.</p>	<p>Better student transitions</p> <p>Greater staff interactions across the schools</p> <p>Removing barriers so as to create comfort for girls in new settings.</p> <p>Improved opportunity for teaching across into senior curriculum</p> <p>Shared understandings that benefit our ākonga</p>
TARGETS	<p>Te Tiriti and Mātauranga Māori underpin all aspects.</p> <p>100% of students attain level 1,2, and 3 NCEA or equivalent.</p> <p>All students graduate yr 10 with literacy and numeracy co-requisite achieved.</p> <p>20% increase in Merit &amp; Excellence endorsements.</p> <p>All students use the Graduate profile to track their progress and transition through school.</p> <p>100% students have completed a profile on Careers or pathways at their level.</p> <p><b>100% of teachers consistently using updated curricula and assessment methods by mid-2025.</b></p>	<p>Positive community feeling towards our school culture at St Matthew's - survey written to discover how students feel about being at St Matthew's (sensitive data) - 100% of girls have had a whanau interview, which is recorded on KAMAR. - A reduction in pastoral entries for Year 9 students 50% (based on 2023) - Our roll at its maximum of 310 students.</p> <p>At least 75% of families with students showing chronic absenteeism to be attended at least one meeting or received direct outreach.</p>	<p>100% staff, including support staff, have professional development plan.</p> <p>10% of plan is focused on development of student and staff wellness.</p> <p>60% of staff contribute to life outside the classroom e.g.: Coaching, managing teams, drama productions, etc.</p> <p>50% leadership growth opportunities found for staff.</p>	<p>A boarders whanau/community engagement plan, that includes annual initiatives to improve the culture of boarding, through SC and Te Tiriti lens.</p> <p>Reorganisation of staffing across two houses for day duties</p> <p>95% bed occupancy and retention and 50% increase in full time boarders.</p> <p>80% of ākonga reporting via survey they feel safe</p> <p>5 acts of Service to Communities</p> <p>2 Christian retreats in the year</p> <p>All houses complete o House Chapels, 1 Boarders chapel per term, 1 boarders' night service per week</p> <p>10% students convert PPTB to full boarding.</p> <p>95% beds occupied.</p>	<p>2-4 meetings of faculties through the year</p> <p>100% of SMCS and RC have ventured to each other's schools.</p> <p>Every year group has experienced a Transition activity.</p>