



## **St Mary's School Strategic and Annual Plan 2022 - 2023**

### **Charism Statement**

We see, do and say God's mission with grace and love.

### **Mission Statement**

Within Catholic belief and practice, our school will develop the abilities and special talents of each student.

Special Character is an integral part of St. Mary's school life. All students within Catholic belief and practice will participate in the religious education programme and attend masses and other liturgical celebrations that mark important occasions in the church year. Our role is to:

- a. Promote Catholic education
- b. Strive for educational excellence
- c. Contribute to the Church's mission
- d. Contribute to society

St Mary's School will work to nurture each child so that they grow and develop, spiritually, intellectually and physically, into caring and responsible members of our School Community.

Four Gospel Values underpin our actions and form the foundation of our Restorative Practice.

### **In Christ I Can:**

**Inclusion**

**Courtesy**

**Integrity**

**Courage**

We recognise the importance of Aotearoa New Zealand's cultural diversity and the unique position of Māori culture.

We actively value diversity and an inclusive school culture. Staff engage in productive, relationship based partnerships, have high expectations of all students and are culturally responsive in practice. We also celebrate diversity when employing staff and work hard to create an inclusive workplace.

We ensure policies and practices reflect Aotearoa New Zealand's cultural diversity and our special character.

We ensure Te Reo Māori and Tikanga Māori are integrated within teaching and learning. Mihi, waiata, powhiri, whakatau and karakia are integral to school culture and incorporated into school life, learning, celebrations and assemblies. We continue to work with our staff and students through professional development opportunities and have a dedicated management unit to guide us on this journey.

We begin each year by immersing ourselves in Whanganuitanga – our local identity as people living in Aotearoa and Whanganui– *Ko au te awa, ko te awa ko au*. Through these units our children are learning our rich and deep connections to the forming of our community. It is about enjoying the variety and diversity of who we are. Learning about the people that have gone before us and those treasures left by our ancestors. Finding where we belong!

The Statement of National Education and Learning Priorities (NELP) set out the Government’s priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The priorities will help create education environments that are learner-centred where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive and giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners’ needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

## The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government’s long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown’s responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p><b>1</b></p> <p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>2</b></p> <p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>3</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>4</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>5</b></p> <p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p><b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p><b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government’s priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

<b>Special Character</b>
<b>Aspirational Goal :</b> To passionately live and serve in the spirit of Jesus through active participation and modelling of our Catholic faith within our school and wider parish.
<b>2022 Objective: Adapt the way we worship as a community due to past and current restrictions.</b>
<b>Baseline Data/Reasons:</b> With the impact of COVID we have not had many Masses or Liturgies as a whole school, so we need to focus on smaller liturgies within teams or classes throughout the year.
<b>Actions required - Cath Daignault</b> <ul style="list-style-type: none"> <li>• Have regular liturgies that are themed focused.</li> <li>• Use the Tagged Teachers within each team to take a lead in the liturgical planning for their team.</li> <li>• Utilise online resources and programmes to come together as a school for big liturgical celebrations; eg. zoom or Flipgrid</li> <li>• Use our PA system and good weather to celebrate outside where possible.</li> </ul>
<b>2022 Objective: Develop a sexuality programme throughout the school that is in line with our Special Character.</b>
<b>Baseline Data/Reasons:</b> We have the new sexuality framework that we started unpacking in 2021 and have surveyed our whanau on what their needs are. We can now develop and deliver a programme suited to our whanau from Year 1-8.
<b>Actions required - Cath Daignault</b> <ul style="list-style-type: none"> <li>• Professional Development as a whole staff will unpack the Sexuality Framework.</li> <li>• Develop a team of teachers from different levels, to revise the Long Term Plan to ensure the Sexuality programme is suited to our whanau and delivered consistently throughout the school.</li> <li>• Make links to our ICIC Gospel Values</li> <li>• Have assessment and evaluations that will be for the DRS to help report to the board.</li> </ul>
<b>2022 Objective: Enrich our RE programme by accessing a variety of resources and integrating RE throughout the curriculum programmes in the classroom, while still meeting the hours of teaching as set by the Bishops of NZ</b>
<b>Baseline Data/Reasons:</b> As we are moving towards having our new Curriculum released over the next 4 years, we are needing to move away from Faith Alive as being THE PROGRAMME and for teachers to use it as a resource. This links into our development of integrated planning within the school.
<b>Actions required - Cath Daignault</b> <ul style="list-style-type: none"> <li>• Entry meetings that outline resources available and allow time for planning of the Strand and sharing of ideas.</li> <li>• Making a Google Drive that is shared and added to by teachers to form a resource bank for Levels.</li> <li>• Appraisals focusing on the use of a variety of resources and how RE has been integrated within the classroom.</li> </ul>

<b>Curriculum and Student Needs to maintain our school wide high level of achievement</b>
<b>NAG 1 Teaching and learning</b>
<b>Aspirational Goal :</b> To develop and celebrate excellence and resilience in each child enabling them to attain their personal best in academic, sporting and cultural achievement. Programmes should ensure that all students strive towards their full potential and become well balanced members of New Zealand society.
<b>2022 Objective:</b> <b>Takitini Kāhui Ako: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning. Raising Māori achievement with an emphasis on Māori boys and Literacy achievement levels in the areas of oral and written language remain under the Takitini umbrella. These will be addressed through business as usual in schools and addressed by PLD specific to the needs in the school(s) within the Takitini Kāhui Ako structure.</b> <b>Using the (PaCT) Progress and Consistency Tool to allow us to identify our priority learners and help raise their achievement in literacy.</b>
<b>Baseline Data/Reasons:</b> Our Within School Lead introduced several initiatives last year that led to real gains in teachers' confidence and use of Te Reo Māori in the everyday life of our school. We will continue to focus on our Te Reo Māori journey and ensure that we keep this momentum. We need to continue our development of our assessment practices by using PaCT for all core learning areas.

**Annual Target:** Using the professional development offered by Takitini, we will develop a shared teaching and learning philosophy around cultural responsiveness and competence around tikanga Māori and our local Whanganui history. We will have a particular area to focus on each term set by a long term plan. We will be assessing the achievement of our Te Reo Māori progress through pre and post assessments of our students each term. Transitioning our current assessment practices towards using PaCT judgements in literacy.

**Actions required - Chris Scudder**

- Cultural competence, in terms of teaching, is to affirm and validate all culture/s of each learner
- Utilise the learner's culture/s to aid the teaching and learning process, as well as to facilitate relationships and professional growth
- Relationships built to know the learner and work to ensure that the learning environment, learning partnerships and learning discussions acknowledge and respect the learner's culture/s
- All teaching staff will take part in professional development to develop their use of te reo Māori.
- A study group where Te reo Māori classes will be offered on a voluntary basis for those wishing to extend their learning.
- Appraisal reflection will target teachers reflection and growth in using te reo Māori
- Classroom environments to reflect a culturally responsive curriculum
- Teachers will be delivering Kapahaka and Te Reo programme either individually or in teams
- Integrating tikanga Māori into classroom programme
- Whole school waiata and powhiri practices several times a term so we can ensure our ongoing progress school wide (dependent on traffic light settings)
- We will continue to hold powhiri on day one of each term (dependent on traffic light settings)
- Continued inclusion of Te Reo Māori spot in daily notices
- Gradually introducing the Learning Progression Framework for Writing and Reading
- Using PaCT to make judgments on learners' Mathematics and Writing by mid-year
- Using PaCT to make judgments on Mathematics, Writing and Reading by end of year

**2022 Objective: Accelerating progress for targeted groups of students who are below curriculum expectations leading to school wide change in developing more effective teaching approaches in literacy.**

**Baseline Data/Reasons:** Need consistency from teachers around making judgements and developing their knowledge further of the literacy learning progressions. We were successful in getting into the ALL (Accelerated Learning in Literacy) contact.

**Annual Target:** All teachers using Learning Progressions consistently and PaCT for writing by mid year and reading by end of the year.

**Actions required - Dallas Limpus Lead**

- Teachers getting to know their students.
- Gradually introducing the LPF's throughout the year so that teachers can make judgements in connection to the Long Term Plan.
- Acceleration opportunities for targeted students who are below curriculum expectations in literacy.
- Shifting our practice to shift students' achievement by developing teachers' process of inquiry.
- Developing moderation amongst the staff.

**2022 Objective: Improving teacher planning and teaching of the Health and Physical Education Curriculum through healthy active learning.**

**Baseline Data/Reasons:** It has become apparent that this vital curriculum area is not being consistently taught across the school.

**Actions required: Ian Kerr and Kate Linklater**

- Sport Whanganui Healthy Active Learning will deliver professional development and work individually with staff.
- Planning will be reviewed.
- This will form part of appraisal for staff.

Health and PE Curriculum:

- Understand and recognise the value of the Health and PE curriculum.
- Teacher's growing in both confidence and capability to deliver this curriculum.

Environment:

- Create an environment that supports and promotes quality play, sport and physical activity.

Healthy Food and Drink:

- Create a healthy food and drink environment.

External Providers:

- Make well informed decisions when engaging with external providers.

Community Connections:

- Strengthen connections with the wider community, including whanau, local health and physical activity providers.

## Documentation and Self Review

NAG 2 Self Review

NAG 7 Annual Report

NAG 8 Annual Plan

**Aspirational Goal :** To consistently review, report and consult in a transparent and authentic way. To involve all stakeholders; Diocesan, Parish, Board of Trustees, Teachers, Parents and Students throughout this process. Educational programmes need to be constantly reviewed to remain up to date in an ever changing world.

### 2022 Objective: Review of our planning, assessing and google classroom

**Baseline Data/Reasons:** Planning had become something we did to please management each term and not used once created. PaCT has created a whole new way of assessing so we needed to prune the assessment that is no longer fit for purpose. SeeSaw is being trialed in our new entrant room to see if this is a better way of sharing student learning.

#### Actions required - Cath Daignault, Chris Scudder and Dallas Limpus

- Review, create, adapt and embed our planning, assessing and reporting to parents through google classroom.
- Teacher use of planning that is integrated and used to form next teaching steps with the use of signposts from PaCT.
- Assessment that aligns with our move to PaCT.
- Trial of SeeSaw.

### 2022 Objective: Restorative Process

**Baseline Data/Reasons:** We continue to build on the process of last year's tweaks to our restorative system.

#### Actions Required - Jacqui Luxton and Kate Linklater

- Staff to contribute to building natural consequences ideas.
- Green Card to be altered to reflect the restorative path.
- Monitoring of process from action through to restorative consequence, to home engagement, to follow up in a pastoral meeting.

*The implementation of the strategies in this plan will at all times be in keeping with the Special Character Values and Philosophy of St Mary's School.*