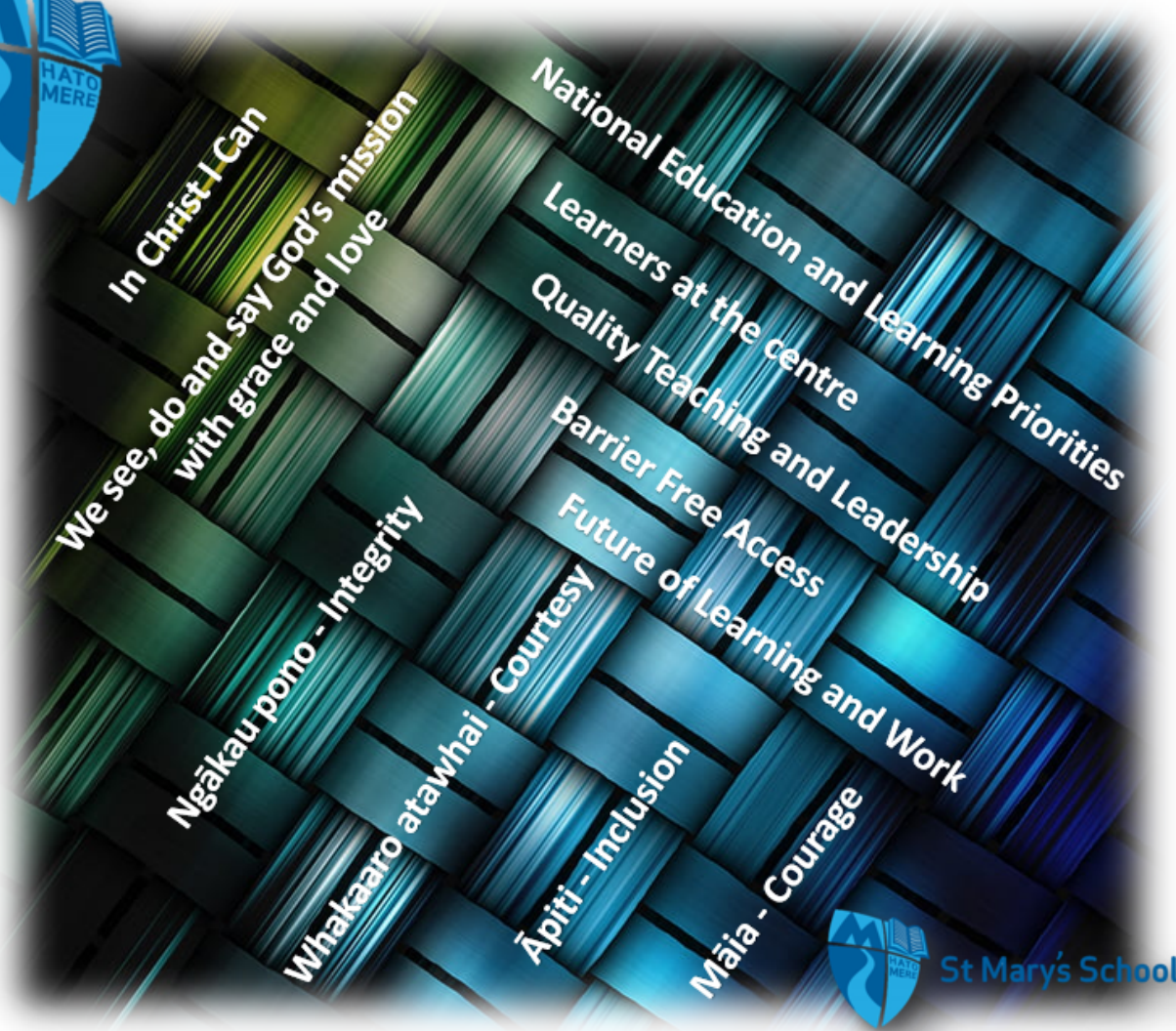


Within Catholic belief and practice, our school will develop the abilities
and special talents of each student



St Mary's School Strategic National Education and Learning Priorities 2023

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.

Charism Statement

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

In Christ I Can:

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

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.

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** set out the Government's priorities for education that will ensure the success and wellbeing of all learners. 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.

<https://assets.education.govt.nz/public/Documents/NELP-TES-documents/NELP-2020-Schools-and-kura.pdf>



National Education and Learning Priorities

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: 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

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Special Character

Aspirational Goal : 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.

2023 Objective: Redevelop our school spirit and sense of belonging and Church, being one with Christ.

Baseline Data/Reasons: With many new families coming into our school community, which is recovering from the impact of COVID restrictions, we need to develop a strong sense of community, coming together in worship, faith and service.

Actions required - Cath Daignault and Tagged Team

- Have weekly liturgies as a whole school.
- Have consistency with weekday Mass attendance at St. Joseph's Chapel - Cullinane
- Improve engagement with the Weekday Masses by being included on the organising roster.
- Use our student leadership teams to develop a sense of Catholic identity through the knowledge of their house saints, charism of the school and opportunities to serve.
- Have even more consistency with the use of our Faith Diary as a way to outreach to our parents.
- Continue to develop our term Masses and sacramental programmes.

2023 Objective: Develop a sexuality programme throughout the school that is in line with our Special Character

Baseline Data/Reasons: We have the new sexuality framework and need to continue developing a school wide programme from Year 1-8.

Actions required - Cath Daignault

- With the tagged teachers team, create a School Curriculum Statement for Sexuality.
- Develop a Sexuality programme to ensure it is delivered consistently throughout the school.
- Make links to our ICIC Gospel Values
- Continue to consult whanau throughout the process of Curriculum development.
- Have assessment and evaluations that will be for the DRS to help report to the board.

2023 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

Baseline Data/Reasons: The new RE curriculum has been published and we are nearing completion of the resources for specific levels. We need to start becoming familiar with the new structure, touchstones and concepts.

Actions required - Cath Daignault

- Staff PD breaking open the new curriculum.
- Develop a rich resource bank for all teachers.
- Explore how we will track coverage of the levels throughout the school.

2023 Objective: 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.

Using the (PaCT) Progress and Consistency Tool to allow us to identify our priority learners and help raise their achievement in numeracy and literacy.

Transitions into schools, through schools and across schools is a core challenge for Takitini.

Engagement Whānau-School, Teacher-Student- Whānau, Teacher-Student, Teacher-Teacher and community building will triangulate success in the above areas.

Baseline Data/Reasons: To promote the use of Māori language in our school, it is essential that teachers model its use and be willing to learn alongside their students. Attending the Ata Rawea course will be a significant boost in achieving this goal. The course helps teachers embrace vulnerability and overcome it, enabling them to model being learners and facilitate students' learning. Thus, teachers can encourage the use of Māori language throughout the school more effectively.

Annual Target: Prioritising the practice of Waiata and Kapahaka throughout the school. Frequent events that will encourage students to use Te Reo Māori within the school. Providing Te Reo Māori resources that teachers' can immediately use in the classroom for the benefit of their ākonga. Moving towards using PaCT for all assessment purposes in Reading, Writing and Maths.

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.
- 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 programmes either individually or in teams.
- Integrating tikanga Māori into classroom programme.
- Whole school pōwhiri practices several times a term so we can ensure our ongoing progress school wide.
- We will continue to hold pōwhiri on day one of each term.
- Continued inclusion of Te Reo Māori spot in daily notices.
- Schoolwide events with a focus on the use Te Reo Māori.
- Providing teachers with Te Reo Māori resources.
- Gradually introducing the Learning Progression Framework for Reading.
- Using PaCT to make judgments in all areas.

2023 Objective: Staff to complete Te Ahu o te Reo ki te Taiuru which focuses on everyday reo use in educational settings.

Baseline Data/Reasons: Te reo Māori is a taonga and is guaranteed protection under the Treaty of Waitangi. It is an official language of New Zealand.

Annual Target: All staff to complete Te Ahu o te Reo ki te Taiuru and confidently use te reo within our daily school interactions.

Actions required - All staff attending course, Sarah Patching as Te Reo Lead, Jacqui Luxton as NZ Histories lead, Chris Scudder as Takitini Lead

- Attend Te Ahu o te Reo ki te Taiuru.
- Unpack curriculum guidelines for Teaching and Learning Te Reo Māori, providing teachers with a basis for planning programmes for students learning te reo Māori.
- Aotearoa New Zealand is on a journey to ensure that all ākonga in our schools and kura learn how our histories have shaped our present day lives. As a staff, teachers and support staff, we will continue to unpack this new curriculum.
- Hold a hui to ascertain what local history is important to our families.

2023 Objective: Accelerating progress for targeted groups of students who are below curriculum expectations leading to school wide change in developing 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.

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

- Continuation of unpacking the Learning Progression framework throughout the year.
- Teachers make judgements in connection to the signposts and Long Term Plan.
- Teachers assess to determine their target students.
- Acceleration opportunities for targeted students who are below curriculum expectations in literacy.
- Shifting teacher practice to shift students' achievement by developing teachers' process of inquiry.
- Consistent moderation amongst staff.

2023 Objective: Improving teacher planning and teaching of the Health and Physical Education Curriculum through healthy active learning.

Baseline Data/Reasons: We are in our second year of this contract.

Annual Target: Consistent teaching and learning of Physical Education through healthy active learning across the whole 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.

Self Review

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.

2023 Objective: Review of our school wide reward system.

Baseline Data/Reasons: We reviewed and finalised our whole school behaviour management processes. Through ensuring equitable outcomes for students in this light it became very clear that our school wide reward system was not equitable.

Actions required - Jacqui Luxton and Kate Linklater

- Remove luck from the draw and work towards students planning what goal they wish to reach.
- Create a menu of options for students to work towards.
- Consistently embed the process.
- Jacqui and Kate to oversee the recording of rewards to ensure the process is equitable.
- Jacqui and Kate to ensure all staff are using it equitably.

2023 Objective: Improve our communication with Whanau.

Baseline Data/Reasons: We are wanting to streamline our communication with families to ensure all families feel informed.

Actions Required - Jacqui Luxton

- Survey parents to find out how they want to receive information and what information they would like to have.
- Hold a hui to ascertain what local history is important to our families.

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.

