

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

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

In Christ I Can

Whakaaro atawhai - Courtesy

Ngākau pono - Integrity

Āpiti - Inclusion

Māia - Courage

National Education and Learning Priorities  
Learners at the centre

Barrier Free Access

Quality Teaching and Leadership

Future of Learning and Work

Safeguard and Strengthen our Catholic Identity  
Grow in Knowledge of Christ and the Church  
Christian Witness  
Encounter Christ



# St Mary's School Strategic and Annual Plan 2024 - 2026

## **Mission Statement**

Integrating the Catholic worldview into our daily practices, our school will develop and guide the growth of our rangatahi's abilities and talents.

Special Character is an integral part of St Mary's school life. All students will participate in the Religious Education programme, participate in Masses, liturgical celebrations and live out the Charism of our school.

Our role is to:

- Provide opportunities for our community to **encounter Christ**.
- Help our community to **grow in knowledge** and understanding of **Jesus Christ** and the **Catholic Church**.
- Promote and support active Catholic **Christian witness**, visibly collaborating to uphold Te Tiriti O Waitangi.
- **Safeguard and strengthen our Catholic identity**.

St Mary's School nurtures each tamariki so they grow and develop spiritually, intellectually and physically to be Faith filled members of society.

## **Charism Statement**

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

## **In Christ I Can**

**Inclusion**

**Courtesy**

**Integrity**

**Courage**

Our Four Gospel values, alongside the principles of Catholic Social Teaching, underpin our actions and form the foundation of our Restorative Practice. These are also interwoven within the actions of service in our school, where students show manaakitanga, tika, pono and aroha for others.

We respect Te Tiriti o Waitangi and the cultural diversity of Aotearoa, striving to build a strong relationship with our mana whenua, whānau, parish and community.

We actively value diversity with an inclusive school culture, recognising that we are all precious and made in God's image. Staff are collaboratively engaging in productive relationship based partnerships that set high expectations for our tamariki. As a multicultural community we value this richness and work hard to be culturally responsive. We develop a strong sense of community by gathering the voice of our students, staff, whānau and wider community through regular consultation.

We celebrate diversity when employing staff and work hard to create an inclusive workplace. We ensure policies and practices reflect Aotearoa's New Zealand's cultural diversity, our Catholic Social Teachings and the grace of Christ. This is strengthened through professional development opportunities.

We ensure Te Reo Māori and Tikanga Māori are visible and integrated within teaching and learning. Mihi, waiata, powhiri, whakatau and karakia are integral to our school culture and incorporated into learning, celebrations, assemblies and daily life at school.

We begin each year by immersing ourselves in Whanganuitanga - our local identity as people living in Aotearoa and Whanganui - Ko au to awa, ko te awa ko au. Through these units our children are learning our rich and deep connection to tangata whenua - our community. It is about enjoying the 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

## Strategic Goals 2024 - 2026

<b>Embracing Faith: The Heart of Our Catholic Community</b>	<b>Excellence in Education: Designing a Dynamic Curriculum for Quality Learning</b>	<b>Thriving from Within: Nurturing Authentic Wellbeing</b>
<p><b>Aspirational Goal:</b></p> <p>To passionately live and serve in the spirit of Jesus through active participation, Catholic Social Teaching and modeling of our Catholic faith within our school and wider parish.</p> <p>Learning focused partnerships between students, teachers and whānau empower learners to thrive.</p>	<p><b>Aspirational Goal:</b></p> <p>To establish a forward-thinking local curriculum that embodies our Catholic identity, is grounded in Te Ao Māori, and fosters robust student success.</p> <p>Ensuring a unified curriculum approach throughout the school, placing learners at the core.</p> <p>Fostering a culture of continual improvement which prioritises effective collaboration between teachers to provide rich student achievement.</p>	<p><b>Aspirational Goal:</b></p> <p>To nurture our students, staff and whānau by building wellbeing and resilience.</p> <p>To promote spiritual wellbeing which forms the foundation of life's journey with God.</p> <p>To provide a safe positive environment through authentic quality relationships and partnerships.</p> <p>To remove barriers through equity growing curious, courageous and confident learners.</p>

## Annual Goals 2024

### 2024 Objective 1: Continued Implementation of Tā Tātou Whakapono

To enhance the implementation of Te Tatou Whakapono (the new Religious Education curriculum) at St. Mary's School by developing robust planning, assessment, evaluation, and tracking systems across all levels.

**Baseline Data/Reasons:** Level 1 of Tō Tātou Whakapono was launched ready for use 2023, with our Y1-2 teachers starting to use the new document and resources. In 2024 Level 2 will be ready to use and Level 3 by the end of the year. Professional development focus from PNCEO and NCRS is focused on the Level 2 resource.

#### Actions required - Cath Daignault and Year 1-6 teachers

- Have Year 3-6 teachers attend face to face workshops, zoom sessions and planning meetings on the Tō Tātou Whakapono, ensuring they are equipped to deliver the curriculum effectively.
- Experiment using the new planning templates provided by the PNCEO team.
- Implement an evaluation process that informs teams, DRS and BOT on the effective learning of the Catholic faith.
- Implement a tracking system to monitor coverage of the key teachings of Tō Tātou Whakapono.
- Foster collaboration among teachers to share best practices and resources related to the new curriculum.

### 2024 Objective: Community Engagement and Encounter with Christ

To deepen the connection between the school and the community by providing meaningful opportunities for encountering Christ through special feast day celebrations, cultural events, liturgies, Masses, and prayer opportunities.

**Baseline Data/Reasons:** The new curriculum emphasizes 'encountering Christ' and our charism is We see, do and say God's mission with grace and love, so we need to ensure that the opportunities to our family and students are meaningful and life giving. We have a lot of new families at our school, with an increasing number of different cultures within our community. We are wanting to acknowledge the multicultural aspect within our faith practices.

#### Actions required - Staff & Student leadership groups

- Tagged teachers, school council and the service team to plan and coordinate events that promote an encounter with Christ.
- Integrate special feast day celebrations, cultural events, and liturgies into the school calendar, ensuring they align with the liturgical year.
- Collaborate with parish groups to enhance the diversity and richness of events, fostering a sense of inclusivity.
- Develop a communication strategy to keep parents and community members informed about upcoming events and encourage active participation by using Seesaw within each classroom, regular Special Character newsletters, school app and facebook.

### 2024 Objective: Staff Enthusiasm and Embracing the Special Character

To improve staff enthusiasm and ensure they actively embrace the special character of St. Mary's School, contributing to the enhancement of the faith life of the school.

**Baseline Data/Reasons:** There is a sense of tiredness and lack of energy within the staff, which is impacting upon the integrity of our programmes and events within the faith life of the school.

#### Actions required - Cath Daignault, Staff

- Implement a professional development program focused on deepening staff members' understanding of the school's special character and its significance in shaping the learning environment.
- Provide opportunities to team build within our staff.
- Recognize and celebrate staff members who actively contribute to fostering the special character of the school through acknowledgments in our weekly updates and professional development opportunities.
- Provide regular opportunities for staff to share ideas and feedback regarding the integration of the school's special character into daily practices and classroom activities - self-evaluative questions at team meetings or staff meetings.
- Encourage staff to go and observe other teacher's take RE lessons or prayer sessions.
- Encourage more active involvement by getting teachers to take responsibility to run school prayer each week - have it rostered at the beginning of the year.

**2024 Objective: Takitini Kāhui Ako:**

To model and build staff capability by meaningfully incorporating te reo Māori and tikanga Māori into the everyday life of our place of learning.

Begin the journey of exploring iwi connections, marae, hāpu, mana whenua.

**Baseline Data/Reasons:** We have just been allocated a Cultural Leadership Allowance. This seamlessly feeds into the work that Chris has been leading in our school for the last few years.

**Actions required - Chris Scudder**

- To work with our Takitini ASL to connect with iwi and engage in partnership.
- To continue to promote the use of Māori language in our school.
- Ensure and advise around culturally responsive practice.
- Lead community consultation.
- To support our new role of Kapahaka Lead.
- Completing Level 3 Te Ahu o te Reo Māori.
- Leading staff study group to maintain our Level 1 and 2 te reo Māori.

**2024 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 literacy judgements in PaCT and developing their knowledge further of the literacy learning progressions. We have been successful in Round 3 of ALL which will target the middle school. The Intermediate School will be learning to use The Code. Junior School and 2 Learning Assistants are undertaking BSLA (Structured Literacy) Microcredential through the University of Canterbury. We also have two new teachers. We will be developing a Literacy Curriculum Delivery Plan to follow on from the Numeracy Curriculum Delivery Plan which was created over the last three years. These plans are designed by St Mary's teachers and outside providers to ensure consistency across the school.

**Actions required - Dallas Limpus**

- Continued moderation to ensure all teachers are using Learning Progressions consistently for both reading and writing. Continuation of unpacking the Learning Progression framework throughout the year within teams.
- Round three of ALL Literacy support: Middle School.
- BSLA Structured Literacy programme: Junior School and two Learning Assistants.
- The Code: Intermediate School.
- Teachers make judgements in connection to the signposts in PaCT.
- Teachers assess to determine their target students.
- Teachers of Year 0-2 implementing Structured Literacy within their classroom programme.
- 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.
- Apply ideas from the Helen Walls Literacy course - Leading Change in Literacy.
- Creating a Literacy Curriculum Delivery Guide at St Mary's.

**2024 Objective: Improving teacher confidence, planning and teaching of the Health and Physical Education Curriculum through healthy active learning. Making informed decisions when engaging with external providers to ensure their programme is aligning with our needs.**

**Baseline Data/Reasons:** We are in our third year of this contract. Future proof St Mary's with Healthy Active Learning principles at its core. To embed and sustain the progress we have made through this contract.

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

- Teacher mentoring and team teaching with a range of teachers to support effective planning and implementation of the HPE curriculum.
- Term 1, starting with Junior School.
- Term 2, work with two new teachers Alex and Tammy to ensure consistency.
- Junior School focus will be on Perceptual motor development and/or Integrating Literacy and Numeracy into PE.
- We will be approaching new providers of in school coaching for PickleBall, Netball and Cricket.
- St Mary's to consider how external providers align with our strategic plan and ensure these providers align with the needs of the school/community. In particular our Thriving from Within: Nurturing Authentic Wellbeing strategic goal.
- Continue to develop our play opportunities with the introduction of more Loose Parts Play equipment and spaces that promote physical activity and movement.
- Ensure our water only healthy food policy is adhered to across the school.
- Review 2023 Community Survey results.

**Self Review and Consultation**

Evaluation for Improvement: The [School Improvement Framework](#) (SIF) is actively used to identify and sharpen our focus for improvement and to monitor progress. The SIF draws on ERO's School Evaluation Indicators and includes expectations for schools regarding learner outcomes in the Education and Training Act, Te Tiriti o Waitangi, National Education and Learning Priorities and Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession.

**2024 Objective:** One hour a day of reading, writing and mathematics in primary and intermediate settings / New student mobile phone rules.

**Baseline Data/Reasons:** Requirements from the Ministry of Education.

**Actions required - Senior Management Team**

- Review of current timetables to ensure compliance.
- Ensure required hours of religious education are prioritised.
- CRT Release teachers to follow teachers planning to ensure with the increase release time that students are continuing with their current programme
- Phones will continue with normal processes. Children hand their phones into the office before school and collect at the end of the day.

**2024 Objective:** Review Reset Room / Behaviour Process into student speak

**Baseline Data/Reasons:** We are in the long game of changing the learning culture to take back the learning. We want to ensure this becomes the norm throughout the school. We will be taking the next step with our behaviour process. We will be putting in student language so they can take ownership and understand both the process and consequences of their actions ensuring a positive learning environment.

**Actions required - Jacqui Luxton and Kate Linklater**

- Review of the effectiveness of the reset room.
- Analysing the impact the reset room is having on classroom environments.
- Creating a child speak version of our behaviour process.

## 2024 Objective: Strengthening School Leadership

**Baseline Data/Reasons:** I have decided to use my Principal Wellbeing money to work with Nadia Ballintine from Ed Lead on Leadership Development as I feel this will have a significant impact on my work wellbeing.

### Actions Required - Senior management Team

- Leaders establish a personal leadership goal in an agreed area.
- Practical strategies for working alongside staff members will be identified.
- Coaching sessions allow for in-depth monitoring of progress, identification of effective approaches, troubleshooting challenges and forward planning.
- Coaching sessions also provide a forum for examining personal professional skills that enhance or hold back leadership potential.
- Key elements of leadership work are unpacked & explored based on reflections.
- Leadership successes & possibilities are identified & unpacked.
- Specific, practical leadership challenges/areas for 'stretch' relating to St Mary's are surfaced & worked upon.
- Explore tools and experience establishing team protocols / a code of collaboration.
- Leaders clarify team purpose, ways of working and processes.
- Leaders establish shared understandings of 'accountability' & 'challenge' & how these apply to their leadership work.
- Difficult or challenging situations are planned for or reflected upon to gain deeper insights and understanding.
- Leadership models and tools are explored and applied to day to day work.
- Leaders will deepen reflection by discussing professional readings and research where relevant.

