

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

Embracing Faith: The Heart of Our Catholic Community	Excellence in Education: Designing a Dynamic Curriculum for Quality Learning	Thriving from Within: Nurturing Authentic Wellbeing
<p>Aspirational Goal:</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>Aspirational Goal:</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>Aspirational Goal:</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 2025

2025 Objective: School planning, assessment, evaluation and reporting procedures need to be effectively implemented, monitored and reflected on so there is consistency across the school.

Baseline Data/Reasons: The implementation of Tō Tātou Whakapono Our Faith provides an opportunity to, in a strategic manner, develop and implement schoolwide systems to support effective planning, tracking, assessment and evaluation.

Actions required - Heather Loveridge and Year 1-8 teachers

- Team Leaders to create an overview and tracking system.
- Regular opportunities to unpack curriculum collaboratively to explore understanding and share best practice.
- Teams plan together to ensure consistency.
- Explore Pre and Post Activities to assess growth and learning. Middles and Seniors to explore using Kahoot.
- Collect authentic and anecdotal experiences to use in reporting to parents at year end.
- Teachers will be encouraged to use reflection on weekly planning as an authentic way to change, develop and improve teaching. From this implement an overall evaluation process that informs teams, DRS and BOT on the effective learning of Catholic Teaching.
- End of year reporting must be consistent across the school.
- Integrate our ICIC Gospel values within our teaching of Tō Tātou Whakapono Our Faith.

2025 Objective: Celebrating our diversity. Foster a school environment where every student and family feels valued, respected, and included.

Baseline Data/Reasons: In acknowledging the cultural diversity within the school, intentional conversations and actions are beginning to take shape so everyone has a sense of belonging.

African/African Origins	1 Males	1 Females	2 or 0.8%
Australian	1 Males	1 Females	2 or 0.8%
British / Irish	0 Males	1 Females	1 or 0.4%
Cook Isl Maori	0 Males	1 Females	1 or 0.4%
Fijian	1 Males	2 Females	3 or 1.2%
Filipino	3 Males	3 Females	6 or 2.5%
Indian	27 Males	27 Females	54 or 22.1%
NZ European	55 Males	55 Females	110 or 45.1%
NZ Maori	39 Males	21 Females	60 or 24.6%
Other Pacific Isl Group	2 Males	1 Females	3 or 1.2%
Samoan	1 Males	1 Females	2 or 0.8%

Actions required - Heather Loveridge, Chris Scudder, Staff, Students and Whānau

- Establish student and family hui to gather voice. Have open conversations with families about what barriers their students may face, and how the school can help remove those barriers and celebrate the successes. Keep the conversation going, not just a one-off.
- Continue to explore and emphasise our culturally responsive curriculum and teaching practice. Make sure our lessons show off all the cultures we have in our school by bringing in different perspectives. Dig deep to hear the stories behind different cultural aspects.
- Ensure we are sharing a balance of culturally responsive work on Seesaw. Faith related work is proving to be very popular.
- Individualised, needs based ESOL programme continuing to meet the needs of our new students.
- Implement cultural celebrations and events that highlight the diversity of the student body. Our Onam Celebration last year was fantastic.
- Use our Inclusion Gospel Value framework to keep this front and centre for our students.
- Teach games from other cultures.
- Actively learn and use greetings from our diverse languages.
- Incorporate news clips from a variety of countries.
- Create welcoming spaces within the school that reflect the diverse backgrounds of the community.
- Create artwork to display in our library to reflect our diverse cultures. This could become a permanent display if done right.
- Include prayers in other languages. Get students to bring prayers that their families use at home.
- Give students the opportunity to show off their culture through presentations, performances, and projects.
- Explore and share music and dances.

2025 Objective: Use, Monitor, Review and Evaluate our most significant initiatives; Better Start Literacy Approach, and Numicon, to improve learner outcomes and sustain high levels of attendance.

Baseline Data/Reasons:

Our staff are experiencing a large amount of change. Teachers are implementing the new Year 0-6 English learning area of the New Zealand Curriculum, the new Year 0 - 8 Mathematics and Statistics learning area of the New Zealand Curriculum, Better Start Literacy Approach (BSLA) training, trialling 0 -3 Phonics Testing and Numicon Structured Maths Training.

It is essential that we proceed through these changes with care that we do not lose good practice and we embed new learning to enhance teaching and learning.

Actions required - Senior Management Team and Teachers.

- Evaluate the extent to which professional learning impacts on improved learner outcomes and if this links to improved attendance.
- Evaluation to include teacher observation, teacher planning, levels of engagement, assessment data, gather whānau, teacher and student voice.
- Kate to collect data from children being sent to the reset room; subject, time of day, learning environment type and type of work.
- Analyse data to determine barriers to learning that can be addressed to improve outcomes for learners.
- Team Leaders to ensure Reading, Writing and Maths planning and teaching meet the daily requirement of 3 hours a day.

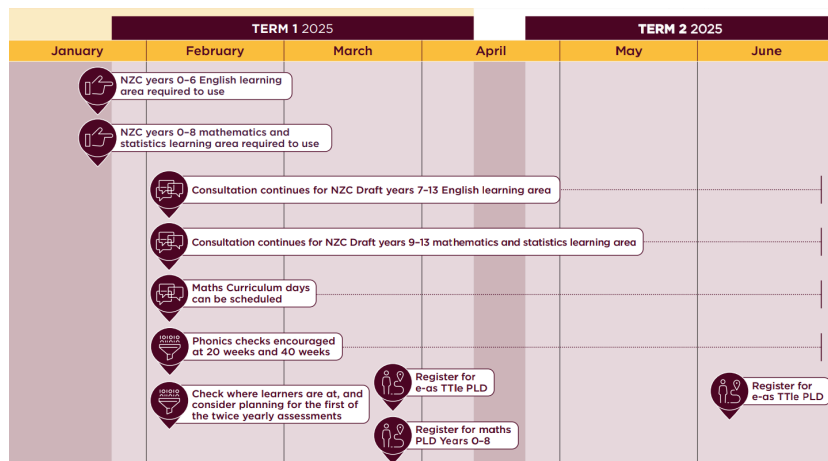
2025 Objective: Strengthen teacher assessment practice to effectively inform responsive teaching practice and improve achievement outcomes for all learners particularly Māori and Pacific learners in writing.

Baseline Data/Reasons:

- Teachers are implementing the new Year 0-6 English learning area of the New Zealand Curriculum. The Year 7 to Year 13 curriculum will be ready to launch in Term 1 2026.
- Teachers are implementing the new Year 0 - 8 Mathematics and Statistics learning area of the New Zealand Curriculum.
- Year 1 to 3 teachers have completed their BSLA training. Their focus is to embed structured literacy and maintain fidelity with the programme.
- Year 4 to 6 teachers begin their BSLA training in Term 2.
- Year 7 and 8 teachers start their BSLA training in Term 3.
- Year 7 and 8 teachers continue to implement The Code.
- We will be trialling the new Phonics Testing which is being encouraged this year and is required from 2026.
- Sarah Patching has been employed through the staffing resource for structured literacy support.
- All teachers and Learning Assistants will complete their training in using Numicon to support our Structured Maths programme.
- Alex Caradus will attend e-Asttle professional development in preparation for the requirement to be assessing students with e-Asttle or PAT in 2026.

By the end of 2025 all teachers will have completed the Better Start Literacy Approach training and Numicon Structured Maths. 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, Chris Scudder, Alex Caradus and Teachers



- We are on track following the Government's new assessment requirements.
- Continue to show differentiation in teacher planning for target and priority students. Planning will continue to show whole class, small group focused teaching and individualised front loading.
- Continued analysis of assessment data and moderation of student work to ensure all teachers are assessing consistently throughout the school.
- Continue to plan in teams to share great practice.
- We will continue to use PaCT while we investigate e-asTTle and/or PAT testing that will be required in 2026. We are intent on keeping PaCT front and centre as we find this to be a culturally responsive assessment which enables our students to demonstrate their learning with confidence. It also supports our teachers in their planning by following the signposts which highlights each student's individual learning needs.
- As a management team, work with our teachers to understand the strengths and limitations of each type of assessment in forming our Overall Teacher Judgement.
- Break down data into subgroups, gender and ethnicity, to identify disparities to understand which groups may need additional support.
- Use assessment results to adjust teaching strategies and curriculum.
- Continue to accelerate students through front loading in targeted and explicit small-group teaching.
- Use CRT time to observe good practice.
- Build strong relationships with whānau and ESOL Teacher to ensure our large number of ESOL students are assessed in a culturally responsive way.

2025 Objective: Plan and provide a positive and inclusive learning experience for all tamariki and rangatahi within the HPE learning area. Implement a collaborative approach to planning that recognises quality HPE (working towards sustainability) Maintaining community connections to enable equitable access to opportunities of physical activity (working towards sustainability) Plan and implement culturally distinctive approaches to HPE curriculum delivery that values mātauranga Māori and integrates tea o Māori concepts.

Baseline Data/Reasons:

We continue to work with Sport Whanganui in the Healthy Active Learning space.

Actions required: Ian Kerr and Kate Linklater

- Check in and provide staff and support staff with inclusive and culturally responsive pedagogies.
- Support Physical Activity (PAL) Leaders with their connection with junior school in being inclusive and align with the needs of the juniors.
- Start with collaborative Long Term Planning approaches as a whole school approach. Review of long term plan example. Senior Leadership Team to discuss non-negotiables in long term plan. Implement a collaborative approach to planning that recognises quality HPE. Team hui to discuss LTP and start to build a progressive plan.
- Explore Springvale garden centre connect.
- Continue with Cullinane College working towards a needs based approach (not specifically water safety).

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.
2025 Objective: One hour a day of reading, writing and mathematics in primary and intermediate settings.
Baseline Data/Reasons: We met the requirements for Year 0 - 6. With the Intermediate school we were not meeting the requirements and were short by 40 minutes a week in Maths. We also need to ensure that we keep the expectation across the whole school.
Actions required - Senior Management Team <ul style="list-style-type: none"> • Review of current timetables to ensure compliance. • Ensure required hours of religious education meet the NZCBC time allocations and requirements for Religious Education. • CRT Release teachers to follow teachers planning to ensure with the increased release time that students are continuing with their current programme. • Termly checkins by Team Leaders to ensure consistent practice is happening.
2025 Objective: The Board's own Governance Framework which outlines processes and procedures that define how they operate as a Board of a Catholic School, for example Board Induction, is to be developed.
Baseline Data/Reasons: This is a recommendation from our 2024 Special Character Review.
Actions required - <ul style="list-style-type: none"> • The Board is to utilise the NZCEO Handbook School Boards – NZCEO Handbook Part A, B and C. These policies can be easily adapted to reflect the St Mary's School context and uploaded onto the centralised SchoolDocs platform into the Governance Documents section. • Ensure these Governance Policies are reviewed at the start of each board year by including them in the Board work plan. • The Board is to ensure the adopted Code of Conduct for Catholic State Integrated School Board Members as developed by NZCEO in response to Te Mahau Code of Conduct, is linked to the Governance Document section.
2025 Objective: Lift Attendance and reduce absences of students.
Baseline Data/Reasons: The Ministry of Education (MoE) has set a target of having 80% of students attending school regularly (more than 90% of the term) by 2030, aiming to address declining attendance rates through initiatives like the Stepped Attendance Response (STAR) and focusing on interventions for chronic non-attenders.
Actions required - We will be working through the information on the STAR attendance strategy: <ul style="list-style-type: none"> • what an effective attendance strategy looks like • what to consider when reviewing your current strategy • the benefits of the STAR, and how it can strengthen your current attendance strategy • tools to support you to incorporate new activities • information for embedding changes to your practice • planning for future reviews of your attendance strategy

