



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!

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 2026

2026 Objective:

Dimension 2: Mā te Mātauranga ka Tipu: Growth in Knowledge

The school has been working hard to monitor individual teacher planning so that it reflects the NZCBC time allocations for Religious Education. The challenge for the school now is to ensure the authenticity of RE within the framework of the January 2024 government requirements for literacy and numeracy.

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

- Add dates to the PD calendar to hold regular opportunities to unpack curriculum collaboratively to explore understanding and share best practice.
- Teams plan together to ensure consistency.
- Teachers will be encouraged to use reflection on weekly planning as an authentic way to change, develop and improve teaching.
- Implement an overall evaluation process that informs teams, DRS and BOT on the effective learning of Catholic Teaching.
- PD opportunities to look at reflection and work with teams on how their reflections support me in reporting but also informs their own professional development.

2026 Objective: A school wide review of the teaching of sexuality across all year levels, along with supporting documentation will allow for a consistent and progressive implementation of this important curriculum area.

Baseline Data/Reasons:

This will be Heather's first Health and Sexuality community consultation as DRS. Once we receive feedback from staff, Board and whānau, a Health curriculum statement will be reviewed which reflects St Mary's School. This includes an overview of relationships and sexuality education across all year levels. The next step is to develop intentional units of work from Year 5 – 8 in relationships and sexuality education.

Actions required: Heather Loveridge and Jacqui Luxton (Chris Scudder and Alex Caradus to assist with units of work for Year 5 to 8)

- Review format to see if the last one we used is needing any changes.
- Receive and collate responses.
- Review and adapt St Mary's overview of relationships and sexuality education across all year levels.
- Begin developing intentional units of work from Year 5 to 8 in relationships and sexuality education.

2026 Objective: To build staff capability and collective efficacy in the New Zealand Curriculum through a phased implementation of the SMART Tool.

Baseline Data/Reasons:

Our staff are still experiencing a large amount of change. 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. Shifting from "talking about" the curriculum to "using" the tool to drive practice.

Actions required: Curriculum Team. We have Fiona Smale from Cognition leading our PLD.

- Ensure our Student Management System (SMS) data successfully syncs with the SMART Tool platform.
- Provide hands-on time for teachers to navigate the tool's interface and the student view without using "live" data.
- Cross-reference the SMART Tool's assessment modules with the new English and Maths progressions to see exactly where they overlap.
- Complete the initial assessment (Term 2, Weeks 1–5) to establish a baseline.
- Identify and resolve any school-wide issues regarding device access, Wi-Fi capacity, or login hurdles.
- Hold team meetings to compare SMART Tool results against "authentic" classroom evidence (books and observations) to check for consistency.
- Use the tool's generated "Next Steps" to adjust classroom groupings and targeted teaching focus for the second half of the year.
- Share progress reports with parents during mid-year kōrero to build community understanding of the new system.
- Complete the second assessment (Term 4, Weeks 1–5) to measure progress.
- Review the shift in data from the start of the year to the end to evaluate the effectiveness of teaching interventions.
- Decide which assessment tools are now redundant and finalise the 2027 assessment calendar.

2026 Objective: Develop a workplan with a schedule of essential Board tasks. Provide an overview of professional development across the year. Board members to lead formation at each meeting.

Baseline Data/Reasons:

This was a recommendation from our last Special Character Review.

One way the Board can safeguard the Principal's well-being is to take leadership of formation time.

Actions required: Jacqui Luxton and Board Members

- Work with Jacqui to prepare a board plan.
- Review the Board's collective skills (e.g., Te Tiriti, finance, or governance vs. management) to determine what training is actually needed this year.
- Schedule Professional Development sessions into the calendar—some as "deep dives" during meetings and others as external workshops (e.g., NZSTA events).
- Board members run formation sessions at the start of each meeting.
- Refer to <https://pndiocese.org.nz/education/boards/board-training-governance>

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 Review: Middle Senior Breaks (Alex Caradus and Chris Scudder)

Baseline Data/Reasons: We have rearranged our Year 5 to 8 break times to maximise learning and teaching time.

Actions required:

- Regular checkins - teachers and students.
- Use voice to track positives and negatives.
- Analyse behaviour data to see if this impacts in a positive way.

2026 Review: AI review (Alex Caradus)

Baseline Data/Reasons: We will work through; AI and Young People at School and AI in Catholic schools: Leading with Wisdom. It is essential that we view this through a Catholic Lens.

Actions required:

- Staff meetings on using AI ethically and with privacy of students and school at the forefront.
- Discuss / explore different tools we can use. Inquiry into how people are using it at present.
- Monitor use through check ins.
- Discussions / PD around ways that AI is used for planning (condensing and creating information for teachers and for students)

2026 Review: Te Mahi Ako (Kate Linklater)

Baseline Data/Reasons: Te Mahi Ako is in its first full year.

Actions required:

- Identify the specific groups using the space.
- Observe the physical setup and adjust as required.
- Gathering Voice from students, Learning Assistants, Classroom teachers.
- Analyse behaviour data.
- Use assessment data to track progress of supported learners.

2026 Objective: Review current Attendance Plan

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 in preparation for uploading our plan to our website.

