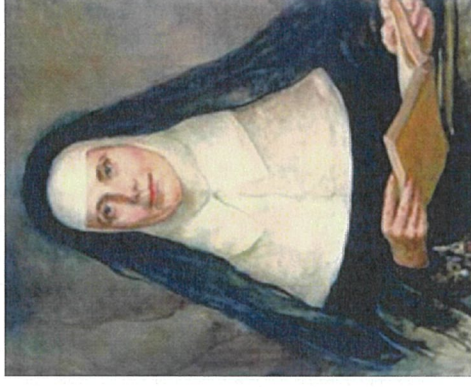


4018

St Mary's School, Gore
Te Kura o Hata Maria



Strategic Planning 2024 - 2025

St Mary's School was founded in 1890 by the Sisters of Mercy

Our Gospel Values

Whakapono - Faith

'Put your whole confidence in God

Awhero - Hope

'Good today, better tomorrow'

Aroha - Love

'We belong to God, all in us is His'

Principal's Endorsement: _____

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Board Endorsement: _____

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St Mary's School, Gore

Shared School Vision - Revised January 2024

At St Mary's School we are living our school values of faith (whakaponono), hope (tūmanako) and love (aroha). We provide a Catholic faith environment and opportunities for our children to encounter Christ, supporting them in their hikoī wairua (spiritual journey) and sharing our own, as they become members of our faith community. We 'put our whole confidence in God' and try to live like Jesus did, as he is a role model for all people. As a Catholic Special Character school, we provide a foundation of knowledge which helps our children to understand what it means to be a disciple of Jesus. We understand that God's grace is offered to everyone and connects us with God, each other and the world.


At St Mary's School we build strong, equitable relationships and we know that each person is valued and that all people are wonderful in different ways, God has given us different qualities to share. We are there for each other, supporting each other through good and bad times, always showing our value of hope 'good today, better tomorrow'. We show our value of love 'we belong to God, all in us is His' through taking time each day to value each person and treat everyone the way we want to be treated.

Whanaungatanga (sense of family) is seen through our strong relationships with home, school, whānau, parish, community and support services. At our school, all children, their families, and staff are welcomed and acknowledged. We look for and utilise people's strengths. Through working in a vibrant and fun environment, people feel safe to share their talents and contribute fully to our inclusive school. We have a shared responsibility, a partnership between home and school for the good of the learner. Through open ended communication, sharing and learning, we are working together in the best interest of each child.

At St Mary's School, Ākonga (learners) see our curriculum as relevant and see themselves reflected in what they are learning. They are connected to their community and are strong in their identities, languages, cultures, beliefs and values. At our school we believe in the concept of tuākana-teina; big people looking after little people. Children can be teachers as well as learners. We are a school that encourages risk taking and independence. Tamariki (children) leave St Mary's School with confidence that they can manage themselves, carry who they are wherever they go, and achieve their goals, seeing themselves as lifelong learners.

St Mary's School, Gore

Strategic Planning 2024 - 2025

 <p>Tumuaki Principal - Mallory Hood St Mary's School Board Presiding Member - Brendan Terry</p>	Background Information Goals are a result of the following over the 2023 year:		<ul style="list-style-type: none"> - Data collection and analysis about learning and curriculum - Student voice - Community Consultation - Community voice collation in a variety of ways (including parish, Rūnaka) 	<ul style="list-style-type: none"> - Regular whānau hui - Teacher professional growth cycles and appraisals - Catholic ERO review - Professional learning and development
	<p><i>Our strategic goals are based on our three school values of faith, hope and love. The same processes will be used to measure progress in 2024 and 2025.</i></p>			
<p>Key themes from our community consultation process that have contributed to our strategic direction include:</p> <ul style="list-style-type: none"> - a shared aspiration to encourage and support the formation of students' faith as followers of Jesus Christ (faith). - a shared aspiration for all students to be achieving at or beyond their highest potential in literacy and numeracy (hope). - a shared aspiration to support ākonga in becoming strong in their identities, languages, cultures, beliefs, and values (love). 				
<p>Strategic Goal Alignment Education and Training Act 2020 Section 127 - Objectives of boards in governing schools</p>				
Every student at the school is able to attain their highest possible standard in education achievement	Faith 'Put your whole confidence in God'	Hope 'Good today, better tomorrow'	Love 'We belong to God, all in us is His'	
The school:	✓	✓	✓	
<ul style="list-style-type: none"> - is a physically and emotionally safe place for all students and staff - gives effect to relevant student rights - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 		✓	✓ ✓ ✓	
The school is inclusive of and caters for students with differing needs		✓	✓	
The school gives effect to Te Tiriti o Waitangi including by:		✓	✓	
<ul style="list-style-type: none"> - working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori - achieving equitable outcomes for Māori students. 	✓	✓	✓	

Strategic Goal Alignment National Education Learning Priorities

		Faith Goal 1	Hope Goal 2	Love Goal 3
1	LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education			
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	✓	✓	✓
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	✓	✓	✓
2	BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner			
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs		✓	✓
4	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy		✓	✓
3	QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau			
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	✓	✓	✓
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	✓	✓	✓
4	FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives			
7	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work		✓	✓

Strategic Goal Alignment Te Tiriti o Waitangi

Strategic Goal 1: Continue to provide opportunities for our students to encounter and develop their relationship with Christ.		Te Tiriti o Waitangi				Te Tiriti o Waitangi													
		Art 1	Art 2	Art 3	Art 4	Art 1	Art 2	Art 3	Art 4										
2	0	2	4																
2	0	2	4																
2	0	2	5																
Strategic Goal 2: That all ākonga (learners) will be given the opportunity to achieve their highest potential through engaging and innovative teaching in literacy and mathematics.		Te Tiriti o Waitangi				Te Tiriti o Waitangi				Te Tiriti o Waitangi									
2	0	2	4																
2	0	2	5																
Strategic Goal 3: Support all ākonga (learners) in becoming strong in their identities, languages, cultures, beliefs, and values.		Te Tiriti o Waitangi				Te Tiriti o Waitangi				Te Tiriti o Waitangi									
2	0	2	4																
2	0	2	5																
Strategic Goal 3: Support all ākonga (learners) in becoming strong in their identities, languages, cultures, beliefs, and values.		Te Tiriti o Waitangi				Te Tiriti o Waitangi				Te Tiriti o Waitangi									
2	0	2	4																
2	0	2	5																

At Waitangi in 1840 when the Treaty was being debated, Bishop Pompallier made an important contribution, obtaining from the future Governor Hobson a guarantee of religious freedom for all believers in New Zealand.



Annual Implementation Plan 2024

<p>Strategic Goal 1: Continue to provide opportunities for our students to encounter and develop their relationship with Christ.</p>	<p>Strategic Goal 2: Support all ākonga (learners) in becoming strong in their identities, languages, cultures, beliefs, and values.</p>
<p>(SG 1) Strategy - Implementation of our new Religious Education Curriculum - To Tātou Whakapono Our Faith</p>	<p>(SG 2) Strategy - Māori and Filipino cultures are more visible in our kura (school)</p>
<p>Outcomes Expected</p>	
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> ● Learn about our Catholic faith in the context of our new curriculum ● Be engaged in RE lessons ● Be able to link the stories of the Gospel to their own lives ● Be able to express how our values of faith, hope and love are put into action 	<p>Kaiako (teachers) will</p> <ul style="list-style-type: none"> ● The Religious Education programme is given high status, is soundly managed, appropriately resourced, and well taught. ● Learn about the new structure, lessons and resources associated with the revised RE curriculum ● Develop and teach engaging lessons in RE
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> ● Increase understanding and confidence in delivering their pepeha ● Increase confidence in te reo and tikanga Māori ● Experience and benefit from tuakana teina opportunities (e.g. whānau group activities) ● Have the opportunity to attend Polyfest 2024 as part of our Kapa Haka group ● Further explore their tūrangawaewae through inquiry 	<p>Kura (school) and Kaiako (teachers) will</p> <ul style="list-style-type: none"> ● Provide regular opportunities for students to share their pepeha ● Increase teaching of, and in te reo Māori ● Engage in cultural capabilities professional learning (in house and through the Kāhui Ako)
<p>(SG 1) Strategy - The school provides a hope-filled Catholic Christian witness which empowers our tamariki (children) to integrate their faith and their life.</p>	
<p>Outcomes Expected</p>	
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> ● Increase understanding of what Jesus teaches us through stories that have a message ● Love like Jesus did by using their gifts and talents to help others 	<p>Kaiako (teachers) will</p> <ul style="list-style-type: none"> ● Increase understanding of what Jesus teaches us through stories that have a message ● Provide students with opportunities to love like Jesus did by using their gifts and talents to help others
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> ● Experience and benefit from activities and gatherings planned in conjunction with whānau and our local Rūnaka 	<p>Kaiako (teachers) will</p> <ul style="list-style-type: none"> ● Continue to engage in regular whānau hui and consultation ● Continue to develop relationships within our local rūkana ● Implementation of ‘pagkikilala’ (meeting) with Filipino families to share aspirations for their children and culture

Annual Implementation Plan 2024 Continued

Strategic Goal 3: That all ākonga (learners) will be given the opportunity to achieve their highest potential through engaging and innovative teaching in literacy and mathematics.

Strategy - Consolidation of spelling using a structured literacy approach (iDeal)

Outcomes Expected

Ākonga (learners) will

- Develop their understanding of spelling concepts to improve achievement

Kaiako (teachers) will

- Implement iDeal spelling as per the platform 4 times a week
- Continue professional learning and development on the platform
- Upskilling of Teacher Aides to support teaching of spelling and target groups

Outcomes Expected

Ākonga (learners) will

- Increase their knowledge of encoding and decoding strategies
- Read with fluency and understanding

Kaiako (teachers) will

- Implement and teach reading as per the lesson iDeal scope and sequence
- Continue professional learning and development with iDeal consultants and on the platform
- Support whānau with practical strategies to help with learning at home

Strategy - Investigation into the effective teaching of mathematics

Outcomes Expected

Ākonga (learners) will

- Develop their understanding of mathematical concepts to improve achievement

Kaiako (teachers) will

- Review current school long term planning of mathematics
- Review current school mathematics learning and teaching programmes
- Discuss and share best practice regularly
- Senior Leadership Team will investigate programmes used successfully in other schools

Actions

Faith

Use of school documentation
Student voice
Staff meeting agenda prioritised
Sharing of practice
Feedback of practice
Data analysis
Ongoing tracking of progress
Staff professional development
Timetabling for priorities in classrooms

Hope

Use of school documentation
Student voice
Staff meeting agenda prioritised
Sharing of practice
Feedback of practice
Data analysis
Ongoing tracking of progress
Action plans developed and implemented
Staff professional development
Timetabling for priorities in classrooms

Love

Use of school documentation
Student voice
Staff meeting agenda prioritised
Sharing of practice
Feedback of practice
Data analysis
Ongoing tracking of progress
Action plans developed and implemented
Staff professional development
Timetabling for priorities in classrooms

Timeline - All actions with run all year

Resourcing - budget, staffing, unit allocations prioritised to meet actions above, TA timetable

Priority - given to learners' whose needs have not yet been met within the actions and resourcing above

Annual Targets 2024

<p>Strategic Goal 1: Continue to provide opportunities for our students to encounter and develop their relationship with Christ. Strategy - Implementation of our new Religious Education Curriculum - To Tātou Whakaponu Our Faith</p>		<p>Strategic Goal 2: Support all ākonga (learners) in becoming strong in their identities, languages, cultures, beliefs, and values. Strategy - Māori and Filipino cultures are more visible in our kura (school)</p>	
Outcomes Expected		Outcomes Expected	
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> Learn about our Catholic faith in the context of our new curriculum Be engaged in RE lessons Be able to link the stories of the Gospel to their own lives Be able to express how our values of faith, hope and love are put into action 	<p>Kaiako (teachers) will</p> <ul style="list-style-type: none"> The Religious Education programme is given high status, is soundly managed, appropriately resourced, and well taught. Learn about the new structure, lessons and resources associated with the revised RE curriculum Develop and teach engaging lessons in RE 	<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> Increase understanding and confidence in delivering their pepeha Increase confidence in te reo and tikanga Māori Experience and benefit from tuakana teina opportunities (e.g. whānau group activities) Have the opportunity to attend Polyfest 2024 as part of our Kapa Haka group Further explore their tūrangawaewae through inquiry 	<p>Kura (school) and Kaiako (teachers) will</p> <ul style="list-style-type: none"> Provide regular opportunities for students to share their pepeha Increase teaching of, and in te reo Māori Engage in cultural capabilities professional learning (in house and through the Kāhui Ako)
Outcomes Expected		Outcomes Expected	
<p>Baseline Data</p> <p>92% of children from new entrants to year 6 are working AT or ABOVE the expected level in the Religious Education curriculum.</p>	<p>Achievement Target</p> <p>10/15 students who are achieving below expectations will make more than one year's progress in 2024.</p>	<p>Baseline Data</p> <p>In 2023, we had an average of 3 of our 28 Māori whānau present at each of our whānau hui events.</p>	<p>Achievement Target</p> <p>Have an average of 8 of our 28 Māori whānau present at each of our whānau hui events.</p>
<p>Strategic Goal 3: That all ākonga (learners) will be given the opportunity to achieve their highest potential through engaging and innovative teaching in literacy and mathematics.</p>			
<p>Strategy - Consolidation of spelling using a structured literacy approach (iDeal)</p>			
Outcomes Expected		Outcomes Expected	
<p>Ākonga (learners) will</p> <ul style="list-style-type: none"> Develop their understanding of spelling concepts to improve achievement in writing 	<p>Baseline Data</p> <ul style="list-style-type: none"> 20/48 (42%) of boys in years 4 - 6 are achieving AT or BEYOND the expected level in writing. 	<p>Kaiako (teachers) will</p> <ul style="list-style-type: none"> Implement iDeal spelling as per the platform 4 times a week Continue professional learning and development on the platform Upskilling of Teacher Aides to support teaching of spelling and target groups 	<p>Achievement Target</p> <ul style="list-style-type: none"> 14/28 boys who are working towards the expected level will make more than one year's progress.

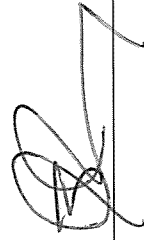
Statutory Requirements

The Board will:

- Recognise the right of the Proprietor to supervise the maintenance and preservation of the Special Character of St Mary's School provided in the Private Schools Conditional Integration Act (1975), and the Integration Agreement for the school.
- Ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989, and the Education Act 1989.

Prepared, discussed and created by St Mary's School Board, Director of Religious Studies and Principal

Discussed and approved in draft with the Board December 2023 meeting, confirmed February 2024.



St Mary's School Board: _____ (Presiding Member Signature)

Date: 14.02.2024