

4018 Te Kura o Hata Maria

School Charter  
2022 - 2024

Strategic Plan  
2022 - 2024

Annual Plan  
2022



Founded in 1890 by the Sisters of Mercy

**Our Values and Virtues**

Put your whole confidence in God – Whakapono Faith  
Good today, better tomorrow – Awhero Hope  
We belong to God; all in us is His – Aroha Charity

Principal's endorsement: \_\_\_\_\_

Board of Trustees' endorsement: \_\_\_\_\_

Submission date for Ministry of Education: 1<sup>st</sup> March 2022

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**Our Mission is to provide a high quality education where each child has the opportunity to develop their potential as a whole person in a nurturing environment, based on the teachings and values of Jesus Christ.**

<b>Baseline data and School Context</b>		<b>Priorities</b> St Mary's School will determine its priorities by focussing on national priorities and identifying local priorities.
<p><b>Students's learning</b> - The school is very effective in achieving excellent and equitable outcomes for its children in literacy and mathematics. Over the last three years, over 80% of children have achieved at or above expected levels in these areas. Achievement is particularly high in reading, with a third of the children above expected levels. (ERO, 2018)</p> <p><b>Future focus</b> The school has well-considered priorities for future development. There is strong alignment between these, the school's strategic and annual plans and other school practices, such as professional learning. Teachers benefit from an effective and improvement-focused appraisal system. Trustees show a strong commitment to their governance role. They prioritise children in their decision-making and have relevant governance skills and knowledge. (ERO 2018)</p> <p><b>School Organisation and structure</b> Review of Charter and Consultation - Our priorities and strategic plan have been developed through consultation with staff, Board, families and students, and are ongoing through:</p> <ul style="list-style-type: none"> <li>• Face to face survey consultation, Board discussion and self review, staff discussion and self review, formal and informal reporting, academic and pastoral progress</li> <li>• Consultation with staff, Board, community and students throughout the year</li> <li>• ERO 2018 and Special Character review 2019</li> </ul>		<p><b>National priorities are currently determined to be:</b></p> <ul style="list-style-type: none"> <li>▪ Providing a safe physical and emotional environment for students;</li> <li>▪ To foster student achievement by providing teaching and learning programmes evidencing the National Curriculum.</li> <li>▪ Providing opportunities for success in all the essential learning and key competencies of the New Zealand Curriculum;</li> <li>▪ Improving literacy and numeracy, with specific emphasis on maths and reading across the school</li> <li>▪ To use a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;</li> <li>▪ Developing and implementing teaching programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving, or who have special needs;</li> <li>▪ Improving the achievement of Māori students;</li> <li>▪ Reporting to students and parents on the student's progress and achievement</li> </ul> <p><b>Priorities identified by parent community and staff</b></p> <ul style="list-style-type: none"> <li>▪ Continue to welcome families into school through liturgies and celebrations</li> <li>▪ Continue in our optimal structure ensuring smooth transitions through school</li> <li>▪ Be clear in our assessment and reporting processes</li> <li>▪ Continue to work hard, and toward common goals</li> <li>▪ Accelerate Maori achievement through celebrating identity and whanaungatanga</li> </ul> <p><b>Priorities identified by students</b></p> <ul style="list-style-type: none"> <li>▪ Students who show the values of faith, hope and love in the classroom and playground</li> <li>▪ Determined students who work hard</li> <li>▪ New ways to learn outside the classroom (trips), REAP, Sports, Technology, Science, Prodigy and Kahoots</li> <li>▪ Fun in our learning and challenge us</li> <li>▪ Great friends</li> <li>▪ Teachers care for us and help us set goals so we can be the best!</li> </ul>
<b>Our Students</b> Inspired to learn	<b>Our Values</b> Catholic theological virtues of Faith, Hope and Charity	
<p><b>Our Board aims to support the staff and students to create:</b> Confident, self assured, enthusiastic learners who are academically prepared for the next stage in their education. Understanding students who value their name and reputation, value their heritage, whānau and traditions. Students who are honest and trustworthy who respect others, themselves and property. Socially developed students that are responsible for their actions. Children who ask "What would Jesus do?" when faced with challenges and making decisions</p>	<p><b>We belong to God, all in Us is His</b> Our children recognise Christ in others and in themselves. <b>Good today, better tomorrow</b> Our children learn that for all their efforts today they will be even better tomorrow. Mistakes are essential to learning. <b>Put your whole confidence in God</b> Our children are confident to have a go, knowing that school is a safe place and that faith in God will keep them supported.</p>	

## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY... what our whānau want (reviewed 2019)

St Mary's School, as appropriate to its community, will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori. Our aim is to give Māori students the opportunity to know success as Māori. St Mary's will work with the guidelines of Ka Hikitia and Whānau Education Action Planning.

Consultation with whānau, Rūnanga, Ministry resource personnel.

We work to the guiding principles of Te Tiriti of Waitangi

What our whānau wants from education (Looks like, sounds like, feels like)	What our teachers value in Maori education (Looks like, sounds like, feels like)
Our children achieving as Māori students by regaining our language culture and identity. Defining who we are is done at home, school to support our knowledge so we can increase what we do at home Our children to walk through the gate with their culture being celebrated	To practice ritual that addresses, acknowledges, enhances and restores tapu so that children will have the mana to achieve their goals Through topics introduce children to new te Reo and increase the use of te Reo in school
<b>Guiding principles</b>	<b>At our school</b>
<b>Te tiriti o Waitangi</b> We will give practical effect to the tiriti in the education system	Continue and strive to provide quality PLD in te Reo and tikanga Māori for teachers and for whānau
<b>Excellent Outcomes</b> We will support Māori learners and their whanau to achieve excellent education outcomes	Regular te Reo in daily school karakia and routines Te Reo used in daily prayer and whole school prayer Kapa Haka taught in year 6 for transition to St Peter's College Poutama Pounamu papers undertaken by Principal – units shared in staff meetings
<b>Belonging</b> We will ensure Māori learners and their whanau have a strong sense of belonging across our education system	Māori students are known throughout the school and their whānau feel welcome in school Whānau offered opportunity to come in Regular tracking of student achievement data in relation to Māori students and use of data to inform teaching and learning Actively model – We belong to God, all in us is His.
<b>Strengths based</b> We will recognise and build on strengths of Māori learners and their whanau	See whānau hui feedback
<b>Productive partnerships</b> We will support strong relationships between learners and whanau, hapū, iwi, educators and others to support excellent outcomes	Work with Parish to ensure use of Te Reo Māori continues in Masses
<b>Resources</b>	Whole School Hui and celebration for Matariki in Term 2, parent consultation (see outcomes below)
<b>Resources</b>	Continue to practice whanautanga in order to find out interests and learning styles and track achievement at least termly and report to whanau Inquiry unit – turangawaewae – our place - partnership, protection and participation
<b>Resources</b>	Kahu kura o ti Hokonui and the inschool website Planners Poutama Pounamu learning resources
<b>Resources</b>	Use the feedback to create elements of annual plan
<b>Resources</b>	Continue to build on the strong relationship with the Rūanaka and utilise Manutaki as teacher with Te Ao Māori responsibility,

### Celebrate the links between Catholic Spirituality and Māori Spirituality

‘It is as Māori that the Lord calls you, it is as Māori that you belong to the Church, the one body of Christ.’ (Pope John Paul II, Auckland, 1986).

<b>Māori and Pasifika Education</b> <b>Consultation with whānau and Rūnaka</b> 'Poipoia te kakano kia puawai' – Nurture the seed and it will blossom	
My child's strengths are celebrated when ...	'They are spoken with in Te Reo Māori, and their culture and story is welcomed in at the school gate'
My voice as a parent/caregiver/whānau member is valued ...	When I am welcomed into kura along with my mokopuna, son/daughter I can talk to the school staff anytime about what my child needs
We walk the talk (faith, hope and love). We see this through ...	'the way the teachers and children talk to each other, kindness shown to each other, values are seen in everything you do, respectful through words and actions, we all look out for each other as a community.'
Children are provided with rich learning opportunities ...	Celebrations across the community, sharing kai and korero together, celebrating work in the community

### **Pasifika Education**

St Mary's School, as appropriate to its community, will develop policies and practices that support and encourage Pasifika students to achieve to their full potential. This will be done through some or all of the following:

- Consultation with Pasifika families and community
- Regular review and goal setting from the Ministry of Education's Pasifika Education Plan to realise the Vision: Five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing.
- Recognise, value and celebrate Pasifika achievement in academics, sports and the wider community
- Regularly analyse student achievement data in relation to Pasifika students and use this information to inform teaching and learning.

### **Whānau Education Action Planner**

In order to support Maori and Pasifika students to reach their full potential St Mary's School has a dedicated staff member with responsibility for Māori te Reo and tikanga. The school has also trained two staff members in Whānau Education Planning. The language of Goal, Reality, Option and Way Forward is essential for success. We work with the local Rūnaka staff and with the Kāhui Ako, our own school's Manutaki and PLD provider Raiha Johnson.

### **Ka inoi tatou, Ever lasting God**

From Whom all rangatiratanga (sovereignty) comes, in the unfolding of time You led the Māori people and many other people to find their home in Aotearoa. As we strive to fulfil the destiny of our lives, heal the wounds of our past, draw together in tika (justice) and aroha (love) all who call this land their own .We ask this through our Lord Jesus Christ, your Son who lives and reigns with you, In the unity of the Holy Spirit for ever and ever. Amen

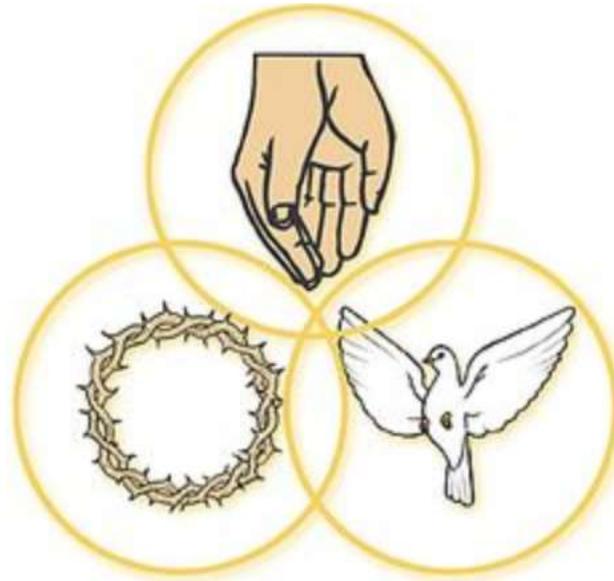


## OUR CATHOLIC SPECIAL CHARACTER

All Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment which enables young people to develop attitudes, knowledge and skills to become active and committed members of the Faith Community and to contribute positively to the world community. These values must be at the heart of our Strategic decision making and integrated into our daily lives at St Mary's School, Gore.

**“I have come that you might have life, and have it to the full” John 10:10**

St Mary's School mission is to develop the whole person: intellectually, emotionally, physically and spiritually. We understand the importance of the Trinity and we find this relationship a useful symbol for much of our Catholic attitudes:



Father, Son and Holy Spirit

Atua, Tangata and Whenua

Faith, Culture and Life

Home, School and Parish

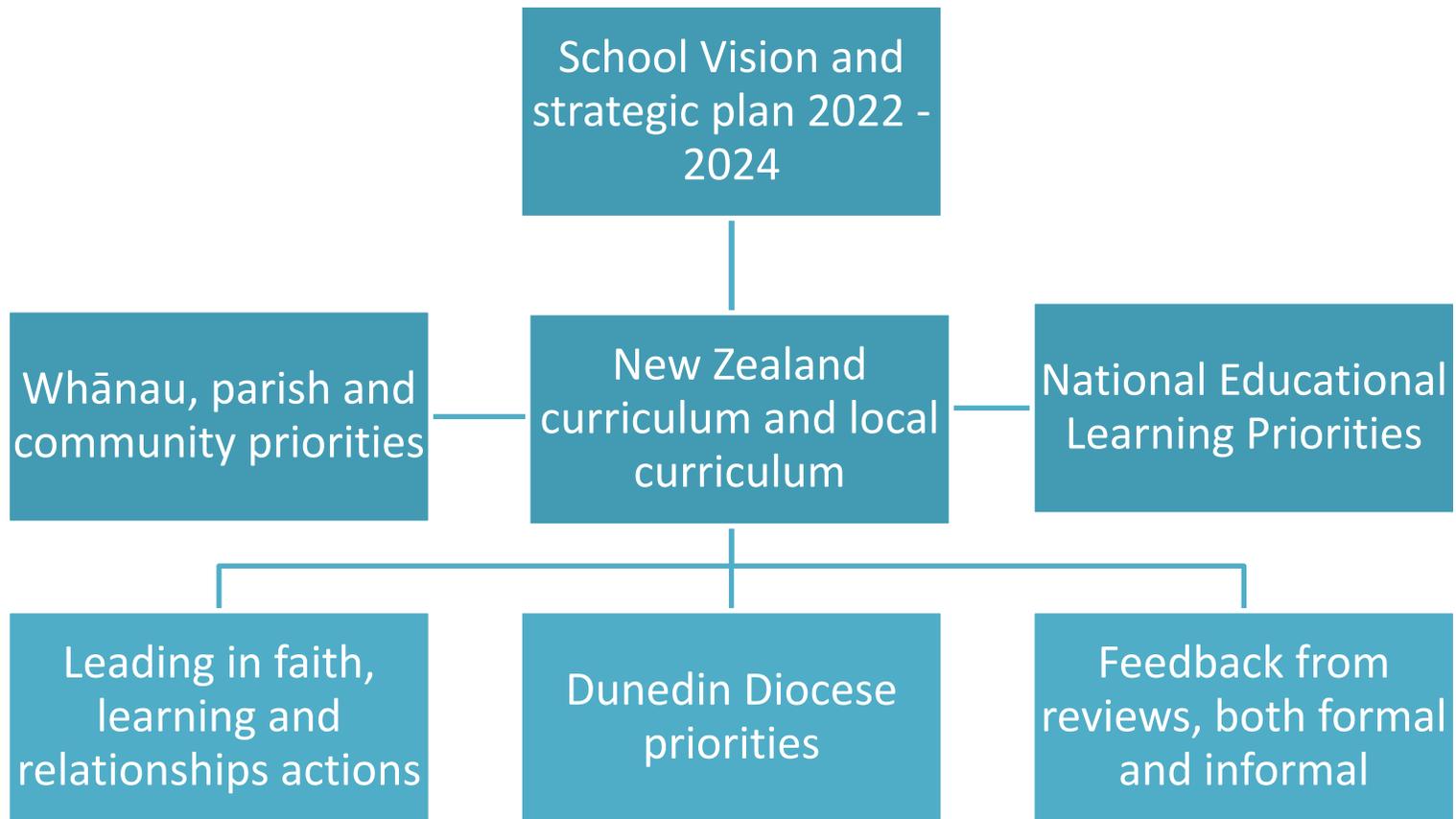
Tika, Pono and Aroha

Head, Heart and Hands

## Our school virtues are faith, hope and love

<b>What our Church wants from Catholic schooling education</b>		<b>What our school and parish community value at St Mary's School</b>	
<p>“First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.” Pope Benedict XVI</p> <p>To put the encounter with Jesus at the very centre of Catholic education – Bishops Conference January 2014</p>		<p><u>Parents:</u> To familiarise themselves with Catholic terminology</p> <p><u>Children:</u> To understand that God and Jesus play a special part in the school and we learn to be kind</p> <p><u>Teachers:</u> Use our three virtues and values to guide our decision making</p> <p><u>Parish:</u> bring children into the Church</p>	
<b>Actions to achieve above</b>	<b>Indicators</b>	<b>Who, How and When</b>	
To open up the gift of faith in our children	<ul style="list-style-type: none"> <li>• Teachers take time to notice and alert children to the awe and wonder of God's creation</li> <li>• Students recognise the whole person is a person of faith – God has given the gift of faith to all, and our role is to encourage children to open that gift</li> <li>• The enrolment programme will promote the baptism of children enrolled as 5.3 and teachers will support the delivery of the Sacramental programme.</li> <li>• Teachers being living witnesses to the Gospel and the person of Jesus</li> <li>• Children are encouraged to ask questions through RE and the wider curriculum lessons</li> </ul>	Principal and DRS to support all staff in their role Parish priest and principal to monitor and invite 5.3 to Baptism Teachers support Sacramental programme	
To work with parents as the first educators	<ul style="list-style-type: none"> <li>• We use the newsletter, app and facebook as a resource for parents seeking information on the Catholic Church, Sacraments and local parish meetings/Masses.</li> <li>• Regular information about what we are teaching and learning in RE is in the newsletter, links to sacramental information etc. are available on facebook and on the app.</li> <li>• Teachers lead sacramental programme guiding parents to take on the role</li> <li>• Teachers support parents into roles, eg leading children's liturgy</li> <li>• Whānau/whole school Mass is celebrated once a term</li> </ul>	Principal, DRS and tagged staff lead rotas for altar serving, children's liturgy and lead sacramental programmes Families understand commitment required when they enrol	
To allow our children to encounter Jesus in a faith community	<ul style="list-style-type: none"> <li>• As true and accurate models of Christianity teachers talk to and about each other and the children with compassion and understanding.</li> <li>• St Mary's authentically reflects the Mission of the Church and works with the parish to be part of the life of the Blessed Sacrament Church</li> <li>• Sacraments received for the first time will be celebrated in whole school Masses where possible, and children will be mentioned in the newsletter.</li> <li>• Reconciliation will be offered once a term for all children as an opportunity to make amends</li> </ul>	All staff follow our shared code of conduct Teachers will attend Parish Mass, and tagged teachers will be active parishioners One Sunday a term the school will lead Sunday Mass. Once a term children will have the opportunity for reconciliation	
To be of service to the local and wider community (social justice)	<ul style="list-style-type: none"> <li>• St Mary's will be the Church in action – working with St Vincent de Paul Society supporting families in need</li> <li>• Supporting children overseas through MissioNZ, CARITAS and Tearfund</li> <li>• St Mary's will respond to local loss and global disaster appropriately</li> <li>• The school is represented on the Parish Council and prays with the parish for local and global needs</li> </ul>	Principal, DRS in communication with external agencies Tearfund teacher Principal is on Parish Council to aid communication and collaboration for the community	

## St Mary's School Strategic Plan 2022 – 2024



Strategic Area and Goal	2022	2023	2024
<p><b>Special Character</b> Continue to deliver high quality Religious Education and place our learners and their whānau at the centre of education (NELP - <b>Learners at the Centre</b>)</p>	<p>Continue to lead through the Vision and Catholic Social Teaching. Continue to deliver Season for Growth to meet the pastoral needs of our whānau as we partner with them and communities. Continue with bridging document in preparation for the new curriculum launch in June 2022.</p>	<p><b>Embed in St Mary's high aspirations for all learners and ākonga.</b> New RE document in place. All teachers fully aware and prepared for a deeper and more comprehensive understanding of the RE curriculum</p>	<p><b>Embed in St Mary's high aspirations for all learners and ākonga.</b> Using the new curriculum replicate the successful implementation of progress tools to manage coverage and teacher knowledge of new RE curriculum</p>
<p><b>Teaching and Learning Strategic Goal</b> Curriculum : For all students to learn, achieve and progress in the breadth and depth of <i>The National Curriculum</i> realising the NELP <b>Barrier free access</b> providing great education opportunities and outcomes for every learner</p>	<p>Final year of Schools that Deliver. Review teacher capability in understanding of Deliberate Acts of Teaching in relation to writing. Focus on areas of need identified in PaCT results 2020 and 2021. Identify teacher areas of strength and required new learning</p>	<p><b>Barrier free access and quality teaching and leadership</b> Develop and grow teacher knowledge and understanding in the elements of literacy, focus on writing, but complimented in reading, RE and non core curriculum areas</p>	<p><b>Barrier free access and quality teaching and leadership</b> Embed the reporting and recording and specific progress</p>
<p><b>Quality of Education Strategic Goal</b> Leadership and Assessment/Self review To collaboratively develop and enact the school vision, values, goals and priorities for equity and excellence and to build capability and collective capacity in evaluation and inquiry for sustained improvement and innovation</p>	<p>Progress Tools remains integral to our work and the academic achievement Following the work of 2020 and 2021 - authentic and aligned leadership the Professional Growth Cycle is implemented across the school to raise achievement for all students.</p>	<p><b>NELP Quality teaching and leadership make the difference for our learners and their whānau</b> Review the impact of our whole school approach to leadership and development in relation to equitable and sustainable practice evidenced through progress and achievement across the schools (Progress Tools)</p>	<p><b>Quality teaching and leadership make the difference for our learners and their whānau</b> Embed broader leadership team for sustainability and equity across the school. All ākonga getting consistent and equitable instruction and expectation schoolwide.</p>
<p><b>Finance and Property Strategic Goal</b> Design and create digital and collaborative learning environments and resource them to promote learning that is personalised, student centred, engaging and connected to the real world</p>	<p><b>Quality teaching and leadership make the difference for our learners and their whānau</b> Review the implementation of DT with UTB and align all learning intentions with our vision. Complete the intentions set out in the PLD application and create a report to the board for this specific curriculum area.</p>	<p><b>NELP Future of learning and work</b> Look for opportunity to further develop relationships with St Peter's to support our learners in their knowledge and pathways to succeed as they transition from primary to secondary school and beyond</p>	<p><b>NELP Future of learning and work</b> Develop the identified opportunities to further develop relationships with St Peter's to support our learners in their knowledge and pathways to succeed as they transition from primary to secondary school and beyond</p>

**SUPPORTING DOCUMENTATION**

<p>The following documentation supports us in improving student achievement:</p> <ul style="list-style-type: none"> <li>▪ Achievement and engagement data (student voice)</li> <li>▪ School Policies</li> <li>▪ ERO and Special Character Review and Action plans</li> <li>▪ Curriculum Plan</li> <li>▪ Assessment Plan</li> <li>▪ Professional Learning and Development timetable</li> <li>▪ Professional readings provided by Masters in Educational Leadership and ERO publications/TKI</li> </ul>	<p><b>The following documentation supports us in developing good management practices and effective organisational systems:</b></p> <ul style="list-style-type: none"> <li>▪ Charter, Policies, Annual Budget, Governance handbook</li> <li>▪ Performance Appraisal Plan</li> <li>▪ Self review framework</li> <li>▪ Procedures for monitoring expenditure</li> <li>▪ Ten Year Property Plan and maintenance plan</li> <li>▪ Board of Trustees Job Descriptions</li> <li>▪ Meeting Minutes from Board of Trustees, Staff and Self Review of Board, School Leaders and Teachers</li> <li>▪ Ministry of Education building priorities</li> </ul>	<p><b>The following actions support us in fostering positive community partnerships:</b></p> <ul style="list-style-type: none"> <li>▪ meeting families at the school gate every day</li> <li>▪ teachers welcoming children into the class everyday</li> <li>▪ teachers, staff and principal being visible in the parish and local community</li> <li>▪ being part of the Community of Learning in Gore, and supporting initiatives like Positive Start</li> <li>▪ Working in partnership with the Hokonui Rūnanaga</li> </ul>
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## EASTERN SOUTHLAND KAHUI AKO VISION AND ACHIEVEMENT AIM

The Eastern Southland Community of Learning has come together for the purpose of raising the achievement and well being of all students across our schools. We have a genuine desire for Eastern Southland to be the best it can be for our ākonga.

Our ākonga in Eastern Southland form the heart of our shared vision for our Community of Learning, and through the sharing of information between stakeholders, we acknowledge that we are in a stronger position to improve our practice for the betterment of all. We are an integral part of continuing the development of the Hokonui Highway.

Each stakeholder is clear on the direction the Community of Learning takes, and realises the importance of having an agreed set of working values, and having the courage to hold ourselves, and each other accountable.

We have a shared vision and build relational trust, collaboration and cohesion with all our stakeholders through transparent, honest and timely communications. Communication is essential to how we operate. Within this group all voices are of equal value, and all views are listened to. Building trust and professional relationships occur through transparency and a willingness to continue learning.

We have a shared understanding of what 'powerful' learning looks like so that we can measure progress as success. Resources, agencies and services, such as pastoral support and any other appropriate assistance, is accessible in a timely fashion, for all students to succeed. Students no longer wait until they are two years below to access their needs, instead, with timely assistance, appropriate programming and resourcing is accessible for those requiring it. Such information shared is respectfully received with a 'no blame' approach.

Whānau involvement is strengthened, and across school moderation and opportunities, including assessment processes are fostered. Our shared purpose is clear, manageable and relevant. We all work smarter, not harder, and all self-review, evaluation and moderation is done 'with' not 'to'. Eastern Southland is a great place to live and our community/whānau are working together to ensure that every child and young person has opportunity to develop life-long learning strategies in a caring environment with high expectations.

### Factors influencing the formation of this target:

Eastern Southland Kahui Ako students know success in their learning. Teachers are eager to learn more and there is a genuine desire for our education community to be successful for all ākonga. Bringing together the 13 schools shares professional capacity across the schools and benefits the wider community. Our district is currently managing issues around increased crime rate particularly in the 12 – 15 age range, increased stand down rates and the associated stress this presents for families, teachers and leaders in school. This co-incides with a rise in the number of young people accessing mental health support.

A unique factor of the Eastern Southland Kahui Ako is the participation and ownership of the Hokonui Highway which is a 'right service, right time' model that supports all citizens from 0 – 24. Our Community of Learning is pivotal to the success of the wider community.



**Eastern Southland Kāhui Ako has all the essential elements of community support, including effective teaching strategies, collective professional capacity and experienced capable leadership across the schools. When we work together we have greater success for our ākonga as they access the rich and broad curriculum to its full potential**

## St Mary's School Vision

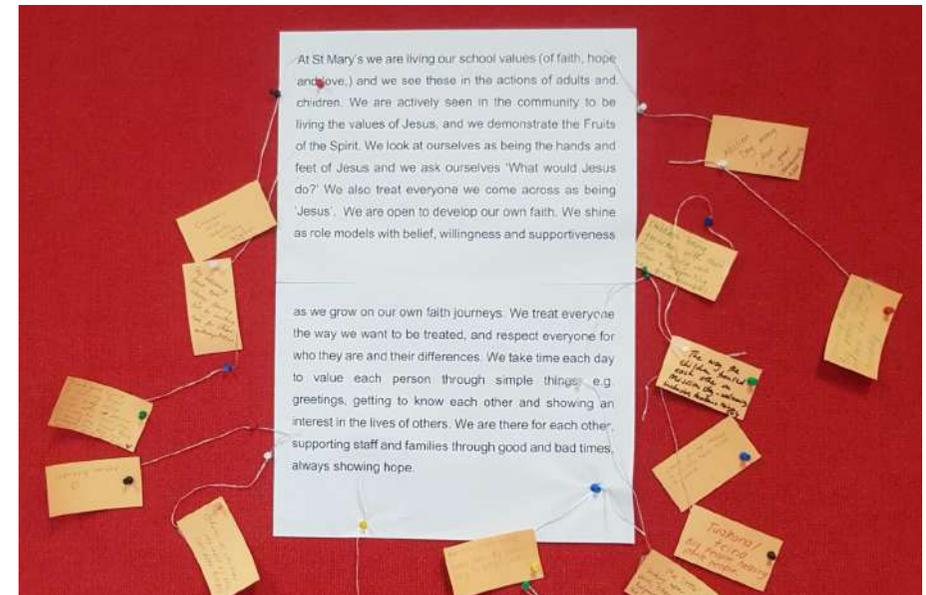
At St Mary's we are living our school values (of faith, hope and love,) and we see these in the actions of adults and children. We are actively seen in the community to be living the values of Jesus, and we demonstrate the Fruits of the Spirit. We look at ourselves as being the hands and feet of Jesus and we ask ourselves 'What would Jesus do?' We also treat everyone we come across as being 'Jesus'. We are open to develop our own faith. We shine as role models with belief, willingness and supportiveness as we grow on our own faith journeys. We treat everyone the way we want to be treated, and respect everyone for who they are and their differences. We take time each day to value each person through simple things, e.g. greetings, getting to know each other and showing an interest in the lives of others. We are there for each other, supporting staff and families through good and bad times, always showing hope.

At St Mary's we build strong, equitable relationships where we connect, valuing what individuals have to offer. We all work together towards achieving our shared vision. We believe everyone is heard and listened to. We have an open door where parents feel as though they can approach staff and are valued and listened to. Through open ended communication, sharing and learning, we are working together in the best interest of each child. At our school, all staff, children and families are welcomed and acknowledged in all they do. We have a sense of whānaungatanga - family. Whanaungatanga is seen through our strong relationships with home, school, parish, community, support services and communication goes both ways. We have a shared responsibility; a partnership between home and school for the good of the learner. There are explicit expectations of what the school can do and what the parent/caregiver can do. The open communication and negotiation around that is our starting point.

Through working in a vibrant and fun environment, people feel safe to share their talents and contribute fully to our wonderful school. We suspend judgement, by trying things out before we put things down. We are flexible and open minded and support people with new ideas. We look for and utilise people's strengths. Our leaders' role model leadership that makes others aspire to follow their example. We create opportunities to show leadership in a variety of ways, giving everyone the chance to lead. We appreciate everyone and know they are doing their role to the best of their ability.

At St Mary's we believe in the concept of tuakana-teina: big people looking after little people. We are a school that encourages risk taking, independence and allowing people to control their own learning in a supportive environment. People are given quality and constructive feedback so that they can see where they have come from and where to next. We believe that learning is limitless and continuous. We encourage growth and confidence in all. Children leave St Mary's with confidence that they can manage themselves and achieve their goals, seeing themselves as life-long learners.

*Image: our vision in action*



**ANNUAL TARGET 2022**

**ST MARY'S SCHOOL, GORE MOE 4018 Improving Student Achievement - NELP - Learners at the Centre**

<p><b>Target Area:</b></p> <p align="center"><b>WRITING</b></p>	<p><b>Strategic Aim:</b> Curriculum; for all students to be able to access the New Zealand Curriculum as evidenced by progress across the curriculum and in relation to the appropriate expected level of achievement</p>	<p><b>2021 TARGET:</b> To accelerate the rate of progress for 21 number of students in writing. The students are identified through the progress and consistency</p>		
<p><b>Assessment Tools;</b> Teacher OTJ, Criteria designed checklist, Progress Tools: LPF and tracking through PaCT, Precision Student (PaCT based) <b>Baseline Data:</b> 2020 and 2021 Progress and Consistency reports show writing needs a precise interventios for ākongā in years 5 and 6. We have had success in making more sense of our maths achievement data, and we wish to replicate that success in writing achievement.</p>		<p><b>Target Group:</b> Ākongā achieving at a higher level in years 1-4 who do not achieve 'above' the expected level of writing in Years 5 and 6. 21 ākongā across years 5 and 6 – accelerated progress in order to be writing above the expected standard for the year end. Students are mix of boys and girls, and of Māori, Pakeha and Asian ethnicity groups.</p>		
<p align="center"><b>Actions</b></p>	<p align="center"><b>Resources and Professional Development</b></p>	<p align="center"><b>Timeframe Personnel</b></p>	<p align="center"><b>Monitoring and progress indicators</b></p>	<p align="center"><b>Complete</b></p>
<p>Principal and SLT to review the teaching of literacy skills across the school with a focus on observation of Deliberate Acts of Teaching, scope and structure and specific successful interventions</p>	<p>Time for principal to walkthrough, time for SLT to 'notice' and to share what has been observed</p>	<p>Term 4 2021</p>	<p>Staff has a shared understanding of what progress looks like across the school</p>	
<p>Using Progress and Consistency Tool data from 2021 identify students who have made good progress in the early years, but are not achieving their potential in writing according to data</p>	<p>Ongoing professional development with the Support School Network in Progress and Consistency Tools Time in teacher only day</p>	<p>Term 1 2022</p>	<p>Whole staff team aware of the children across the school who aren't making the expected amount of progress across the school Data has greater consistency across the school</p>	
<p>Teachers will use assessment techniques and Ministry resources to develop intervention activities and for diagnostic assessment for the precision students</p>	<p>Curriculum Progress Tools Learning Progression Framework</p>	<p>Teacher's planning shows specific interventions</p>	<p>All teachers are aware that writing is our school focus Teachers correctly identify appropriate illustrations in relation to 'sticking points' identified through observation and formal assessments Data identifies the precise intervention required for progress</p>	
<p>Staff team develops own literacy hour – with clear word work, spelling, grammar and guided writing. Specific focus – precise interventions – developed as part of PGC and to accelerate progress for the identified studentss</p>	<p>SLT to ensure staff meeting time is protected for literacy development All teaching staff</p>	<p>All staff, lead literacy team and SLT</p>	<p>Staff meetings monitor progress in writing at regular intervals Regular monitoring of lessons by principal, SLT</p>	
<p>Explore options that the Kāhui Ako provides for Literacy professional development that would specifically support staff and ākongā achievement</p>	<p>Kāhui Ako resources, ASL, WSL</p>	<p>Throughout year</p>	<p>Teachers get to observe good structured literacy practices in their classroom (AST or PLD provider) Staff meeting PLD is supported through KA</p>	
<p>From the data collected across the school through observations and staff meeting identify team strengths and the most appropriate Professional Development next steps</p>	<p>Time in staff meetings and SLT meetingd</p>	<p>November in time for 2023 planning and prep</p>	<p>Team will have a shared knowledge of strengths and input into the PLD required for 2023</p>	
<p><b>Actual Outcome:</b></p>	<p><b>Reasons for Variance:</b></p>		<p><b>Further Development:</b></p>	

## ANNUAL TARGET 2022

**ST MARY'S SCHOOL, GORE**

**MOE 4018**

**Improving Student Achievement and wellbeing – cultural responsiveness**

<p><b>Target Area:</b> Broader curriculum and wellbeing by giving effect to te Tiriti o Waitangi</p>	<p><b>Strategic Aim:</b> Curriculum; for all students to be able to access the New Zealand Curriculum as evidenced by progress across the curriculum and in relation to the appropriate expected level of achievement</p>		<p><b>2022 TARGET:</b> <b>For our teachers</b> to develop a broader understanding of the wider curriculum korero o Aotearoa/ New Zealand Histories <b>for our learners</b> to have richer experiences that make learning fun and relevant to real life (links to Special Character Goal 1)</p>	
<p><b>Progress Tools;</b> LPF and Tracking through progress and Consistency Tool, teacher OTJ, Curriculum documents in school, and the NZC <b>Baseline Data:</b> Last year we worked to develop a broader understanding of curriculum levels in Science, Technology, the Arts and RE. We believe that Primary education should be broad and our students should be able to recognise progress and achievement Science, Technology and the Arts which will be our focus for this year. In 2020 and in 2021 we faced a number of disruptions meaning the goal wasn't achieved as much as it could be.</p>			<p><b>Target Group:</b> All our Māori ākonga, (26) benefit from our school kawa of mana orite. We live our school value of We belong to God, all in Us is His for all our students to know they belong and are valued as part of God's family. We will use the guiding principles of Ka Hikitia: Tiriti, excellent outcomes, belonging, strength bases and productive partnerships</p>	
<b>Actions</b>	<b>Resources and Professional Development</b>	<b>Timeframe&amp; Personnel</b>	<b>Monitoring and progress indicators</b>	<b>Complete</b>
For key staff members to learn Te Reo, completing Level 1 and Level 2 of Te Reo Māori at Southern Institute of Technology, include a noho marae	Fees free Intensive PLD	Māori lead teacher Principal – 40 weeks	Daily use of Te Reo increases across the school Te Kupu o te wiki is evident in newsletters	
Enable relationships for learning through the Made to Move initiative access PLD for how pūrākau can be shared in movement supporting the new learning of NZ histories and story telling.	PLD through Made to Move/ Active Southland	Made to Move/Active Southland May/June	Māori games are played in school Ākonga lead our learning for teachers and students	
Utilise the 'top five tips' from <a href="#">Ange and Wairiki</a> on building relationships with mana whenua, continue to support the Parish in their development of Te Reo Māori through the Mass	From workshops, PLD inhouse, and with Rūnaka support	Ongoing throughout year SLT to lead	Accessing support through <a href="#">Kā Huru Manu</a> , the Rūnaka and the Ministry of Education review and enact notes from the <a href="#">Curriculum Refresh</a> workshop and the Ka Hikitia and NELPS workshop of 2020 and 2021 Meet at Rūnaka regularly	
Working alongside the Kāhui Ako develop and deliver Te Ao Māori and Te Reo Māori through a pedagogically inclusive framework	PLD through the Kāhui Ako, and Manutaki	Kāhui Ako Māori Lead Teacher	All teachers are supported in their delivery of our local curriculum Raiha and Sam visit, model and observe throughout the year All ākonga feel a sense of belonging as they progress through school. SLT ensure achievement of Māori students is tracked and discussed	
Download the Aotearoa NZ Histories to give time to prepare each level in the inquiry of voice, working through the activities as a staff team	Time to keep in touch with all	Staff meetings, SLT and staff	All staff develop a knowledge of the Aotearoa NZ histories curriculum All staff are introduced to the refreshed curriculum as a team Staff have a developing understanding of progress in the Aotearoa NZ histories curriculum area	
The Tūrangawaewae topic gives whanau opportunity to share their expertise, their stories and their identity in an authentic manner	Ongoing PLD in house as new information comes in	Throughout year, all staff	Opportunities for Tūrangawaewae learning are identified across all areas of the curriculum.	
<b>Actual Outcome:</b>	<b>Reasons for Variance:</b>		<b>Further Development:</b>	

## Annual School Improvement Plan 2022 (This is not 'a business as usual' plan )

### Strategic Goal I Special Character

Continue to deliver high quality Religious Education and place our learners and their whānau at the centre of education (NELP - **Learners at the Centre**)

<p><b>Baseline – 2021 Goal</b> Review our pastoral and behaviour management in line with local and national post COVID responses. Use our school vision to embed a whole school approach to ensuring human dignity for all. Through Seasons for Growth</p>	<p><b>2022 goal set in response to Leading in Faith (Christian Witness) extensive review 2021</b> Continue to lead through the Vision and Catholic Social Teaching. Continue to deliver Seasons for Growth to meet the pastoral needs of our whānau as we partner with them and communities. Continue with bridging document in preparation for the new curriculum launch in June 2022. (NELP focus on Learner's at the Centre</p>
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Actions	Resources required	Timefame/ personnel	Monitoring and progress indicators	Complete
To continue to run Seasons for Growth, the programme helping children cope with grief, loss and change (within COVID guidelines, or to wait until it is considered safe to do so).	10 children max per group, \$1500	Annie, Mal, Evelyn and Lynne to deliver.	Children requiring more support as they work through grief, loss and change have the ability to access that support through the school, delivered by people they know.	
Responding to parent feedback from extensive consultation of 2021 ensure we continue to honour Catholic Social Teaching and what this may look like as we welcome new whānau, communicate regularly (newsletter, app etc) and respond to family needs.	CST online learning,	All staff	All correspondence for whānau is authentically Catholic Staff meetings – Catholic Social Teachings, one covered in ever other staff meeting Coaching session with Mary for the SLT to ensure we are using techniques taught in <i>Schools that Deliver</i>	
Digital communication – ensure that our connection with whānau is as consistent and considerate through digital communication, as it is face to face.	Review	UTB, lead personnel	Communication is vision led, values lead and authentically Catholic – ie follows our school vision alongside Catholic Social Teaching.	
Ensure all new teaching staff (and those who have changed year levels) have a thorough understanding of each strand of the RE curriculum before teaching.	Time in staff meeting	DRS and principal working together	All new teachers complete Teachers new to Catholic schools Before each strand, ensure teachers have a really clear understanding of the strand, and what it can look like in the classroom	
Continue working with, and, accessing support from, NCRS to promote and ensure the new curriculum document is delivered correctly for all our ākonga.	NCRS resources	DRS and principal/N CRS personnel	All new documentation is shared with all staff as and when it comes in All PLD opportunities are used to their greatest advantage	

**End of year review Embed in St Mary's high aspirations for all learners and ākonga.** New RE document in place. All teachers fully aware and prepared for a deeper and more comprehensive understanding of the RE curriculum

## Annual School Improvement Plan 2022 (Business as usual completes the legal requirements within NAGs and NEG's)

### Strategic Goal 2 Teaching and Learning

**Strategic Goal** Curriculum : For all students to learn, achieve and progress in the breadth and depth of *The National Curriculum* realising the NELP **Barrier free access** providing great education opportunities and outcomes for every learner

**Baseline from 2021 goal** Continuing with the good practice in assessment and progress (PaCT/LPF). curriculum wide progress and reporting. What are the logical and developing next steps that align with Schools that Deliver programme.  
As per 2020 (disrupted by COVID) develop teacher capabilities around curriculum levels in non core areas, particularly Science and the Arts

**2022 Goal** Review teacher capability in understanding of Deliberate Acts of Teaching in relation to writing. Focus on areas of need identified in PaCT results 2020 and 2021. Identify teacher areas of strength and required new learning Final year of Schools that Deliver.  
LINKS TO SCHOOL TARGET 1 and 2 Final year of Schools that Deliver.  
Review teacher capability in understanding of Deliberate Acts of Teaching in relation to writing. Focus on areas of need identified in PaCT results 2020 and 2021. Identify teacher areas of strength and required new learning

Actions	Resources required	Timefame/ personnel	Monitoring and progress indicators	Complete
Professional Growth cycle Template and regular visits to request in staff meeting, teacher only days.	All teaching staff Senior Leadership Team Syndicate Leaders NZ Curriculum	Term 2 and 4	There is a deliberate and strategic approach to choosing which opportunities we take up as a school Teachers actively seek partnerships and relationship for learning in Science, Tech and Art Through staff only days all staff have a better/renewed understanding of our school vision and how that is directly related to NZC vision (confident, connected, actively involved lifelong learners)	
Use a broader curriculum report to ensure board meetings receive reports on curriculum levels for the New Zealand history (all year) beginning with accessing and sharing Kahu Kura planning and plans created by Manutaki as part of the Eastern Southland Kāhui Ako PLD	Senior Leadership Team <i>Schools that deliver</i> support (\$16000)	Term 1 and 3 Science SLT Term 2 Staff only days	The board have a better understanding of the achievement of our students in the broader curriculum New Zealand history Teachers will have specific curriculum knowledge to identify next steps for all learners Students feel connected to their culture, language, beliefs and identity, including whakapapa and tūrangawaewae	
Health and Physical Education (all year) to promote the health and wellbeing of all students through the introduction of robust systems to monitor, support and improve their hauora now and in the future.	PLD through Made to Move Resources from Massey study	Three days with Massey, Emma C Made to Move	The board have a better understanding of the achievement of our students in the broader curriculum of Health and PE Teachers will have specific curriculum knowledge to identify next steps for all learners Whānau consultation will direct our strategic planning	
Curriculum reports are made to the board at each meeting, and our school vision and values are evident in the report	Through online curriculum support provided by MoE, ARBs and teacher expertise	Staff meetings, clear focus each term At start of year, all staff, and then ongoing	The board have a better understanding of the achievement of our students in the broader curriculum in the Arts and Science Teachers will have specific curriculum knowledge to identify next steps for all learners All curriculum leaders to identify links with Tūrangawaewae topic All curriculum areas are reported on to the board with specific and relevant information	
<b>End of year review</b>				

**Annual School Improvement Plan 2022** (Business as usual completes the legal requirements within NAGs and NEG's)

**Strategic Goal 3 Quality of Education**

**Strategic Goal Leadership and Assessment/Self review**

To collaboratively develop and enact the school vision, values, goals and priorities for equity and excellence and to build capability and collective capacity in evaluation and inquiry for sustained improvement and innovation

**Baseline Data** - (aligns with annual target 2) Foster whole school high expectations of students to succeed in education In 2020 plans were widely disrupted by COVID. The Schools that Deliver days led us into more shared inquiries with a genuine inquiry approach to leadership in learning, faith and relationships Our **2021 goal** used strategies developed through the Schools that Deliver saw thorough inquiry into leadership in learning, faith and relationships. School Support Network involvement continued as we used Progress Tools consistently through the school to ensure all students progress is monitored and actions are in place effectively and efficiently

**2022 goal** Progress Tools remains integral to our work and the academic achievement Following the work of 2020 and 2021 - authentic and aligned leadership the Professional Growth Cycle is implemented across the school to raise achievement for all students.

<b>Actions</b>	<b>Resources required</b>	<b>Timeframe personnel</b>	<b>Monitoring and progress indicators</b>	<b>Complete</b>
Revisit and reallocate leadership roles across the Senior Leadership Team to manage strengths that have been recognised through inquiry	Time in SLT meeting	Principal SLT term 1	The Senior Leadership Team works efficiently and effectively to support each other SLT gives a unified message that aligns to school values	
Working with Schools that Deliver, Evaluation Associates and local colleagues a professional growth cycle template is developed	Time and follow up staff meeting time	Principal and follow up with teachers	All staff aware of growth cycle and how it operates and feeds into appraisal Precision student progress and paperwork continues to form an integral part of appraisal process and school wide documentation.	
Whole staff inquire into the data of 2021, hunches are shared regarding writing, and specific and clear links are made to the progress and consistency tool	Whole staff, using staff meeting time	SLT, teachers	By end of the year the SLT has a list of names that require further investigation	
Professional Growth Cycle teams work together to inquire into teaching and learning practices with a focus on literacy – writing (leading in learning)	Readings, networks that have been developed	SLT Team support	A timetable is created to allow teachers and inquiry groups to work together to inquire into practice	
Precision teaching and interventions are completed in 10 week cycles are timetabled in the term 2, 3 and 4. Notes are made and recorded into teacher growth cycle paperwork	Template created at school	DP led SLT supported	Ākonga requiring specific, short term and quick interventions are tracked through teacher inquiry (termly)	

**End of year review** *Are we ready for the 2023 NELP* **Quality teaching and leadership make the difference for our learners and their whānau**

Review the impact of our whole school approach to leadership and development in relation to equitable and sustainable practice evidenced through progress and achievement across the schools (Progress Tools)

**Annual School Improvement Plan 2022** (Business as usual completes the legal requirements within NAGs and NEGs)

**Strategic goal 4 Finance and Property**

**Strategic Goal** Design and create digital and collaborative learning environments and resource them to promote learning that is personalised, student centred, engaging and connected to the real world

**Baseline** – Since 2019 we’ve worked with UTB to inquire into teacher and school wide Digital Literacy. In 2020 and 2021 this word focused on opportunities for ākonga to develop collaborative practices. Our **2020 goal** Implement the digital literacy curriculum document in alignment with other curriculum areas and collaborative practices. This could have been derailed by COVID, but rather was enhanced. 2021 we continued to implement the digital literacy curriculum document in alignment with other curriculum areas and collaborative practices. Continue with DT PLD and work across schools. **NELP Future of learning and work** Finance PLD that embeds authentic change within across the schools

**Quality teaching and leadership make the difference for our learners and their whānau** Review the implementation of DT with UTB and align all learning intentions with our vision. Complete the intentions set out in the PLD application and create a report to the board for this specific curriculum area.

Actions	Resources required	Who	Monitoring and progress indicators	Complete
Keeping Digital Technology capabilities at the fore of the school goals and annual plans.	Time to collect and collate data to support application	Principal, external advisor, SLT	Board understands integration of DT and recognises and values the meaningful purpose PLD goals and progress are regularly reported online	
Complete the plan to develop teacher understanding of the curriculum content – computational thinking and designing and developing digital outcomes, and review as new staff enter the school	Staff mtg time	SLT, Karla, whole staff	Our progress indicators in core subjects have complimentary	
School continues to work collaboratively (locally) to develop DT progressions across classrooms, year levels and between schools.	Staff mtg time	SLT, Karla	Good practice is recognised in this school, and in other schools, and shared during CRT or non-contact teacher time	
With external advisors the breadth of work already completed is ‘pulled together’ in a meaningful and cohesive manner – DT curriculum in class examples, long-term planner, curriculum tools integration etc aligned to appraisal and professional growth of teachers	External provider time, strategic and leadership time	SLT external facilitators /teachers	All teachers are using the same progressions that reflect progress within the DT, and the wider curriculum areas	
DT leaders identify specific areas that support the teaching and learning in Aotereoa   New Zealand Histories Link to the Tūranagawaewae mahi as a digital footprint	Teacher only day and staff mtg	DT leaders and SLT	Resources that support the teaching and learning of NZ histories are available for all teaching staff Tūranagawaewae links are made for ākonga to relate their digital footprint to the place where they stand	
DT leaders and teachers in school continue to produce resources that support learning across the curriculum, available for home learning	Staff meeting time	Teachers and leaders	Ongoing learning and development for the across school use of google classroom All parents informed early in year, and regular intervals of how home learning will continue online in the event of personal isolation or school closure	
Security reports continue to happen regularly, all online safety procedures are followed, teachers specifically teach about passwords and online safety, expert partners are called in to work alongside as we educate whānau about online safety	Principal and DT leadership team	Principal led, IT leaders	Whānau can be assured that online safety is a priority at St Mary’s St Mary’s has a security report for digital activity St Mary’s Board can be assured that we operating in a safe and secure environment.	

*End of year review: are we ready for 2023 **NELP Future of learning and work** Look for opportunity to further develop relationships with St Peter’s to support our learners in their knowledge and pathways to succeed as they transition from primary to secondary school and beyond*

# Statutory Requirements

**The Board of Trustees will:**

- Recognise the right of the Proprietor to supervise the maintenance and preservation of the Special Character of St Mary's School's 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 Board of Trustees and Principal**

Discussed and approved in draft with Board of Trustees November 2021 meeting, confirmed March 2022

**St Mary's School BOT:** \_\_\_\_\_ (Presiding Member Signature)

**Date:** \_\_\_\_\_