

# St Mary's Catholic School, Putaruru

## Strategic Plan



2022


# Annual Plan 2022 Goal 1 - Community - Being part of M.A.R.Y

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- Integrating our values into our school community</li> <li>- Strengthen community partnerships</li> <li>- Continue developing 'Positive Behaviour for Learning' processes and strategies</li> </ul>	Tracking Sheet (Learning) Pastoral Notes (Behaviour) Rubrics Review Policies Wellbeing Survey			
NELP (National Education and Learning Priorities) OBJECTIVE LINK	<b>OBJECTIVE 1 - Learners at the Centre</b> <ul style="list-style-type: none"> <li>• Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> <li>• Have high aspirations for every learner/akonga, and support these by partnering with their whatnau and communities to design and deliver education that responds to their needs and sustains their identities</li> </ul>			
Action	Responsible	Resources	Due	Measure
Coordinating with the LSC about the tracking sheets for priority learners (behaviour and academic).	Jenny, Karen, Lynette		ongoing	Target children digital tracking sheets designed and used.
Developing school-wide consistency with pastoral notes. Review permissions on MUSAC for all teachers.	All Staff and Office Administration	MUSAC	End of T3	
Teach specific lessons of PB4L (see overview)	All Staff		2021	
Zones of Regulation and Smiling Minds Meditation to occur in every classroom. Smiling Minds - 10.50am Zones Regulation - once a week lessons	All Staff	PB4L Resources Resources supplied by Sylvia Dunkley from St Mary's Rotorua		Develop a schoolwide system to support these children that have been identified

# Annual Plan 2022 **Goal 2** - Implement a culturally responsive localized curriculum

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- To develop coherent pathways by improving capability with learning progressions.</li> <li>- Implement and Embedding Graduate profile (values)</li> <li>- Kahui ako goal culturally responsiveness</li> <li>- Strengthen local connections with Raukawa and local marae</li> </ul>				
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<p>NELP (National Education and Learning Priorities) OBJECTIVE LINK</p>	<p><b>Objective 2: Barrier Free Access</b>  <b>Priority 3:</b> Reduce barriers to education for all, including for Maori and Pacific learners/akonga, disable learners/akonga and those with learning support needs  <b>Objective 3: Quality teaching and Leadership</b>  <b>Priority 5:</b> Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning</p>			
Action	Responsible	Resources	Due	Measure
Graduate Profile	Leadership team, Staff and BOT and Whanau	Staff Meeting PD	Term 1	
Implement Graduate Profile in our classrooms	All Teachers		Term 2 - 4	
PLD through Kahui Ako	Maree Thomas (ACSC)		Term 3	
Build relationships with Raukawa and Marae Local marae with connection to whanau	Jenny, Karen and Staff Whanau group	Stories of our marae and our local history	2022-2023	Communication with staff and school

# Annual Plan 2022 Goal 3 - Grow teacher and student agency

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- Playbased learning</li> <li>- BetterStart Literacy</li> <li>- Gifted Programme</li> <li>- Maths - Year 4 - 8 Initiative</li> <li>- Science - Paul Billing</li> </ul>		10 Week programme Better Start  Shirley Collins 		
(National Education and Learning Priorities) OBJECTIVE LINK  NELS Objective 2: Barrier Free Access Priority 4: Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy Objective 3: Quality Teaching and Leadership Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce Quality 4: Future of Learning and Work Priority 7: Collaborate with industries and employers to ensure learners/akonga have the skills, knowledge and pathways to succeed in work				
Action	Responsible	Resources	Due	Measure
Develop a Playbased and Provocation plan - critique process what needs to be refined Enrich Playbased Learning - ensuring it is curriculum focus and learning through play	Karen and Clare	St Mary's Rotorua. Visit a school with single cell classrooms - what does playbased look like?	2022	Looking at an enriched playbased programme. Measure through photos and videos and recording the data.
Science	Paul Billing (ASL)			
Better Start Literacy programme to be initiated	Karen and Clare	MOE - Structured Literacy programme	ongoing	Beginning stages - literacy achievement
Develop a consistent programme with our LSC	Jenny, Karen, Lynette		2022	

# Annual Plan 2022 - Goal 4 - Begin to integrate the New RE curriculum across all learning areas

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- Implementation and integration of the new RE curriculum</li> <li>- Strategic review of RE concepts linked to NZ Curriculum</li> <li>- Maori Spirituality</li> </ul>				
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Action	Responsible	Resources	Due	Measure
RE Staff Meetings linked to Curriculum 2x Each term	Dianne Porter DRS Visiting Person	New Curriculum Colin McLeod (Director of NCRS) Dianne Porter	ongoing	Through discussion teachers will show their understanding
Incorporate the Catholic Social Teaching into our RE Curriculum	DRS, Teachers and Principal	Caritas - CST Cynthia Piper Social Justice Group		Evidence in planning and visible through display.
Explore and develop how the new RE curriculum can link to play based learning	DRS, Clareand Karen, Principal	Natural resources	End of the Year	
Implement the new curriculum in classroom practice, reflect and refine	Teachers	Faithalive.com New Curriculum	ongoing	
Using our local and Catholic Story to enhance Maori Spirituality	Principal/DRS and Teachers	Wana Haumaha Daphne Nicholls		

# PROPERTY & FINANCE STRATEGIC AND MAINTENANCE PLAN (NAG 4)

- Allocate funds to reflect the school's priorities as stated in the charter
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education 1989
- Comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students.

Where do we want to be?	2022	2023	2024
Management of School Asset system. Maintenance of property to ensure the safety and health of occupants	<ul style="list-style-type: none"> <li>Gable between Rooms 3 and 4 is rotten and needs replacing</li> <li>Astroturf next to the hall</li> <li>Storage container next to Music block</li> <li>Bike/Scooter Track on the field</li> <li>Sensory Garden (Enviro Group)</li> </ul>	<ul style="list-style-type: none"> <li>Hall, kitchen and toilets refurbished and upgraded</li> <li>Enhance the Grotto area and van der Kroft Grove</li> </ul>	<ul style="list-style-type: none"> <li>Painting inside Rooms 1 - 6</li> </ul>
	<ul style="list-style-type: none"> <li>- Maintain and update school asset register regularly</li> <li>- Estimate economic life of assets contained within the register and costing of replacement. Report recommendations</li> <li>- Regular inspection by Principal/BOT/Caretaker to ensure property is safe.</li> <li>- Carry out regular paint touch ups, spouting checks, fertilizing etc as per 10 year plan</li> </ul>		

## 2022 CURRICULUM ACTION PLAN FOR LITERACY ACHIEVEMENT

<p><b>MISSION:</b></p>	<p>Under the name of Mary students will be: Striving for Excellence in the Marist Tradition</p>
<p><b>VISION:</b></p>	<p>Empowering M.A.R.Y - Marist, Attitude, Respect, Yes</p>
<p><b>STRATEGIC GOALS:</b></p>	<p>Goal 1 (Community): Being part of M.A.R.Y            Goal 2 (Leadership): Implement a culturally responsive localised curriculum            Goal 3 (Teaching and Learning): Grow teacher and student agency            Goal 4 (Religious Education): Promote the integration of the new RE curriculum across all learning areas</p>
<p><b>Strategic Objectives:</b></p> <ul style="list-style-type: none"> <li>- To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)</li> <li>- To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via collaborative inquiry</li> <li>- To improve teaching and learning practices to enhance student agency, shared ownership and authentic learning by continuing to inquire into 'Learning through Play' and Inquiry learning</li> <li>- Development of Culturally Responsive Localised Curriculum in response to underachievement for Maori Learners</li> <li>- To improve the home-school partnership of all families, particularly our target students</li> <li>- To accelerate the learning of students achieving below the Expected Curriculum Level</li> <li>- To identify our gifted children and to ensure our programmes are stimulating them</li> <li>- Ensure up to date and appropriate resources are available. Ensure purchases are made where there is a need.</li> </ul>	
<p><b>Reading - Annual Objective and Aims (2022)</b>            To increase the number of students achieving at or above the Expected Curriculum Level in Reading            To have 94% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Reading</p> <p><b>Writing - Annual Objective and Aims (2022)</b>            To increase the number of students achieving at or above the Expected Curriculum Level in Reading            To have 90% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Reading</p>	

**KAHUI AKO GOALS - SEE ATTACHED SHEET**

**Annual Literacy Targets (2022)**

**READING**

Increase the number of students achieving at or above expected curriculum levels in Year 2, 4, 6 with a focus on Maori children

- In 2021 39% of our Year 2 students were achieving below the Expected Curriculum Level
- In 2021 32% of our Year 4 students were achieving below the Expected Curriculum Level
- In 2021 27% of our Year 6 students were achieving below the Expected Curriculum Level

**WRITING**

Increase the number of students achieving at or above expected curriculum levels in Yrs 3 - 8 with a particular focus on Maori boys

- In 2021 26% of our Year 2 students were achieving below the Expected Curriculum Level
- In 2021 28% of our Year 3 students were achieving below the Expected Curriculum Level
- In 2021 24% of our Year 5 students were achieving below the Expected Curriculum Level

**Baseline Data Gathered December 2021:**

**READING**

- In 2021 39% of our Year 2 students were achieving below the Expected Curriculum Level. These students will be part of the Year 3 cohort for 2022. Of these - 2 are Maori boys.
- Overall, our school data shows that 22% have exceeded, 59% have met and 19% are below in Reading
- We had 100% Pasifika in 2021 and achieving at their level in Reading (5/5)
- 1 Year 7 has ongoing global learning difficulties
- 40 students have exceeded - 23 of those students have come from Senior Classes

**WRITING**

- 2021 data identified that 26% of Year 2, 28% of Year 3, 9% of Year 4, 24% of Year 5, 15% of Year 6, 23% of Year 7, have not achieved at the Expected Curriculum Level. These students will be part of the Year 3,4,5,6,7 and 8 cohort for 2022.
- Overall, our school data that 6% have exceeded, 79% have met and 15% are below in Writing.
- We had 75% Pasifika in 2021 achieving at their level in Writing (5/5)
- 28 (15 Maori)(1 Pasifika) are a mixture of new families to the school, absenteeism and families with global learning and behaviour issues
- These issues are across the school particularly in Year 4 and 6 (possible target groups to improve student outcomes)



## Planned Actions for 2022

## Progress on planned actions

### Learning Progression Framework

#### Key Goal:

To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)

#### How?

- Staff meetings formed around unpacking what the big concepts and sets with the Learner Progression Framework look like in action
- School Wide Moderation
- Developing consistent ways of documenting evidence of learning (i.e. anecdotal notes linked to planning, learning stories shared on Seesaw or class blogs)

Due to the covid situation it has had an affect on staff meetings.

#### Staff Meetings 2022 Focus

Local Curriculum and NZ Histories - including our Whanau Group.  
Reading, Writing and Maths - Moderation

### Teaching as Inquiry

**Key Goal:** To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via collaborative inquiry

#### How?

- Each teacher will have a 'critical thinking buddy' in a different year level to do observations, have reflective discussions and see progressions within school - linked to the Professional Growth Cycle
- Utilising our RTLit for Professional Development within Teaching as Inquiry
- Across the School Coordinator - PD

Critical Buddies has not occurred this is a major focus for 2022 - As part of a teachers CRT they must go and observe a lesson of their critical buddy and feedback for the teachers.

[Professional Growth Cycle](#)

## Learning through Play - Student Agency

**Key Goal:** To improve teaching and learning practices to enhance student agency, shared ownership and authentic learning by continuing to inquire into 'Learning through Play' and Inquiry learning

**How?**

- Senior Leadership and teachers to collaboratively continue inquiring into these pedagogical approaches
- Staff meetings to shared ideas of play based and inquiry learning

Karen McChlery and Clare Colman to take responsibility for enhancing the playbased learning.

Observations to occur, linked in with Te Whariki and the NZ Curriculum.

Enhancing the play area of the school, both the top and bottom of the school will establish learning through play at a deeper level.

Establish coherent planning in order for Playbased to move forward - using the Key Competencies.

## Culturally Responsive Localised Curriculum

**Key Goal:** Development of Culturally Responsive Localised Curriculum in response to underachievement for Maori Learners

**How?**

- Communicate with whanau of target learners
- Create a plan to help these learners succeed using LSC

- Make a plan of our localised curriculum

- Survey parents as to what our localised curriculum would look like and get parent/whanau voice

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## Engagement with Whanau

**Key Goal: To improve the home-school partnership of all families, particularly our target students**

**How?**

- Parent Interviews - Goal Setting Term 1
- Continue work with our Learning Support Coordinator to improve home/school connections
- Mutukaroa Programme
- Student Led conferences - Term 3
- Teachers meet face to face with parents of target learners once a term. A record of these conversations will be kept.
- Holiday Reading Programme
- 'Reading Together' Programme
- Junior meetings
- Whanau Group
- P.T.A

2022 - Interviews with parents and children to get to know the families, before school begins

Reestablish Mutukaroa Programme with support from our Learning Support Coordinator

Phone calls with family to connect regarding learning and/or behaviour

Meetings with target students on a regular basis

Better Start Literacy Meetings with Whanau

## Accelerate Programmes and Resourcing

**Key Goal: To accelerate the learning of students achieving below the Expected Curriculum Level**

**How?**

- Mid Year - Aim to begin Structured Literacy Professional Development
- Teachers collaboratively identify, track and refine teaching/learning practices for target students. Goals set every 5 weeks
- Yolanda Soryl - Phonics programme to be run from Year 0 - 3
- ESOL programme reestablished Term 2
- Explicit teaching - group work across all levels 1 - 4 in all curriculum areas

2022

Better Start Literacy to begin in Term 1 - Clare Colman and Karen McClery to do the Professional Learning - working with Sylvia Dunkley

- Continue Yolanda Soryl Programme for Years 0 - 3
- ESOL funding being applied for through Learning Support Coordinator - Lynette Baigent
- Group work and explicit teaching for target learners is a major focus - year 3 - 6 area

## Gifted/Talented Children

**Key Goal:** To identify our gifted children and to ensure our programmes are stimulating them

**How?**

- Resourcing programmes
- Set up a data base by the end of Term 1
- What is Gifted?
- What is Talented?

EPRO8

Writing group utilising Mike Whitman and Julie Dean - local resources

Paul Billing JPC - Science throughout children - extension Science

Music Group with Mrs Burger - identified boys for drums

Singing Group with Melody Schnauer

Kapa Haka Group to be reestablished

## Literacy Resourcing

**LEADERSHIP AND STUDENT FOCUS**

- Ensure up to date and appropriate resources are available.
- Ensure purchases are made where there is a need.

**How?**

- Twinkl teacher resource subscription
- Reading Eggs Years 1 and 2
- Find a suitable online writing subscription for classes Year 3 - 8
- Writing Book - by Sheena Cameron
- Reading Book - using these in the classroom

2022

Continue with Twinkl Subscription

Reading Eggs

Sharyn Merry

Seesaw Subscription

**SUMMARY OF 2021**

Online resources were used well for students that were learning from home. Chrome books and Ipads were sent home to promote home learning.

## 2022 Curriculum Action Plan for Mathematics

<p>Mission</p>	<p>Empowering M.A.R.Y - Marist, Attitude, Respect. YES</p>
<p>Vision</p> <p>Strategic Goals</p> <p>Kahui Ako Strategic Goals - see link</p>	<p><i>Under the name of Mary we will be: Striving for Excellence in the Marist Tradition</i></p> <p><b>Goal 1 (Community):</b> Being part of M.A.R.Y  <b>Goal 2 (Leadership):</b> Implement a culturally responsive localised curriculum  <b>Goal 3 (Teaching and Learning):</b> Growing Teacher and Student Agency  <b>Goal 4 (Religious Education):</b> Promote the integration of the draft curriculum across all learning areas</p>

### Strategic Objectives

- To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)
- For visible learning displays to be effectively implemented in classrooms for both students and teachers
- To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via collaborative inquiry
- To improve teaching and learning practices to enhance student agency, shared ownership and authentic learning by continuing to inquire into 'Learning through Play'
- Development of Culturally Responsive Localised Curriculum in response to underachievement for Maori and Pasifika learners
- To improve the home-school partnership of all families, particularly our target students.
- To accelerate the learning of students achieving below the Expect Curriculum Level.
- For teachers, students and parents to have easy access to a variety of learning tools and activities to support academic achievement in Mathematics

**Annual Numeracy Objective and Aims:**

- All students who are not achieving success in relation to the Expected curriculum Level for Mathematics will have achieved accelerated (more than one year) progress over the year
- To have at least 94% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Mathematics

**Annual Numeracy Targets:**

Increase the number of students achieving at or above expected curriculum levels.

26/181 - 18% Students have not met the required expectation of their level.

Achieving below the Expected Curriculum Level

Year 2 - 21% Year 3 - 22% - Year 4 - 23% - Year 5 24% (2021)

Maori (Year 2 3/23 - Year 3 2/18 - Year 4 2/22)

**Baseline Data:**

Our school data from December 2021 has been analysed to identify specific trends and overall performance of our students. This data has been triangulated from a range of assessments, observations, moderation-based discussions within teams and overall teacher judgements. Analysis of this data showed that place value and the shift into Level 3 are areas of requiring focused learning and teaching. Throughout the school focus is also needed on mathematical language and basic facts. Maths Buddy and Mathseeds subscriptions have been purchased. Maths Buddy Years 4 - 8 and Mathseeds Years 0 - 3 - these are enrichment programmes to work alongside the teaching of Maths.

**Mathematics Baseline Data:**

At present 86% of our students are performing 'At' or 'Above' the Expected Curriculum Level

There are now 31 children (4 Maori) exceeding.

3% of our students (with global learning needs) are at risk of underachievement.

26 students (11 Maori) have not met the required expectations of their level

- 100% of our Asian students are achieving 'At' or 'Above' the Expected Curriculum Level'

- The greatest group of need are our Year 2, Year 3, Year 4 and Year 5 (2021)

**Math Attack results show that in term 2, 2021:**

- Out of 148 students
  - o 101 students 68% are below 59% knowledge of their basic facts
  - o 47 students 32% are above 60% knowledge of their basic facts
- Out of 148 students broken into specific percentages
  - o 15 students (compared with 2020 -41 ) are above the 80% threshold for certificates and medals (2 Maori)
  - o 32 students (2020 -33 ) are between 60 -79% (12 Maori)
  - o 31 students (2020 -25 ) are between 40- 59% , (7 Maori)
  - o 27 students (2020 -30) are between 20 -39% (11 Maori)
  - o 43 students (2020 -46) are between 0 – 19% (16 Maori)

**Math Attack results show that in term 4, 2020: Note term 4 results are in blue columns**

- Math attack has shown our students do not have a good solid instant recall of basic addition, subtraction, multiplication and division facts, while multiplication facts are improving we have a weakness in both oral and written addition and subtraction over 20

While there has been some movement, out of 162 students

- o 54 are above the 80% threshold for medals with 1 Gold (12Maori)
- o 38 are between 60 -79% (11 Maori)
- o 25 are between 40- 59% , (7 Maori)
- o 21 are between 20 -39% (7Maori)
- o 24 are between 0 – 19% (8 Maori)

## Planned Actions for 2022

## Progress on Planned Action

### Learning Progression Framework

**Key Goal:**

To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)

- Staff meeting - discussions around what the big concepts and sets within the Learner Progression Framework look like in action.
- School-wide moderation
- Developing consistent ways of documenting evidence of learning (i.e. anecdotal notes linked to planning)
- Having Learner Progression Framework concepts clearly linked into team planning
- Each teacher will have a 'critical thinking buddy' in a different year level to do observations, have reflective discussions, and see progressions within school

### NZ Histories Curriculum - Professional Development

This is a major focus for staff meetings in 2022. All staff will be required to get on board with Learning Progressions and to become proficient with them.

Student speak progressions will be reestablished.

Learning Progressions for Maths, Reading and Writing, Science



## Visible Learning

All classrooms have current visible learning displays linked to what is being taught and learnt.

Continue to have student art work in the foyer and staffroom.

- For visible learning displays to be effectively implemented in classrooms for both students and teachers

How?

- Visible learning displays in each classroom (or collaborative space).
- Teachers will be supported in increasing capability in how to conference with students effectively, through team reflective discussion and staff meetings.
- Student-led conferences built around the goals they are working on/have achieved

## Teaching as Inquiry

Critical buddies to be reestablished and observations to occur once a term - handed into Jenny.

Key Goal: To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via

collaborative inquiry

How?

- Each teacher will have a 'critical thinking buddy' in a different year level to do observations, have reflective discussions and see progressions within the school

## Student Agency & Authentic Learning

- To improve teaching and learning practices to enhance student agency, shared ownership and authentic learning by continuing to inquire into 'Learning through Play'

### How?

- Karen and Clare to collaboratively continue inquiring into these pedagogical approaches.
- Interactive Math-based games to be a part of the budget for 2022
- Staff meetings - Junior and Senior meetings to share ideas of provocations linked to Maths concepts and to also increase teacher capability in quickly identifying and capturing Maths happening within play.

Mathseeds Subscription - Year 0 - 3  
Maths Buddy - Year 4 - 8  
These are enrichment programmes that work alongside and in conjunction with our maths teaching programmes.

## Culturally Responsive Practice and Engagement with Whanau

- Development of Culturally Responsive Localised Curriculum in response to underachievement for Maori and Pasifika learners

### How?

- Teachers have regular meetings with parents of target students.
- Student-led conferences
- Parent Interviews
- Parent meeting
- To improve the home-school partnership of all families, particularly our target students and to share ideas of how to help children with maths at home

Parent Meeting - Focus on Matha

## Accelerated Learning

- To accelerate the learning of students achieving below the Expected Curriculum Level.

### How?

- ALIM style groups within the classrooms for priority learners. Each teacher to target four students JUST below the Expected Curriculum Level in an area that they believe will accelerate their learning.
- Teams collaboratively identify, track and refine teaching/learning practices for target students. Goals set every five weeks

**Extension Maths Group with Mrs Mac every day at 11.30am**

## Assisted Learning and Tools

### 2022 - Mathseeds Subscription Add Maths Buddy to Year 4 and 5

- For teachers, students and parents to have easy access to a variety of learning tools and activities to support academic achievement in Mathematics

#### How?

- Renew Maths Buddy subscription Year 6 - 8 - looking at Year 4 and 5 for 2022
- Maths week - school wide competitions and within team competitions
- Otago Problem Solving
- Teachers to indicate any equipment they need to purchase with the Maths budget
- Twinkl and Wilkie Way subscription
- AWS Resources

# St Mary's Catholic School,

## Putaruru

*Striving for Excellence in the Marist Tradition*

### Religious Education Strategic Plan

2022



Key Areas:	Actions/Goals:
<b>PB4L</b>	<ul style="list-style-type: none"> <li>- A week by week year long overview and breakdown of specific PB4L behaviours that are to be taught is to be created by the classroom teachers. This ties in with the Fruits of the Holy Spirit lessons.</li> </ul>
	<ul style="list-style-type: none"> <li>- Management rewards: Students demonstrating expected positive behaviour are rewarded by either Principals Awards Certificates, Verbal or written praise, or a physical reward such as a book from Mrs Mackenzie.</li> </ul>
	<ul style="list-style-type: none"> <li>- Classroom rewards: Individual teachers have their own classroom rewards system - depending on their various classroom/student needs. Class Dojo and reward charts are an example of this. Classroom teachers revisit these often.</li> </ul>
	<ul style="list-style-type: none"> <li>- Student EPs (learning &amp; behaviour) are seen as working documents to help run diagnostics on particular classroom behaviours.</li> </ul>
	<ul style="list-style-type: none"> <li>- By the end of the year, all staff and students of St Mary's School can identify the school values of Marist, Attitude, Respect, and Yes and describe what these look like in action.</li> </ul>
	<ul style="list-style-type: none"> <li>- PB4L language and terminology is consistent across the school and used regularly by all staff.</li> </ul>
	<ul style="list-style-type: none"> <li>- All staff are familiar with the PB4L flowchart and follow it appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>- All staff record minor and major behaviours that occur in the playground on Edge</li> </ul>
	<ul style="list-style-type: none"> <li>- PB4L visuals such as the Marist Cross, Matrix and School Motto are present in each classroom and around the school.</li> </ul>
	<ul style="list-style-type: none"> <li>- Jonathon is to visit each class once a term to ensure their prayer focuses are current and up to date with the correct Liturgical Year colours focus for the students.</li> </ul>
	<ul style="list-style-type: none"> <li>- Children's Prayer books are to be continued and added to with at least 2 prayers added to it a term. Prayers can be found in a provided folder for all the staff.</li> </ul>
	<ul style="list-style-type: none"> <li>- Jonathon to collate a folder with prayers broken down for each year group, in accordance with the PRIDE Challenge and RE Expectations.</li> </ul>
	<b>Prayer</b>
<ul style="list-style-type: none"> <li>- All staff present at our morning briefings are encouraged to participate in and lead daily prayer at least twice a term.</li> </ul>	
<ul style="list-style-type: none"> <li>- Classes are encouraged to have liturgies in the classroom or school outdoor environment during the COVID-19 climate.</li> </ul>	
<ul style="list-style-type: none"> <li>- School masses and liturgies will be conducted on special church dates or around the original date. <i>E.g. Palm Sunday, Good Friday, Holy Thursday, E.T.C</i></li> </ul>	
<ul style="list-style-type: none"> <li>- All staff meetings and formal group meetings such as PTA are to begin with prayer.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Prayer is prayed three times a day: to begin the day, before eating, and at the end of the day.</li> <li>- Classes attempt to pray in different languages. (E.g. Sign of the cross in Te Reo Maori, etc.)</li> <li>- All classes take part in the Angelus and Rosary during the church year calendar - May and October. To be done with buddy classes.</li> <li>- Through regular classroom visits, the DRS will ensure that all RE displays are current.</li> <li>- A nationwide New Religious Education Curriculum will be introduced.</li> <li>- Students will be formally and informally assessed by the classroom teacher against the Achievement Objectives taught throughout the term.</li> <li>- Self Evaluations are to be completed by the students at the end of each term in the students' RE book, complete with the parents' signature and comment. This template will change compared to previous years.</li> <li>- Continue affective domain evaluations that are included in Assessment.</li> <li>- Liturgical Year themes, Caritas units during Lent, and Social Justice Week to be taught.</li> <li>- A celebration of learning in the form of a liturgy is to be held at the end of each term, either in the classrooms or in the church as a whole school. Celebrating what we have achieved throughout the term in R.E and other areas, sharing the success we have had. Parents are to be invited to be a part of this if COVID is not an issue.</li> <li>- All major feast days and liturgical celebrations are celebrated and acknowledged with either a Mass, Liturgy, or Prayer Focus, for example, The Assumption of Mary, The Ascension of Jesus, May the month of Mary, October the month of the Rosary, All Saint and All Souls Day, etc.</li> <li>- Artwork and prayer displays around the school reflect the liturgical celebration.</li> <li>- A Gospel Liturgy is to be held at the start of each week to read and reflect on the Gospel for the week. Jonathan prepares this and students lead the liturgy through a Google Meet link.</li> <li>- Family Whanau Programme Meeting to be held for Junior parents and families new to our school.</li> <li>- Communication about School and Parish Events is to be shared with the parent community well in advance.</li> <li>- All classes are to be communicated to parents (E.g. Seesaw, Dojo, Email, Newsletter, Notebook, etc)</li> <li>- An R.E Newsletter is to go out each fortnight by e-mail and a copy is to be placed in the R.E Newsletters Folder.</li> <li>- As the Religious Education Programme is now integrated, Steve is to create a roster where individual classroom teachers feedback in the R.E Newsletter about what they are covering in R.E and provide photos of student work.</li> </ul>
<h2 style="text-align: center;">Classroom Programme</h2>	
<h2 style="text-align: center;">Liturgical Celebrations</h2>	
<h2 style="text-align: center;">Parent Education and Communication</h2>	



<p style="text-align: center;"><b>Service</b></p>	<ul style="list-style-type: none"> <li>- The school Facebook page, and website are to be updated regularly informing parents and our online community of upcoming events such as Masses, Liturgies, or other important information.</li> </ul>
	<ul style="list-style-type: none"> <li>- A leadership retreat for all Year 8's is to be held in term 2 and run by the youth team (NET Team) from the Hamilton Diocese.</li> </ul>
	<ul style="list-style-type: none"> <li>- The St Mary's Community Garden is to be used as a resource for our community with all food grown being donated.</li> </ul>
	<ul style="list-style-type: none"> <li>- The Community Foodbank is to be continued, however, publicity around the purpose of it and how to use it is to be maintained.</li> </ul>
	<ul style="list-style-type: none"> <li>- Class Food Bank donations of non-perishable items are to be continued with all items donated going to the Putaruru Food Bank.</li> </ul>
	<ul style="list-style-type: none"> <li>- St Mary's staff and students will participate in a range of Parish and Community events, E.g. Deck the Halls, The Putaruru Christmas parade, provide a plate for shared meal after Mass, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>- Students and staff are encouraged to participate in events such as: the World Vision 40 hour famine, fundraisers designed to support those who are vulnerable in our local and global communities.</li> </ul>
	<ul style="list-style-type: none"> <li>- Students are encouraged to take part in service through the PRIDE programme.</li> </ul>
	<ul style="list-style-type: none"> <li>- Students who have completed the Sacramental Programme will be offered opportunities to be trained as Altar Servers by Jonathan and Father Fernando and added to our Parish Roster.</li> </ul>
	<ul style="list-style-type: none"> <li>- The Social Justice Group and Enviro Groups are to meet every second Tuesday to tackle issues around our school/community.</li> </ul>
	<ul style="list-style-type: none"> <li>- Teaching staff are to join Cynthia Piper for <i>Teachers New to Catholic Schools</i> who will come to us for PD.</li> </ul>
	<ul style="list-style-type: none"> <li>- A time is to be allocated at every staff meeting for discussion about R.E, for example, progress with individual class R.E programmes, any issues or questions that teachers may be having in regards to R.E, different prayer ideas, ways to assess R.E, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>- The DRS is to do regular walk-throughs in each classroom and provide feedback and feedforward to teachers about their R.E in the classroom and general observations they may have.</li> </ul>
	<ul style="list-style-type: none"> <li>- Teachers are to be supported in how they integrate the Key Competencies into R.E, in particular with the Fruits of the Holy Spirit.</li> </ul>
<ul style="list-style-type: none"> <li>- Teachers are to be provided Professional Development opportunities and support around the introduction and implementation of the new Religious Education Curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>- All staff are encouraged to lead a Liturgy on a specific theme for their class or others each term.</li> </ul>	
<ul style="list-style-type: none"> <li>- The DRS is to attend DRS Days as provided by the Diocese.</li> </ul>	
<ul style="list-style-type: none"> <li>- Staff are encouraged to support the Parish Sacramental Programme when opportunities arise.</li> </ul>	
<p style="text-align: center;"><b>Teacher Education (Professional Development)</b></p>	

	<ul style="list-style-type: none"> <li>- The DRS is to compile and update a detailed overview of professional development that staff have attended and use it to identify what their next steps are.</li> <li>- The DRS is to lead at least one staff meeting per term with an R.E focus.</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>- The notice boards and foyer displays are to be up to date and current.</li> <li>- Posters, displays, and resources linking to PB4L, our Marist Charism, and other aspects of our special character, are to be displayed proudly in the classroom and around the school.</li> <li>- All staff role model being the hands, feet, face, and voice of Christ to all.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- A review and cull of old resources in our Resources room is to be undertaken. Replace and purchase new resources if needed.</li> <li>- All CD's have been copied and digitally uploaded to St Mary's Google Drive so that they can be accessed by staff at school or at home.</li> </ul>
<b>Policies</b>	<ul style="list-style-type: none"> <li>- Job descriptions of our Catholic Character Leaders to be clearly defined.</li> <li>- 2022 strategic goals are to be reviewed and reflected on as a staff at least once a term. For example, goals could be looked at weekly at staff meetings and progress discussed.</li> <li>- DRS and Staff are to review and update our school's Religious Education Policies which are on School Doc's.</li> </ul>
<b>Sacramental Programme</b>	<ul style="list-style-type: none"> <li>- Actively promote the Parish Sacramental Programme in our classrooms and make connections to church teaching where possible.</li> <li>- School and members of the parish are to run the Sacramental Program starting in either May or June. Students to make their sacraments in November.</li> </ul>
<b>Catholic Character Review Goals</b>	<ul style="list-style-type: none"> <li>- Work to ensure more collaboration is done with Bishop Edward Gaines School in Tokoroa. Such as, shared professional development, shared sports days, or shared retreats.</li> <li>- Ensure school-wide consistency in the assessment tool for Religious Education. Use both reflective practice and knowledge. Establish a process which might include how we record, and what we do with that information would be helpful. In the senior part of the school, knowledge assessment is essential.</li> <li>- While students are very familiar with the Marist Charism and the hidden way of Mary, the knowledge or understanding of the school monogram should be explicitly taught.</li> <li>- The DRS is to compile a detailed overview of what professional development staff have attended and use it to identify what their next steps are.</li> </ul>