



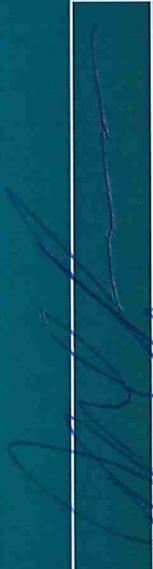

Striving for Excellence in the Marist Tradition

M.A.R.Y - Marist - Attitude - Respect - Yes



St Mary's Catholic School Putaruru (1957)

Strategic and Annual Plan 2023-2025

| | |
|---|---|
| Principal's endorsement: |  |
| Board of Trustees' endorsement: |  |
| Submission date to Ministry of Education: | |

Board of Trustee Undertakings

Board Undertakings/Consultation

The St Mary's Catholic School Combined Board of Trustees consults annually with Maori and the wider community. Formal opportunities for consultation include school newsletter, B.O.T. meetings, staff meetings, PTA meetings, one to one conversation, and community surveys.

The school maintains an open door practice encouraging families to approach the school and individual interviews with parents are held, highlighting how we can work together to improve the education of the child.

Ratification of St. Mary's School Charter

The 2023 school charter was ratified at the _____ meeting of the School Board of Trustees (refer to B.O.T minutes).

School Charter and Annual Report

A copy of the St Mary's Catholic School Charter will be sent to the Ministry of Education by 1st March 2023.

Cultural Dimensions

St Mary's Catholic School's curriculum will recognise the unique position of Maori within New Zealand society. It will provide students with experience and understanding in cultural traditions, language and local and national histories. All students will become familiar with greetings, national anthem in Maori and English, social phrases, instructions, waiata, karakia and mihi through Te Reo. The school will continue to maintain and further develop the communication lines with the Maori community and take into account recommendations from our local iwi, Raukawa. Under the Treaty of Waitangi we recognise a system where we acknowledge and share authority and responsibility in partnership arrangements. _____

St Mary's Catholic School will recognise the cultural identity of our Catholic Filipino community as well as the Pasifika Catholic Community to enhance their role within our school through learning and cultural celebrations.

Tikanga Maori and Te Reo Maori

The priority is for Maori students to feel proud and positive about being Maori within our school environment. We are developing a stronger affiliation with Ngati Raukawa.

St Mary's Catholic School's goal over the next two years will be to redevelop a strong Kapa Haka group that will showcase their identity through performances and himene through a Catholic Character lens.

School Operation, Governance and Management Section:

Curriculum

Key school documents relating to curriculum

- Integrated RE Curriculum
- New Zealand Curriculum Framework
- Localised Curriculum
- Curriculum Implementation Plans
- Student Individual Achievement Records
- Learning Support Register
- School Docs Policies
- Charter and Annual Plan
- Annual Budget

Human Resources

Key School documents relating to human resources

- Job Descriptions
- Performance Agreements
- Teaching Staff - Staff Professional Growth Cycle/Appraisal
- Accidents and Medical Register
- Personnel & Curriculum Policies
- Annual Plan: Strategic Aims and Targets

Our School

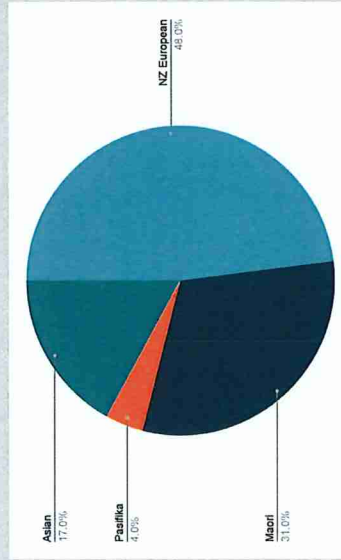
Brief Description

St Mary's Catholic School is a Full Primary catering for Year 0 to Year 8. The school has a rich history associated with the Marist Sisters dating back to 1944. We value the contribution the Marist Sisters have made to St Mary's. We maintain a close cooperative relationship with St Patrick's Parish and St Mary's is part of a Faith Based Kahui ako.

The community is made up of a variety of families from various socio-economic and cultural backgrounds.

The school roll has a maximum of 193. The school roll comprises approximately 31% students drawn from the Maori community and with representations from Indian, Pasifika and Filipino communities.

Percentages shown below:



Staff and Students

95% of the nominal roll children at the school have an association with the Catholic Church and are acknowledged as preference enrolments. The school provides a safe and pleasant learning environment for both children and staff.

At present we have eight classes operating. Teachers operate out of a variety of classrooms including, single classrooms and innovative learning environments. The staff is split into Senior and Junior teams and all plan collaboratively and integrated learning across the curriculum.

We employ teacher aides for learning support. One Office administrator is employed full time. We have a caretaker and librarian who are employed part time. We have three itinerant Teachers focusing on the Arts.

We have a Learning Support Coordinator.

At present our school's senior leadership team consists of the Principal, Deputy Principal (holding the SENCO role), and a Director of Religious Studies.

Catholic Schooling Philosophy

Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment which enables young people to develop the attitudes, knowledge and skills to become active and committed member of the Faith Community and to contribute positively to the world community

The philosophy of Catholic schools in New Zealand is based on a Catholic understanding of Christianity. Catholic Integrated schools live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishop's Act in unison in determining the essentials of the philosophy and its underpinning values.

Educationally Powerful Partnerships

- Faith Based Kahui Ako - collaboration and shared professional learning with nine schools
- Transition to school connections with local ECEs
- Catholic Diocese of Hamilton Schools and Parishes
- Ministry of Education - Support services
- Raukawa Charitable Trust
- Ministry of Health - Support services
- Local Marae/Iwi

National Education and Learning Priorities (NELP's)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion. The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

| Learners at the Centre | Barrier Free Access | Quality Teaching and Leadership | Future of learning and work | World class inclusive public education |
|---|---|---|--|--|
| Learners with their whānau are at the centre of education | Great education opportunities and outcomes are within reach for every learner | Quality teaching and leadership make the difference for learners and their whānau | Learning is relevant to the lives of New Zealanders today and throughout their lives | New Zealand education is trusted and Sustainable |

At our kura, we exemplify and value these five objectives which are implicit throughout our Vision, Mission, Values and Annual Plans. The Vision of the NELPS Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality, is reflected in our school motto of 'Striving for excellence in the Marist Tradition' and Empowering our M.A.R.Y - Marist - Attitude - Respect - Yes. All encourage and awahi akonga to do the best they can and strive to reach their goals. The NELPS also align with our Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At St Mary's Catholic School/Te Kura o Hata Maria we:

- Place every learner at the centre of their learning, with open and trusting relationships with whanau
- Endeavour to remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- Make learning meaningful and relevant to the tamariki of our kura and community
- Endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities

National Education and Learning Priorities (NELP's)

NELP 1 - Objective 1
LEARNERS AT THE CENTRE
Learners with their whānau are at the centre of education

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

INITIATIVES: What we will be doing

- PB4L - Introduce tier 3 systems (+ NELP)
- Revisit Tier 1 and 2 systems and processes
- Strengthening community partnerships
 - Integrating school values into our school community - promotional material development (+NELP 2 and 3)
- Continue with NZ Histories Curriculum (+NELP 3)
- Refine Professional Growth Cycle (+NELP 2&3)
- Math Curriculum (+ NELP 2&3)
- Continue to develop our understanding of integrating the NZ Curriculum with the new RE curriculum

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVES

National Education and Learning Priorities (NELP's)

NELP 2 - Objective 2 BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy

NELP 3 - Objective 3 QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

INITIATIVES: What we will be doing

- PB4L - Introduce tier 3 systems (+ NELP 1)
- Revisit Tier 1/2 systems and processes (+ NELP 1)
- Strengthening community partnerships - Integrating school values into our school community - Promotional Material development (+ NELP 1)
- Poutama Pounamu - improving Te Reo Maori (+ NELP 1 & 3)
- Refine Professional Growth Cycle (+ NELP 1 & 3)
- Develop school wide progression of play and project based learning (+ NELP 1 & 3)
- Structured Literacy Consolidation (+ NELP 1 & 3)
- Inquiry into Structured Maths (+ NELP 1 & 3)

INITIATIVES: What we will be doing

- Poutama Pounamu - improving Te Reo Maori (+ NELP 1 & 2)
- Continue with NZ Histories Curriculum (+ NELP 1)
- Developing and designing our Localised Curriculum alongside the new RE curriculum (+ NELP 1)
- Refine Professional Growth Cycle (+ NELP 1 & 2)
- Develop school wide progression of play and project based learning (+ NELP 1 & 2)
- Structured Literacy Consolidation (+ NELP 1 & 2)
- Inquiry into Structured Maths (+ NELP 1 & 2)
- Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum - Through play and projects (+ NELP 1 & 2)

Annual Plan 2023 Goal 1 - (Community) Being part of the M.A.R.Y

| Initiative | Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|------------------------|------------------------|---|
| <ul style="list-style-type: none"> PB4L - Introduce tier 3 systems Revisit Tier 1/2 systems and processes Strengthening community partnerships - Integrating school values into our school community - Promotional Material development | 2023 | | |  |
| Action | Responsible | Resources | Due | Measure |
| Review the ticket system with Houses. Ensure all staff are giving out tickets at Morning Tea and Lunchtimes, reinforcing positive behaviour | PB4L team | Time | Start T ^m 1 | Implementation of steps throughout the school |
| Teaching of M.A.R.Y and our PB4L lessons are consistently taught in all classrooms throughout the year | PB4L and Staff | Shared Drive - Lessons | Start T1 | Teachers improved use of behaviour plans and proof of teaching PB4L |
| Introduce Tier 3 systems - consultation with LSC/SENCO, | PB4L, LSC, SENCO/RTLB and MOE Psychologist | Time, | Start T1, Review T2 | System is in place and in use Comparison of 2022-2023 data/pastoral notes |
| Launch promotional material - visuals, posters - Catholic Character Visual to be displayed outside the school and field Reflection Room used as a positive place to reflect on the behaviours that have occurred. Ensure our values are displayed and discussed when dealing with behaviour | PB4L, ICT, SENCO | Time, \$\$\$ | | Updated info on website, newsletter, brochure - Use of House Points displayed |
| Attend PB4L conference 2023 - Jenny and Karen | PB4L | Budget - | | |
| Review Tier 1-2 = make PB4L data a talking point in team meetings, use and analysis of data | PB4L, Team leaders | | End of year | Team meeting minutes show discussion |

Annual Plan 2023 Goal 3 - Grow teacher and student agency.

| Initiative | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--------|--------|--------|--------|
| <ul style="list-style-type: none"> Refine Professional Growth Cycle Review and enrich our Maths Programme Te Whariki links to playbased learning Structured Literacy consolidation IDEAL Spelling Programme (All Classes) | | | | |

| Action | Responsible | Resources | Due | Measure |
|---|--------------------------------|--|-----|---|
| Refine/create template for professional growth cycle - staff inquiry to fit with professional growth cycle | Senior Leadership Teachers | Google Slide | EoY | Completed growth cycle EoY |
| Develop school wide progression of play based learning and links to Te Whariki and localised curriculum | Karen, Clare, Malesa and Maree | Human | EoY | Play philosophy online and handbook |
| Teachers trained to focus on assessment and reporting and interventions through Edge Platform - EDGE Conference | Senior Management Teachers | Edge PLD | EoY | SL is self sustaining Reports to BoT Data analysis and presentation Interventions in place |
| Inquire into St Mary's Maths Programmes using Maths Progressions | Clare and Sonja to Lead | Human Release time Maths resources Budget | EoY | Plan developed for 2024 - prof development, scope and sequence/implementation plan |
| Structured Literacy to be consolidated through BSLA - Junior School IDEAL Spelling Programme | Junior Teachers | BSLA IDEAL Learning Matters - Release time | EoY | Data analysis BSLA Data analysis IDEAL |

Annual Plan 2023

Goal 4

Promote the integration of the new RE curriculum across all learning areas

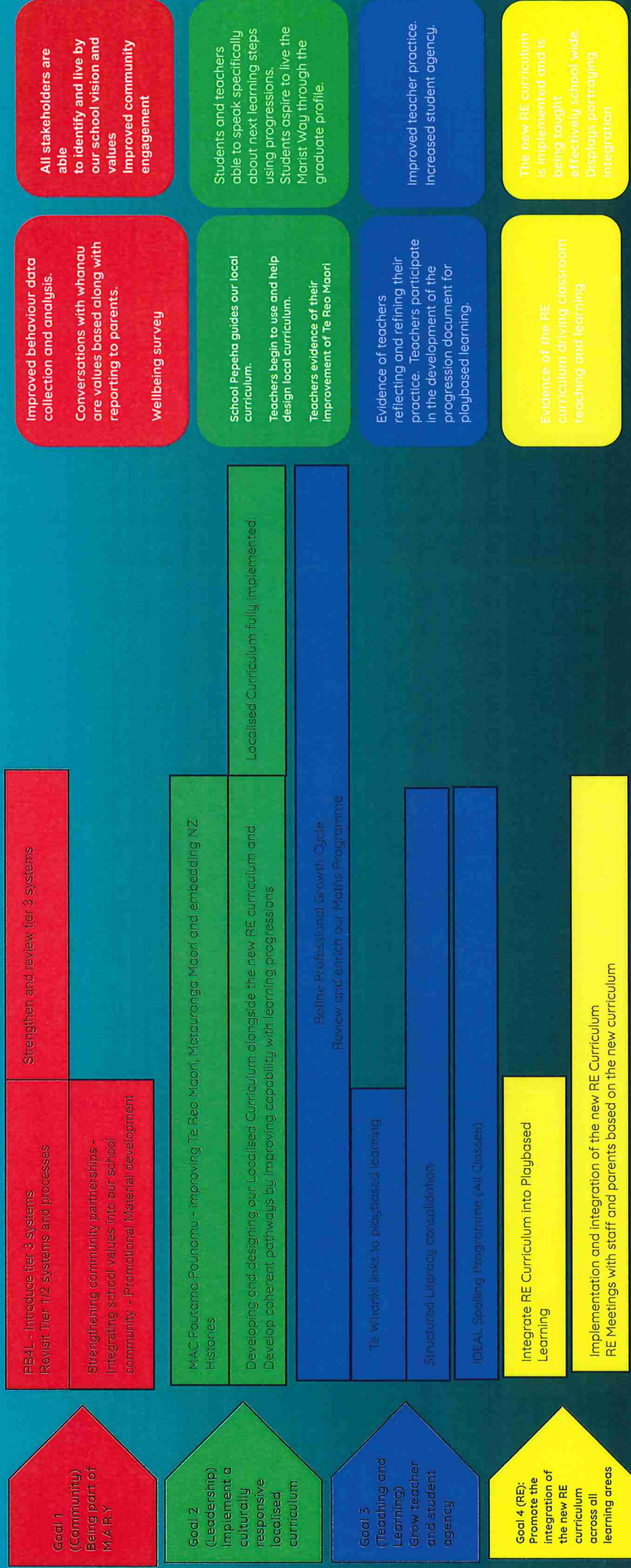
| Initiative | Term 1 | Term 2 | Term 3 | Term 4 |
|--|-------------------------------|----------------------------------|-------------------|---|
| <ul style="list-style-type: none"> Integrate RE Curriculum into Playbased Learning Implementation and integration of the new RE Curriculum RE Meetings with staff and parents based on the new curriculum | | | | |
| Action | Responsible | Resources | Due | Measure |
| Teacher only day to create a year long plan | All staff | ToD | | LTP |
| Develop consistency in planning across the school | Led by DRS - Jonathan | Time | Begin 2023 onward | Feedback through RE meetings |
| Develop links with localised curriculum | DRS - Jonathan | | Ongoing | Evidence in planning and in classrooms |
| PLD - Unpack the New Curriculum | All staff | Diocese Karen and Jonathan | End of Year | Staff Meeting PLD and implement in class programmes |
| Build resourcing to support RE | RE Team All staff | \$1500 | End of year | Teacher planning Library |
| Develop an integrated plan for 2024 | Led by Jonathan and All Staff | Time ToD Blenheim | End of Year | Planning |

St Mary's Catholic School Putaruru Blueprint

Key Metrics

What success looks like...

| 2023 | | 2024 | | | | | 2025 | | | | |
|------|---|------|---|---|---|---|------|---|---|---|---|
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |



MISSION

Under the name of
MARY
we will be:
Striving for Excellence in
the Marist Tradition

St Mary's Catholic School Putaruru Strategic Priorities 2023

VISION

Empowering M.A.R.Y
Marist - Attitude -
Respect - Yes

STRATEGIC goals 2023-2025

INITIATIVES: What we will be doing

Goal 1 (Community):
Being part of the M.A.R.Y

- Continue to strengthen community partnerships - Integrating school values into our school community - Promotional material development.
- PBL - Introduce Tier 3 Systems
- Revisit Tier 2 systems and processes

Goal 2 (Leadership):
Implement a culturally responsive
localised curriculum.

- Continue to develop coherent pathways by improving capability with learning progressions
- Embed NZ Histories
- MAC/Poutama Pounamu - Improving Te Reo Maori, Matauranga Maori
- Continue to strengthen local connections with Raukawa and local marae
- Develop and design our Localised Curriculum alongside the new RE Curriculum

Goal 3 (Teaching and Learning):
Grow teacher and student agency

- Link Te Whānui to our playbased learning and planning and assessment around Playbased to be developed further
- Structured Literacy consolidation (Rooms 1, 2, 3)
- IDEAL Spelling Programme (All classes)
- Review and establish an enriched Maths Programme throughout the school using learning progressions

Goal 4 (Religious Education)
Promote the integration of the new
RE curriculum across all learning
areas
Te whakatupu ma te matauranga

- Implementation and integration of the new RE curriculum
- Integrate RE Curriculum into Playbased Learning
- RE Retreat with Staff
- RE Meetings with staff and parents based on the new RE Curriculum



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 Act 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? | 2023 | 2024 | 2025 | 2026 |
|---|--|--|--|------|
| Undertake capital building development Nag 4iii | <p>Astroturf and ramp bottom court</p> <p>Gable between Rooms 3 and 4 is rotten and needs replacing</p> <p>Storage container next to Music block</p> <p>Sensory Garden (Enviro Group) completed</p> <p>Signage of our school values</p> <p>Enhance the Grotto area and van der Kroft Grove</p> | Hall, kitchen and toilets refurbished and upgraded | <p>Painting inside Rooms 1 - 6</p> <p>Welcome carving for the front of the Hall</p> <p>Signage displaying St Mary's Catholic School Hall</p> | |
| Infrastructure | Work with stakeholders and suppliers to ensure school infrastructure is maintained appropriately and upgraded where necessary. | | | |
| <p>Management of school asset system.</p> <p>Maintenance of property to ensure the safety and health of occupants.</p> <p>(NAG 4ii)</p> | <ul style="list-style-type: none"> • Maintain and update school asset register regularly. • Estimate economic life of assets contained within register and costings of replacement. Report recommendations to finance committee/BOT so as to ensure coherent replacement programme. • Regular inspection by Principal/ BOT/ Caretaker to ensure property is safe. • Carry out regular paint touch ups, spouting checks, fertilising etc. as per 10 year plan | | | |

Links to 2023 Action Plans

MISSION

Under the name of
MARY
 we will be:
*Striving for Excellence in
 the Marist Tradition*

VISION

*Empowering M.A.R.Y
 Marist - Attitude -
 Respect - Yes*

Goal 1 (Community):

Being part of the 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
 Te whakatupu ma te matauranga

RELIGIOUS EDUCATION ACTION PLAN

LITERACY ACTION PLAN - to be developed with
 IDEAL and Kahui Ako

MATHEMATICS ACTION PLAN - active Action
 Plan with staff

PASIFIKA ACTION PLAN

FUTURE ORIENTATED ACTION PLAN

MAORI ACTION PLAN

HEALTH AND PE ACTION PLAN



St Mary's Catholic School, Putaruru Strategic Self Review

VISION
Empowering M.A.R.Y
Marist - Attitude -
Respect - Yes

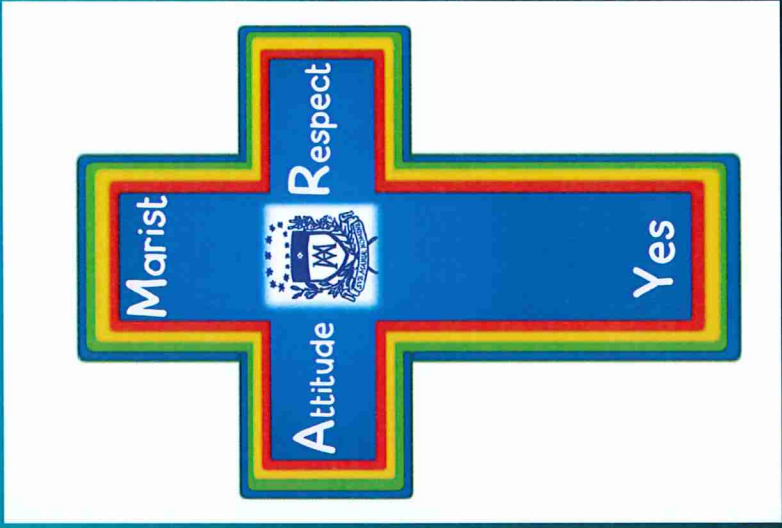
MISSION
Under the name of
MARY
we will be:
Striving for Excellence
in the Marist Tradition

Goal 1 (Community):
Being part of the 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
Te whakatupu ma te matauranga



Action Plan for Literacy Achievement

2023

2023 CURRICULUM ACTION PLAN FOR LITERACY ACHIEVEMENT

| | |
|---|--|
| MISSION: | Under the name of Mary students will be: Striving for Excellence in the Marist Tradition |
| VISION: | Empowering M.A.R.Y - Marist, Attitude, Respect, Yes |
| STRATEGIC GOALS: | 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 |
| Strategic Objectives: | <ul style="list-style-type: none">- To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)- 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' and Inquiry learning- Development of Culturally Responsive Localised Curriculum in response to underachievement for Maori Learners- To improve the home-school partnership of all families, particularly our target students- To accelerate the learning of students achieving below the Expected Curriculum Level- To identify our gifted children and to ensure our programmes are stimulating them- Ensure up to date and appropriate resources are available. Ensure purchases are made where there is a need. |
| Reading - Annual Objective and Aims (2023) | 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 |
| Writing - Annual Objective and Aims (2023) | 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 |

| Planned Actions for 2023 | Progress on planned actions |
|--|--|
| Learning Progression Framework | |
| <p>Key Goal: To increase teacher capability and judgement consistency in relation to the Learning Progressions (via LPF)</p> <p>How?</p> <ul style="list-style-type: none"> - 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 Dojo or class blogs) | <p>Staff Meetings 2023 Focus</p> <p>Local Curriculum and NZ Histories - including our Whanau Group. Reading, Writing and Maths - Moderation IDEAL Spelling Programme Maths Learning Progressions Professional Growth Cycle</p> |
| Teaching as Inquiry | |
| <p>Key Goal: To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via collaborative inquiry</p> <p>How?</p> <ul style="list-style-type: none"> - 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 - PLD <p>Professional Growth Cycle</p> | <p><i>Critical Buddies is still to be embedded in our teaching and learning practice for 2023. As part of a teachers CRT they must go and observe a lesson of their critical buddy and feedback for the teachers.</i></p> <p><i>End of Term 2 - All teachers have observed each other and have set goals for each other.</i></p> <p>Appraisal Folder</p> |

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, alongside Teacher Aides Malesa Croke and Shinta Loughnan. Observations to occur, linked 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.

Playbased learning is an area that is being worked on and focusing on Learning Provocations. With Rooms 1 and 2 working together to achieve this goal. Provocations are areas based on Maths, Literacy, Science and Technology and at times Religious Education. Planning is being developed through photo taking and observations

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

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 to reestablish with support from LSC
- 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
-

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

IDEAL Meetings with parents

Maths Learning Progressions - Just in Time Maths introduction to Parents/Whanau

Accelerate Programmes and Resourcing

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

How?

- Continue structured Literacy Professional Development
- Teachers collaboratively identify, track and refine teaching/learning practices for target students. Goals set every 5 weeks
- IDEAL - Spelling Programme
- ESOL programme reestablished Term 2
- Explicit teaching - group work across all levels 1 - 4 in all curriculum areas

2023

Better Start Literacy to restart in Term 1 - Clare Colman, Karen McChlery and Courtney Henderson to embed BSLA into their Reading Programme for 2023

- Embed Phonics into Reading and Writing Programme
- 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 - 8 area
- Explicit teaching of SPELLING through the IDEAL Approach

Structured Literacy is proving to be an effective programme and progress is seen with the tamariki. Assessment Results will be collated at the end of the programme.

Gifted/Talented Children

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

How?

- Resourcing programmes
- Database 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

Chorale with Melody Schnauer

Kapa Haka Group to be reestablished

Art extension with Cecilia Mackinnon

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

2023

Continue with Twinkl Subscription

Reading Eggs

Sharyn Merry

IDEAL Resources

Young Writers

hookedonbooks.org.nz

SUMMARY OF 2022

Twinkl is an excellent resource for teaching. Reading Eggs is an excellent resource for the classroom and works alongside our literacy programmes. The continuation and extension of our Gifted and Talented alongside explicit teaching for all learners in particular our target learners is vital.

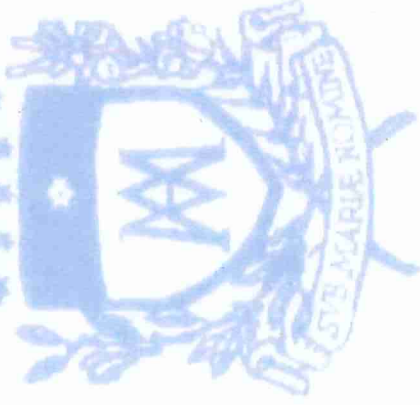
St Mary's Catholic School,

Putaruru

Striving for Excellence in the Marist Tradition

Religious Education Strategic Plan

2023



| Key Areas: | Actions/Goals: | |
|--|---|--|
| <p style="text-align: center;">PB4L</p> | <ul style="list-style-type: none"> - 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. | |
| | <ul style="list-style-type: none"> - 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. | |
| | <ul style="list-style-type: none"> - Classroom rewards: Individual teachers have their own classroom rewards system - depending on their various classroom/student needs. Class Dojo, house points and reward charts are an example of this. Classroom teachers revisit these often. | |
| | <ul style="list-style-type: none"> - Student IEPs (learning & behaviour) are seen as working documents to help run diagnostics on particular classroom behaviours. | |
| | <ul style="list-style-type: none"> - 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. | |
| | <ul style="list-style-type: none"> - PB4L language and terminology is consistent across the school and used regularly by all staff. | |
| | <ul style="list-style-type: none"> - All staff are familiar with the PB4L flowchart and follow it appropriately. | |
| | <ul style="list-style-type: none"> - All staff record minor and major behaviours that occur in the playground on Edge | |
| | <ul style="list-style-type: none"> - PB4L visuals such as the Marist Cross, Matrix and School Motto are present in each classroom and around the school. | |
| | <p style="text-align: center;">Prayer</p> | <ul style="list-style-type: none"> - Jonathan 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. |
| | | <ul style="list-style-type: none"> - 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. |
| | | <ul style="list-style-type: none"> - Jonathan to collate a folder with prayers broken down for each year group, in accordance with the PRIDE Challenge and RE Expectations. |
| | | <ul style="list-style-type: none"> - The School Prayer is on the cover of all Student Assessment books and all students are familiar with the words. |
| <ul style="list-style-type: none"> - All staff present at our morning briefings are encouraged to participate in and lead daily prayer at least twice a term. | | |
| <ul style="list-style-type: none"> - | | |
| <ul style="list-style-type: none"> - 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> | | |
| <ul style="list-style-type: none"> - All staff meetings and formal group meetings such as PTA are to begin with prayer. | | |

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| <h2 style="text-align: center;">Classroom Programme</h2> | <ul style="list-style-type: none"> - Prayer is prayed three times a day; to begin the day, before eating, and at the end of the day. |
| | <ul style="list-style-type: none"> - Classes attempt to pray in different languages. (E.g. Sign of the cross in Te Reo Maori, etc.) |
| | <ul style="list-style-type: none"> - All classes take part in the Angelus and Rosary during the church year calendar - May and October. To be done with buddy classes. |
| | <ul style="list-style-type: none"> - Through regular classroom visits, the DRS will ensure that all RE displays are current. |
| | <ul style="list-style-type: none"> - The nationwide New Religious Education Curriculum will be introduced slowly. The curriculum will be broken up into eight staff meetings. |
| | <ul style="list-style-type: none"> - Students will be formally and informally assessed by the classroom teacher against the Achievement Objectives taught throughout the term. |
| | <ul style="list-style-type: none"> - 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. |
| | <ul style="list-style-type: none"> - Continue affective domain evaluations that are included in Assessment. |
| | <ul style="list-style-type: none"> - Liturgical Year themes, Caritas units during Lent, and Social Justice Week to be taught. |
| | <ul style="list-style-type: none"> - 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. |
| <h2 style="text-align: center;">Liturgical Celebrations</h2> | <ul style="list-style-type: none"> - 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. |
| | <ul style="list-style-type: none"> - Artwork and prayer displays around the school reflect the liturgical celebration. |
| | <ul style="list-style-type: none"> - 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. |
| | <ul style="list-style-type: none"> - Family Whanau Programme Meeting to be held for Junior parents and families new to our school. |
| | <ul style="list-style-type: none"> - Communication about School and Parish Events is to be shared with the parent community well in advance. |
| | <ul style="list-style-type: none"> - All classes are to be communicated to parents (E.g. Seesaw, Dojo, Email, Newsletter, Notebook, etc) |
| | <ul style="list-style-type: none"> - 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. |
| | <ul style="list-style-type: none"> - |
| | <ul style="list-style-type: none"> - 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. |

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| <p style="text-align: center;">Service</p> | <ul style="list-style-type: none"> - A leadership retreat for all Year 8's is to be held in term 1 and run by Dianne from the Hamilton Diocese. - The St Mary's Community Garden is to be used as a resource for our community with all food grown being donated. - The Community Foodbank is to be continued, however, publicity around the purpose of it and how to use it is to be maintained. - Class Food Bank donations of non-perishable items are to be continued with all items donated going to the Putaruru Food Bank. There is a classroom roster which indicates which class and teachers donate. - 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. - 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. - Students are encouraged to take part in service through the PRIDE programme. - Students who have completed the Sacramental Programme will be offered opportunities to be trained as Altar Servers by Jonathan and Father Robert and be added to our Parish Roster. - The Social Justice Group and Enviro Groups are to meet every second Tuesday to tackle issues around our school/community. - Jonathan will organise a staff retreat run by either the parish priest, Father Robert, or an available facilitator. - 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. - 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. - Teachers are to be supported in how they integrate the Key Competencies into R.E, in particular with the Fruits of the Holy Spirit. - Teachers are to be provided Professional Development opportunities and support around the introduction and implementation of the new Religious Education Curriculum. - All staff are encouraged to lead a Liturgy on a specific theme for their class or others each term. - The DRS is to attend DRS Days as provided by the Diocese. - Staff are encouraged to support the Parish Sacramental Programme when opportunities arise. - 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. |
| | <p style="text-align: center;">Teacher Education (Professional Development)</p> |

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| | <ul style="list-style-type: none"> - The DRS is to lead at least one staff meeting per term with an R.E focus. |
| | <ul style="list-style-type: none"> - The notice boards and foyer displays are to be up to date and current. |
| Environment | <ul style="list-style-type: none"> - Posters, displays, and resources linking to PB4L, our Marist Charism, charities, and other aspects of our special character, are to be displayed proudly in the classroom and around the school. |
| | <ul style="list-style-type: none"> - All staff role model being the hands, feet, face, and voice of Christ to all. |
| Resources | <ul style="list-style-type: none"> - A continued review and cull of old resources in our Resources room is to be undertaken. Replace and purchase new resources if needed. - 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. |
| Policies | <ul style="list-style-type: none"> - Job descriptions of our Catholic Character Leaders to be clearly defined. - 2023 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. - DRS and Staff are to review and update our school's Religious Education Policies which are on School Doc's. |
| Sacramental Programme | <ul style="list-style-type: none"> - Actively promote the Parish Sacramental Programme in our classrooms and make connections to church teaching where possible. |
| | <ul style="list-style-type: none"> - 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. |
| Catholic Character Review Goals | <ul style="list-style-type: none"> - 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. - 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. - 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. |
| | <ul style="list-style-type: none"> - 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. |

**St Mary's Catholic School
Putaruru
Achievement Data**

2022

End of Year 2022 Student Achievement Data

Year 0-8 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 84% | 144 | 81% | 138 | 82% | 141 |
| Boys | 79% | 66 | 74% | 62 | 80% | 67 |
| Girls | 96% | 82 | 87% | 76 | 85% | 74 |
| Maori boys | 73% | 16 | 73% | 16 | 73% | 16 |
| Maori girls | 85% | 22 | 85% | 22 | 85% | 22 |
| Pasifika boys | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika girls | 50% | 1 | 50% | 1 | 50% | 1 |

End of Year 2022 Student Achievement Data

Year 1 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 100% | 30 | 100% | 30 | 82% | 141 |
| Boys | 100% | 16 | 100% | 16 | 100% | 16 |
| Girls | 100% | 14 | 100% | 14 | 100% | 14 |
| Maori boys | 100% | 2 | 100% | 2 | 100% | 2 |
| Maori girls | 100% | 5 | 100% | 5 | 100% | 5 |
| Pasifika boys | n/a | n/a | n/a | n/a | n/a | n/a |
| Pasifika girls | n/a | n/a | n/a | n/a | n/a | n/a |

End of Year 2022 Student Achievement Data

Year 2 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 100% | 24 | 100% | 24 | 100% | 24 |
| Boys | 100% | 11 | 100% | 11 | 100% | 13 |
| Girls | 100% | 13 | 100% | 13 | 100% | 13 |
| Maori boys | 100% | 2 | 100% | 2 | 100% | 2 |
| Maori girls | 100% | 5 | 100% | 5 | 100% | 5 |
| Pasifika boys | N/A | | N/A | | N/A | |
| Pasifika girls | 100% | 1 | 100% | 1 | 100% | 1 |

End of Year 2022 Student Achievement Data

Year 3 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|-----------------|--------------------------------------|--|--------------------------------------|--|--------------------------------------|--|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL (and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL (and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL (and total population) |
| Whole School | 68% | 15 | 68% | 15 | 73% | 16 |
| Boys | 50% | 5 | 50% | 5 | 60% | 6 |
| Girls | 83% | 10 | 83% | 10 | 83% | 10 |
| Maori boys | 0% | 0 | 0% | 0 | 0% | 0 |
| Maori girls | 75% | 3 | 75% | 3 | 75% | 3 |
| Pasifika boys 2 | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika girls | N/A | N/A | N/A | N/A | N/A | N/A |

End of Year 2022 Student Achievement Data

Year 4 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|------------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 70% | 14 | 70% | 14 | 70% | 14 |
| Boys | 50% | 5 | 40% | 4 | 50% | 5 |
| Girls | 90% | 9 | 90% | 9 | 90% | 9 |
| Maori boys | 60% | 3 | 40% | 2 | 60% | 3 |
| Maori girls | 100% | 1 | 100% | 1 | 100% | 1 |
| Pasifika boys | N/A | | | | | |
| Pasifika girls 1 | 0% | 0 | 0% | 0 | 0% | 0 |

End of Year 2022 Student Achievement Data

Year 5 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 74% | 14 | 74% | 14 | 66% | 12 |
| Boys | 50% | 2 | 50% | 2 | 50% | 2 |
| Girls | 80% | 12 | 80% | 12 | 71% | 10 |
| Maori boys | 50% | 1 | 50% | 1 | 50% | 1 |
| Maori girls | 71% | 5 | 71% | 5 | 50% | 3 |
| Pasifika boys | N/A | N/A | N/A | N/A | N/A | N/A |
| Pasifika girls | N/A | N/A | N/A | N/A | N/A | N/A |

End of Year 2022 Student Achievement Data

Year 6 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 80% | 16 | 75% | 15 | 80% | 16 |
| Boys | 83% | 10 | 66% | 6 | 85% | 11 |
| Girls | 75% | 6 | 75% | 6 | 75% | 6 |
| Maori boys | 50% | 1 | 100% | 3 | 66% | 2 |
| Maori girls | 0% | 0 | 0% | 0 | 0% | 0 |
| Pasifika boys | N/A | | | | | |
| Pasifika girls | N/A | | | | | |

End of Year 2022 Student Achievement Data

Year 7 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 88% | 21 | 75% | 18 | 80% | 19 |
| Boys | 85% | 11 | 77% | 10 | 85% | 11 |
| Girls | 91% | 10 | 73% | 8 | 73% | 8 |
| Maori boys | 100% | 4 | 100% | 4 | 100% | 4 |
| Maori girls | 100% | 3 | 100% | 3 | 100% | 3 |
| Pasifika boys | N/A | | | | | |
| Pasifika girls | N/A | | | | | |

End of Year 2022 Student Achievement Data

Year 8 Putaruru St Mary's



| | Reading | | Writing | | Maths | |
|----------------|--------------------------------------|---|--------------------------------------|---|--------------------------------------|---|
| | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) | % Achieved At or Above (Expected CL) | Number achieved At or Above expected CL(and total population) |
| Whole School | 90% | 9 | 90% | 9 | 90% | 9 |
| Boys | 83% | 5 | 83% | 5 | 83% | 5 |
| Girls | 100% | 4 | 100% | 4 | 100% | 4 |
| Maori boys | 100% | 2 | 100% | 2 | 100% | 2 |
| Maori girls | 100% | 1 | 100% | 1 | 100% | 1 |
| Pasifika boys | N/A | | | | | |
| Pasifika girls | N/A | | | | | |