



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 2024-2026

Principal's endorsement:	28 February 2024
Board of Trustees' endorsement:	28 February 2024
Submission date to Ministry of Education:	1 March 2024

Board of Trustee Undertakings

Board Undertakings/Consultation

The St Mary's Catholic School Combined Board of Trustees consults biannually 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 along with Whanau group hui.

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 2024 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 2024.

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 over the last year has rebuilt a strong Kapa Haka group that will showcase their identity through performances and himehime 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

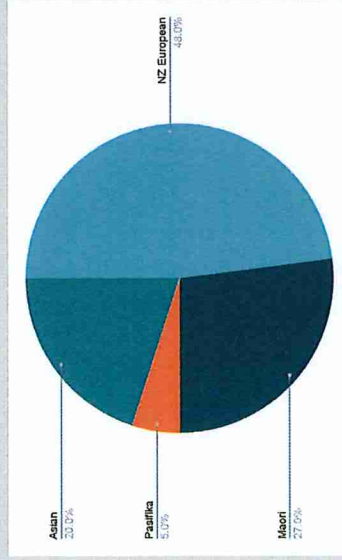
Brief Description

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 members 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 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

MISSION

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

St Mary's Catholic School Putaruru Strategic Priorities 2024

VISION

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

STRATEGIC goals 2024-2026

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

INITIATIVES: What we will be doing

- Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development.
- PB4L - continue to build Tier 3 Systems
- Revisit Tier 1 and 2 systems and processes

- Continue to develop coherent pathways by improving capability with learning progressions
- Embed Aotearoa NZ Histories
- Improving Te Reo me ona tikanga
- Continue to strengthen local connections with Raukawa and local marae
- Develop and design our Localised Curriculum alongside the new RE Curriculum

- Link Te Whānaki to our playbased learning and planning and assessment around Playbased to be developed further
- Structured Literacy consolidation in Spelling and Reading
- Establish an enriched Structured Maths Programme throughout the school using learning progressions implement explicit teaching in Maths
- After embedding reading and spelling, Structured writing will occur

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



St Mary's Catholic School Putaruru Blueprint

		2024				2025				2026			
		1	2	3	4	1	2	3	4	1	2	3	4
Goal 1 (Community) Being part of MARY	PB4L - Strengthen tier 3 systems Revisit and build on Tier 1 and 2 systems and processes. Employment of the Dingle Foundation to empower young people to succeed and overcome life's obstacles.	Review tier 1, 2, 3 systems											
	Strengthening community partnerships - Integrating school values into our school community - Promotional Material development for the website. Continuous consultation and action with parish, whanau and iwi - Raukawa and the importance of student voice.	All staff and whanau will have knowledge, growth and embedded in St Mary's local curriculum.											
	Embedding Aotearoa NZ Histories through planning. Creating a progression chart and improving the use of Te Reo me ona tikanga	School Pepeta guides our local curriculum. Teachers begin to use and help design local curriculum. Teachers evidence of their improvement of Te Reo Maori											
	Integrating our Localised Curriculum alongside the new RE curriculum and Establishing coherent pathways by improving capability with learning progressions	Evidence of teachers reflecting and refining their practice. Teachers participate in the review of play.											
Goal 2 (Leadership) Implement a culturally responsive localised curriculum	Refine Professional Growth Cycle Structured Maths programme being taught across all levels.	Structured Maths (PRIME) and IDEAL Reading, Writing and Spelling fully embedded into classroom learning programmes.											
	Review Play in our junior school showing that we are implementing the hour of Maths, Reading and Writing	Evidence of the RE curriculum driving classroom teaching and learning.											
Goal 3 (Teaching and Learning) Grow teacher and student agency	Explicit teaching using PRIME and IDEAL across the school levels/phases...	The new RE curriculum is implemented and is being taught effectively school wide. Displays portraying integration											
	Integrate RE Curriculum into Playbased Learning	The new RE curriculum is implemented and is being taught effectively school wide. Displays portraying integration											
Goal 4 (RE): Promote the integration of the new RE curriculum across all learning areas	Implementation and integration of the new RE Curriculum RE Meetings with staff and parents based on the new curriculum	The new RE curriculum is implemented and is being taught effectively school wide. Displays portraying integration											
	RE Curriculum fully integrated into classroom programmes.	The new RE curriculum is implemented and is being taught effectively school wide. Displays portraying integration											

Key Metrics

What success looks like...

All stakeholders are able to identify and live by our school vision and values Improved community engagement

Improved behaviour data collection and analysis. Conversations with whanau are values based along with reporting to parents. Wellbeing survey

Students and teachers will know purakau and pakiwaitara of our school pepeta. (Pepeta stories and knowledge) Students aspire to live the Marist Way through the graduate profile.

School Pepeta guides our local curriculum. Teachers begin to use and help design local curriculum. Teachers evidence of their improvement of Te Reo Maori

Improved teacher practice. Increased student agency.

Evidence of teachers reflecting and refining their practice. Teachers participate in the review of play.

The new RE curriculum is implemented and is being taught effectively school wide. Displays portraying integration

Evidence of the RE curriculum driving classroom teaching and learning.

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 - Strengthen Tier 3 systems (NELP 2)
- Review Tier 1 and 2 systems and processes (NELP 2)
- Strengthening community partnerships - Integrating school values into our school community - promotional material development (+NELP 2 and 3)
- Continuous consultation and action with parish, whānau and iwi-Raukawa and the importance of student voice
- Embedding Aotearoa NZ Histories through planning (+NELP 3)
- Refine Professional Growth Cycle (+NELP 2&3)
- Implementation of a Balanced Maths Programme (+NELP 2&3)
- Structured reading and spelling consolidation (NELP 2 & 3)
- Implementation and of explicit teaching in all areas of the curriculum (NELP 2 & 3)
- Continue to develop our understanding of integrating the NZ Curriculum with the new RE curriculum (NELP 2 & 3)

OBJECTIVES

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

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)
- Improving Te Reo Maori and Te reo me ona tikanga (+ NELP 1 & 3)
- Consolidate Professional Growth Cycle (+ NELP 1 & 3)
- Develop school wide progression of play(+ NELP 1 & 3)
- Structured Reading and Spelling Consolidation (+ NELP 1 & 3)
- Implementation of Balanced Maths Programme (+ NELP 1 & 3)
- Implementation of explicit teaching in writing (NELP 2 & 3)

INITIATIVES: What we will be doing

- Improving Te Reo Maori and Te reo me ona tikanga (+ NELP 1 & 2)
- Continue with Aotearoa NZ Histories Curriculum (+ NELP 1)
- Developing and designing our Localised Curriculum alongside the new RE curriculum (+ NELP 1)
- Consolidating Professional Growth Cycle (+ NELP 1 & 2)
- Develop school wide progression of play (+ NELP 1 & 2)
- Structured Literacy Consolidation (+ NELP 1 & 2)
- Implementation of a Balanced Maths Programme
- Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum (+ NELP 1 & 2)

Community Consultation

Consultation with whanau occurs twice a year. The objective is to keep whanau informed about progress of tamariki and ensure that all ākonga (learners), whānau, and the community, can have a say in what the goals of the school are so that they reflect the needs of ākonga (learners).


We have a whanau group to support the school along with the PTA, under the guidelines of the Te Tiriti o Waitangi.

Next steps:

- Consultation will be for a Junior School hui every term to support parents and guide them in the education of their child. We will ‘Haere tahi’ (journey together) with them.
- Whanau group to meet once a term to establish common goals and relationship
- Build connection and consultation with the parish and school

Annual Plan 2024 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"> Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development PB4L - continue to build Tier 3 systems Revisit Tier 1 and 2 systems and processes 	2024			
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, Dingle Foundation - building positive relationships	PB4L, LSC, SENCO/RTLB and MDE Psychologist Dingle Foundation	Time.	Start T1, Review T2	System is in place and in use Comparison of 2023-2024 data/pastoral notes Conversations and interactions with tamariki
Launch promotional material - visuals, posters - Catholic Character Visual to be displayed outside the school and field 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 Promotion of Catholic Character Visual
Attend PB4L cluster hui - Jenny, Karen and Nicola	PB4L team	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

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development PB4L - continue to build Tier 3 systems Revisit Ter 1 and 2 systems and processes 	2024 			
Six monthly review - June 2024				
Six Monthly Review - December 2024				

Annual Plan 2024 Goal 2 - Implement a culturally responsive localised curriculum.

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to develop coherent pathways by improving capability with learning progressions Embed Aotearoa NZ Histories Improving Te Reo me ona tikanga Continue to strengthen local connections with Raukawa and local mara Develop and design our localised curriculum alongside the new RE curriculum 				
	↑			
Action	Responsible	Resources	Due	Measure
Planning using the new Aotearoa NZ Histories and RE Curriculum at Staff Meetings	DRS and Team leaders	Books, artists, art materials	EoY	Implemented and using the new curriculums - visible in environment
Niho Taniwha school stocktake? How can they help us? Where to next?	Senior Leadership and Clare Hedge	Human resource	EoY	Report
Work with MAC (Wayne) at least twice a term to build our competency. Whole Staff to be involved	Senior Leadership Teachers	MAC	EoY	Staff more competent and confident
Start recording and documenting local curriculum	Karen Kahui Ako	Human resource Community Raukawa	EoY	Stories recorded and used in class

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to develop coherent pathways by improving capability with learning progressions Embed Aotearoa NZ Histories Improving Te Reo me ona tikanga Continue to strengthen local connections with Raukawa and local mara Develop and design our localised curriculum alongside the new RE curriculum 	2024			
Six monthly review - June 2024				
Six Monthly Review - December 2024				

Annual Plan 2024 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"> Implementation and integration of the new RE curriculum Continue to integrate RE Curriculum into PB Learning RE Retreat with Staff RE Meetings with staff and parents based on the new RE Curriculum 				
Action	Responsible	Resources	Due	Measure
Teacher only day to create a year long plan	All staff	ToD		LTP
Develop consistency in planning templates across the school	Led by DRS - Jonathan	Time	Begin 2023 onward	All staff using templates Feedback through RE meetings
Develop links with localised curriculum	DRS - Jonathan		Ongoing	Evidence in planning and in classrooms
PLD - Paper through Te Kupenga Fadi Alda f.alda@ctc.ac.nz	All staff	Diocese Karen and Jonathan	End of Year	Staff Meeting PLD and implement in class programmes
Build resourcing to support RE e.g. picture books, drama resources	RE Team All staff	\$1500	End of year	Teacher planning Library
Develop an integrated plan for 2025	Led by Jonathan All Staff	Time ToD Blenheim	End of Year	Planning

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Implementation and integration of the new RE curriculum Continue to integrate RE Curriculum into PB Learning RE Retreat with Staff RE Meetings with staff and parents based on the new RE Curriculum 	2024			
Six monthly review - June 2024				
Six Monthly Review - December 2024				

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?	2024	2025	2026	2027
Undertake capital building development Nag 4iii	Storage container next to Music block Sensory Garden (Enviro Group) completed Signage of our school values Enhance the Grotto area and van der Kroft Grove Hall, kitchen and toilets refurbished and upgraded and floor mended Sand in Sandpit	Painting inside Rooms 1 - 6 Welcome carving for the Hall Signage displaying St Mary's Catholic School Hall Replacing sails across the school	New safety matting for playgrounds Updating playgrounds	Church/School Driveway to be redone
Infrastructure	Work with stakeholders and suppliers to ensure school infrastructure is maintained appropriately and upgraded where necessary.			
Management of school asset system. Maintenance of property to ensure the safety and health of occupants. (NAG 4ii)	<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 Maintenance of the Swimming Pool and surroundings 			

Links to 2024 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](#)

[MATHS ACTION PLAN](#)

[PASIFIKA ACTION PLAN](#)

[MAORI ACTION PLAN](#)

[HEALTH AND PE ACTION PLAN](#)



St Mary's Catholic School, Putaruru Strategic Self Review

MISSION

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

VISION

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LINK TO
SELF
REVIEW
due end
2024

