

With Christ as our centre, we are the St Mary's C.R.E.W.

Ko Ihu Karaiti te uho o te rākau taumata e tautehia nei e te hūnuku o Hata Maria.

St Mary's Catholic School Rotorua (1958)

Strategic and Annual Plan 2024-2026

Principal's endorsement:	26th February 2024
Board of Trustees' endorsement:	4th March 2024
Submission date to Ministry of Education:	1st March 2024



MISSION

Living with J.O.Y

Jesus, Others, Yourself

*E naho tahi ana koutou ko hāri, ko ihu
Karaiti, ko ētahi atu*

St Mary's Rotorua Catholic School Strategic Priorities 2024

VISION

Empowering our C.R.E.W

Courage, Respect, Excellence, Wonder

Te whakamanatanga o tō mātau kāhui

With Christ as our Centre, we are the St Mary's C.R.E.W

STRATEGIC GOALS 2024-2026

INITIATIVES: What we will be doing

Our Graduate Capabilities

Goal 1 (Community):

Being part of the C.R.E.W

- PB4L - strengthen Tier 3 systems
- Review Tier 1/2 systems and processes
- Strengthening community partnerships - Integrating school values into our school community - Promotional material development

Goal 2 (Leadership):

Implement a culturally responsive
localised curriculum

- MAC - improving Te Reo Maori, Matauranga Maori
- Continue with NZ Histories Curriculum
- Developing and designing our Localised Curriculum alongside the new RE curriculum

Goal 3 (Teaching and Learning):

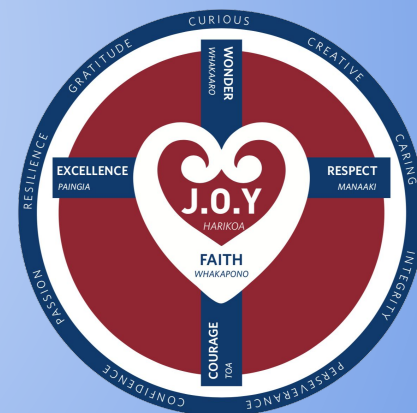
Grow teacher and student agency

- Consolidate Professional Growth Cycle
- Review progression of play in our Junior School (year 0-3)
- Implement a schoolwide balanced maths programme. Implement explicit teaching in maths and writing. Improve teacher knowledge and pedagogy
- Continue to consolidate spelling and reading.

Goal 4 (Religious Education):

Dimension 3: Christian Witness -
Service and Outreach

- Review of dimension three
- Implementation of the new curriculum.



St Mary's Rotorua Catholic School Road Map

2024				2025				2026			
1	2	3	4	1	2	3	4	1	2	3	4

Goal 1 (Community):

Being part of
the C.R.E.W

PB4L - strengthen tier 3 systems
Revisit Tier 1/2 systems and processes

Review tier 3 systems
Revisit Tier 1/2 systems and processes

Review Tier 1, 2 and 3 systems

Strengthening community partnerships - Integrating school values into our school community -
Promotional Material development for the website.

Goal 2 (Leadership):

Implement a
culturally
responsive
localised
curriculum.

Improving they use of Te Reo Maori schoolwide.

Developing and designing our Localised Curriculum alongside the new RE curriculum

Localised Curriculum fully implemented.

Refine Professional Growth Cycle

Consolidate Professional Growth Cycle

Review play in our junior school (Year 0-3)

Implement a schoolwide balanced maths programme. Implement explicit teaching in maths and writing. Improve teacher knowledge and pedagogy
Continue to consolidate spelling and reading.

Goal 3 (Teaching and Learning):

Grow teacher
and student
agency.

Goal 4 (RE): Christian Witness - Service and Outreach.

Review of dimension three .
Implementation of the new curriculum.

Key
Metrics

Improved behaviour data
collection and analysis.

Conversations with whanau
are values based along with
reporting to parents.

School pepeha guides our
local curriculum.

Teacher begin to use and help
design local curriculum.

Teachers evidence their
improvement of te reo Maori.

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

Evidence of the RE curriculum
driving classroom teaching and
learning.

What
success
looks like...

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

A localised curriculum kete
(resource of knowledge)
will be produced.

Students and teachers will
know purakau and
pakiwaitara of our school
pepeha. (Pepeha stories
and knowledge)

Improved teacher practice.
Increased student agency.

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

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 vision of ***Te whakamanatanga o tō mātau kāhui - Empowering our C.R.E.W.*** and mission ***E noho tahi ana koutou ko hari, ko Ihu Karaiti, ko ētehi atu - Living with J.O.Y Jesus, Others, Yourself.*** All encourage and awhi 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 whānau
- 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

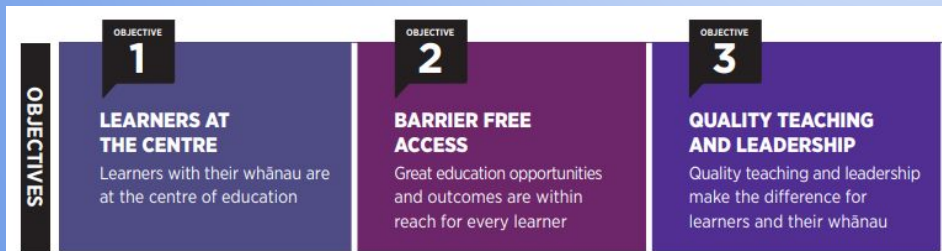
Learners with their whānau are at the centre of education

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 - Consolidating tier 3 systems (+ NELP 2)
- Review Tier 1/2 systems and processes (+ NELP 2)
- Strengthening community partnerships - Integrating school values into our school community - Promotional Material development (website)(+ NELP 2)
- MAC - improving Te Reo Maori (+ NELP 2 and 3)
- Continue with NZ Histories Curriculum (+ NELP 3)
- Developing and designing our Localised Curriculum alongside the new RE curriculum (+ NELP 3)
- Consolidating Professional Growth Cycle (+ NELP 2 & 3)
- Reviewing play in our junior school (+ NELP 2 & 3)
- Structured reading and spelling Consolidation (+ NELP 2 & 3)
- Implementation of a Balanced Maths programme (+ NELP 2 & 3)
- Implementation of explicit teaching in writing(+ NELP 2 & 3)
- Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum (+ NELP 3)



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 - using tier 3 systems (+ NELP 1)
- Review Tier 1/2 systems and processes (+ NELP 1)
- Strengthening community partnerships - Integrating school values into our school community - Promotional Material development (website) (+ NELP 1)
- MAC - improving Te Reo Maori schoolwide(+ NELP 1 & 3)
- Consolidate Professional Growth Cycle (+ NELP 1 & 3)
- Review play in the junior school (Y0-3)(+ NELP 1 & 3)
- Structured reading and spelling Consolidation (+ NELP 2 & 3)
- Implementation of a Balanced Maths programme (+ NELP 2 & 3)
- Implementation of explicit teaching in writing(+ NELP 2 & 3)

INITIATIVES: What we will be doing

- MAC - 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)
- Consolidating Professional Growth Cycle (+ NELP 1 & 2)
- Review play in the junior school (Y0-3)(+ NELP 1 & 3)
- Structured reading and spelling Consolidation (+ NELP 2 & 3)
- Implementation of a Balanced Maths programme (+ NELP 2 & 3)
- Implementation of explicit teaching in writing(+ NELP 2 & 3)
- Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum. (+ NELP 1 & 2)

Information Supporting Our Strategic Plan

Our goals were created as a result of the following consultation in 2023:

- Data collection and analysis
- Student voice surveys
- Whānau surveys
- Teacher self review process
- Meetings with specific targeted groups
- Board self review process

Our four strategic school goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2025.

Strategic Goal Alignment - Education and Training Act 2020

In line with the Tomorrow School's recommendations, clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are for schools to ensure that:

- Every student is able to attain their highest possible standard in educational achievement;
- The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;
- The school is inclusive and caters for students with differing needs;
- The school gives effect to Te Tiriti o Waitangi by:
 - Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
 - Achieving equitable outcomes for Māori students.