



## St Mary's Catholic School, Papakura Annual implementation Plan 2023

[KA HIKITIA](#)

[Action Plan for Pacific Education 2020-2030](#)

### Strategic Objectives 2023-2025

#### *Te Whare o Hāto Maria*

"An intensive focus on Hauora - to address the wellbeing of the whole child"

*ERO - Wellbeing for Success \* Manaakitanga \* Ako \* Mahi Tahi*

[WELLBEING FOR SUCCESS: A RESOURCE FOR SCHOOLS](#)

1. **Mana/Wairua Tapu** (Human dignity as children of God) :  
To recognise and celebrate the mana/ human dignity of every person in our community, providing authentic opportunities to encounter Jesus Christ.
2. **Whānau** (Family and community wellbeing) :  
To nurture a relationship of trust and reciprocity with all families in order to improve and maintain whānau engagement in the life of the school.
3. **Tinana** (Physical wellbeing) :  
To engage and include all students and families in healthy, active learning and living opportunities.
4. **Hinengaro** (Mental and emotional wellbeing) :  
To establish a clear policy and procedure and high aspirations with support for students' emotional, mental and behavioural needs to be able to achieve educational success for all.
5. **Matauranga** (Excellence in teaching and learning) :  
To establish, regularly review and improve our local curriculum, teacher pedagogy, student agency and student outcomes

**Goal 1 : Mana – Wairua Tapu**

**To recognise and celebrate the mana/ human dignity of every person in our community, providing authentic opportunities to encounter Jesus Christ.**

**NELP Priorities 1; 5; 6**

**a. What specific analysed evidence is driving this?**

*Our charism values and highlights the human dignity of the individual as their connection to Te Atua/ Wairua Tapu and driving this as an encounter with Jesus Christ (Contemplation; Communion; Mission)*

**b. What would indicate the success of this strategic goal?**

*An inclusive and shared/common approach to all we do as a learning and faith community which connects with the St Mary’s Way “to be like Jesus in our words and actions” – where we all recognise the face of Christ in each other. A clear focus on mission with many mission opportunities taken up by individuals, whānau groups as well as the school community as a collective. An environment and practice that is free of racism, discrimination and stigma.*

**c. How will we measure progress?**

*Student Voice; evidence of staff pld (spreadsheet); staff personal/spiritual growth (personal reflection videos) ; staff voice; behaviour data; attendance and engagement data – staff and students*

<b>Desired Outcome</b>	<b>Actions</b>	<b>Progress/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i></b>
<p>1. Teachers are knowledgeable about the new RE Curriculum and are able to integrate this effectively with the NZC and our local curriculum outcomes.</p> <p>2. All staff understand and practice within the values of our school charism and St Mary’s Way, making social justice the heart of our catholic social teaching.</p> <p>3. The mana of all students and whānau is celebrated and guides all interactions, forming</p>	<p>1. Teachers plan and deliver impactful and engaging RE programmes from Tō Tātau Whakapono : Our Faith (RE Curriculum for Catholic Schools in Aotearoa New Zealand).</p> <p>2. All staff attend the annual staff retreat to learn about our school charism and how it motivates, guides and underpins our Local Curriculum and the way we engage with our community.</p> <p>3. Gospel Values and The St Mary’s Way is used as a guide when staff engage with students and whānau eg. behaviour modification conversations; goal</p>	<p><b>Term 1 :</b></p> <p><b>Term 2 :</b></p> <p><b>Term 3 :</b></p> <p><b>Term 4 :</b></p>

<p>the basis of all relationships in our school community.</p> <p>4. Wellbeing, encounter with Christ and faith development is enhanced through prayer, scripture and daily meditation.</p> <p>5. Staff, parents and students pursue and grow in knowledge of our faith</p>	<p>setting, 3 way conversations, interviews, learning support and information sharing.</p> <p>4. a. Staff attend weekly staff prayers. Students are taught a range of prayer types. b. Time for meditation is set aside each day at school. Bible scripture and Catholic catechism guides all learning and lesson planning.</p> <p>5. a. Work in partnership with our parish on ways to evangelise and share our faith with our community. b. Parents and children engage with RCIA and Sacramental programmes. c. Teachers engage with regular catholic professional development</p>	
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**Goal 2 : Whānau**

**To nurture a relationship of trust and reciprocity with all families in order to improve and maintain whānau engagement in the life of the school.**

**[Action Plan for Pacific Education 2020–2030](#) (see 5 key focus areas)**

**NELP Priorities 1; 2; 3**

**a. What specific analysed evidence is driving this?**  
*Our Mission statement focus is "TOGETHER". We have not had much chance to survey/consult with our whānau over the past 3 years and we want to make sure we hear their voices clearly, without making assumptions.  
 In the development of our local curriculum, we want to be led by the aspirations, priorities and needs of our whānau and community. We want to develop and sustain a reciprocal relationship of trust with our whānau.*

**b. What would indicate the success of this strategic goal?**  
*An engaged parents and parish whānau who are assertive in their partnership with us and their ownership of our local curriculum. Whānau who are able to confidently question and comment in learning focused conversations. An authentic and active local curriculum designed in partnership with whānau with a focus on achieving their aspirations for their tamariki. Whānau who are well informed and demanding decision-makers in their children's education and learning.*

**c. How will we measure progress?**  
*We will collect feedback from our whānau at least twice each year*

Desired Outcome	Actions	Time Frame (Progress)/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i>
<p>1. Community connections are established and are sustained as a unified learning and faith community.</p> <p>2. Quality teaching and learning programmes are sustained and guided by whānau aspirations.</p>	<p>1. a. All staff connect and engage regularly with parish and parish staff. b. The principal and leadership team further develop their relationship with the parish priest. c. All staff pursue a relationship with parents, using strategies that enhance mana and professionalism.</p> <p>2. a. All staff work to establish and sustain a positive relationship/partnership with mana whenua. b. Conduct regular and varied modes of consultation with parents/ whānau with a focus on effective teaching and learning. c. Co-develop various curriculum scenarios and activities with whānau. d. School staff work with parish staff, PTFA and Board of Trustees to create effective opportunities to provide engaging community events. e. Invite parents/whānau to lead and run community events at school eg. beginning of Year Whānau Picnic ("Island Time")</p>	<p><b>Term 1 :</b></p> <p><b>Term 2 :</b></p> <p><b>Term 3 :</b></p> <p><b>Term 4 :</b></p>
<p><b>Goal 3 : Tīnana</b></p> <p><b>To engage and include all students and families in healthy, active learning and living opportunities.</b></p>		
<p><b>NELP Priorities 3; 6; 7</b></p>		
<p><b>a. What specific analysed evidence is driving this?</b> <i>Health &amp; PE consultation with our whānau over the past 6 years has consistently shown that our parents value an active curriculum, where children have ample outdoor, sports and movement opportunities through the school day, which supports their learning and development. A staff survey revealed that our teachers lacked knowledge, skill, experience and confidence in the HPE curriculum and its delivery.</i></p> <p><b>b. What would indicate the success of this strategic goal?</b> <i>A well integrated approach to teaching across the curriculum, with all children having regular and frequent outdoor/ movement activities which enhance</i></p>		

their broader learning of skills and capabilities. Improved student and staff engagement levels.

**c. How will we measure progress?**

Feedback from parents/whānau, ākongā and facilitators.

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/photos/etc.)</i>
<p>Students, staff and parents enjoy and pursue multiple opportunities to enjoy the outdoors, engage in physical activity and learn through movement, leading to sustained engagement and improved educational outcomes.</p>	<ol style="list-style-type: none"> <li>1. Staff plan and deliver active PE and Health lessons which integrate well with our local curriculum.</li> <li>2. Invite and Action feedback from parents (parent voice) and students (student voice) and teachers (Teacher voice) about our PE and Health Programme.</li> <li>3. Work with Healthy Active Schools and NZ Heart Foundation facilitators to implement an effective and engaging programme.</li> <li>4. Continue to work with Counties Manukau and North Counties associations to enhance teacher skills in the delivery of P.E.</li> <li>5. Provide effective release and professional support for our Sports Co-ordinator to be able to review and improve our PE, Sports and Health Education programme.</li> <li>6. All teachers engage in professional development provided, setting personal goals for improvement.</li> </ol>	<p><b>Term 1 :</b></p> <p><b>Term 2 :</b></p> <p><b>Term 3 :</b></p> <p><b>Term 4 :</b></p>

**Goal 4 : Hinengaro**

**To establish a clear policy and procedure and high aspirations with support for students' emotional, mental and behavioural needs to be able to achieve educational success for all.**

**NELP Priorities 1; 2; 3; 4**

**a. What specific analysed evidence is driving this?**

The impact of the last 3 years since the beginning of the COVID-19 pandemic in 2020 has clearly indicated the need for focused specific support for children, whānau and staff who have shown clear signs of anxiety and heightened stress levels. Our school and community was further impacted in this time by 2 student deaths and the resignation of 3 long standing staff members, followed by a completely new leadership team.

**b. What would indicate the success of this strategic goal?**

Students and staff who are able to clearly identify signs of stress and anxiety and are able to access a kete of strategies to manage these issues and/or a clear pathway to getting the help and support that they need. Clear support processes are established in the school to facilitate this.

**c. How will we measure progress?**

Improved productivity in all areas of the school. Less staff and students requiring time off - improved attendance rates. Less anxious and aggressive outbursts in the playground. Behaviour entry data analysis

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/ etc)</i>
<p>A clear and specific wellbeing policy is developed by all stakeholders, with a shared understanding and accountability</p>	<ol style="list-style-type: none"> <li>1. Parent, staff and student consultation and feedback is actioned with further invitations for continued conversation about how best to address the emotional, mental and behavioural needs of all students and families.</li> <li>2. DP/SENCo is supported by newly appointed senior and junior school Assistant Principals to work with teachers to better identify students and family needs.</li> <li>3. SENCo engages with staff, whānau, students and support agencies to provide support needed.</li> <li>4. Leadership team works with staff to promote, facilitate and guide collaboration to identify St@R students (Students at Risk) and to develop IEPs for each child/whānau.</li> <li>5. Staff partner with the parish and church support agencies to work closely with families who need help.</li> <li>6. The leadership team collaborates to sustain and further develop strategies established/ identify new strategies to support staff wellbeing</li> </ol>	<p><b>Term 1 :</b></p> <p><b>Term 2 :</b></p> <p><b>Term 3 :</b></p> <p><b>Term 4 :</b></p>
<p><b>Goal 5 : Matauranga</b>  <b>To establish, regularly review and improve our local curriculum, teacher pedagogy, student agency and student outcomes</b></p>		
<p><b>NELP Priorities 2;3;4;6;7</b></p>		
<p><b>a. What specific analysed evidence is driving this?</b></p>		

The impacts of a national standards based education are clear – students who are inactive; staff who have little motivation, ownership of creativity in their lesson planning and delivery; disengaged students. Staff with limited knowledge of the broader curriculum, who follow outdated methods with little consideration of the “child of the day”. Staff who have very little cultural knowledge or capability to support and nurture a diverse range of learner. Staff who are unaware of their own unconscious bias.

**b. What would indicate the success of this strategic goal?**

Staff who are skilled and culturally competent with a diverse range of learners. Staff and students who are highly engaged in activities, capabilities and knowledge across the broad range of the curriculum. Students can utilise their reading, writing, communication and mathematical skills to access, create, understand and share information across all areas of the NZ Curriculum. ~akinga and staff who know their own whakapapa, share it proudly and value the place and contribution of each New Zealander, to our bicultural partnership, honouring Te Tiriti o Waitangi.

An innovative and fun teaching and learning environment based on ako.

**c. How will we measure progress?**

Our students can confidently evaluate and reflect upon their progress, utilising the St Mary’s Student profile as their guide. Our teachers and extended staff can confidently evaluate and reflect upon their practice utilising the St Mary’s Staff Profile as their guide. Teachers confidently follow a spiral of inquiry into their own practice and reflect on the outcomes of their teaching and learning. Achievement data that includes learning dispositions and capabilities across the curriculum, rather than only reading, writing and mathematics. Qualitative and quantitative data collected, analysed and shared with our stakeholders for feedback and next steps.

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i>
A well established, authentic, active local curriculum which supports student educational success	<ol style="list-style-type: none"> <li>1. To embed our Essence Statement; Teacher Profile and Student Profile</li> <li>2. To further develop staff understanding of cultural competencies and support the development of effective mana enhancing strategies to improve student engagement in learning.</li> <li>3. To develop effective strategies to engage with parents and whānau in learning centred conversations</li> <li>4. To collaborate as a learning community to embed and sustain excellence in pedagogical knowledge and the most effective strategies for our students.</li> <li>5. To collaborate with our Kahui Ako and PLD facilitators to improve and embed teacher pedagogy best suited to our local community.</li> <li>6. The leadership team will work with student leaders</li> </ol>	<p><b>Term 1:</b></p> <p><b>Term 2:</b></p> <p><b>Term 3:</b></p> <p><b>Term 4:</b></p>

	<p>and the teacher responsible for student leadership, to launch and engage with our student profile.</p> <ol style="list-style-type: none"><li>7. Identify teachers who need support to improve their practice and set up a spiral of inquiry to accurately identify students needing acceleration and investigate ways to best support their accelerated progress.</li><li>8. Identify champions and models of best practice amongst staff who will work in collaboration to support colleagues and build capacity for improvement.</li><li>9. Monitor teaching and learning programmes closely to observe best practice and provide feedback to support improvement in practice</li></ol>	
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