



STRATEGIC PLAN 2024-2025



MISSION STATEMENT

As a Christ centred community, inspired by Mary and our Catholic faith, we will support, challenge and empower each other to strive for personal excellence to navigate life's journey.

STRATEGIC GOALS

SPECIAL CHARACTER GOAL:

To develop a personal relationship with God as people of Aotearoa, growing our knowledge of the Catholic faith, living and experiencing the values of Jesus with Mary as our guide.

Teacher knowledge of the new RE curriculum, To Tātou Whakapono, Our Faith, will inform planning, teaching and learning, and assessment in RE.

Our revised Marian Values will be embodied in our school culture, special character and charism.

TEACHING AND LEARNING GOAL:

To provide an engaging, relevant and responsive education for all learners in our school community.

Teacher knowledge of Te Mātaiaho, the national curriculum, will ensure students participate in rich learning opportunities through the implementation of our Stella Maris Curriculum.

COMMUNITY GOAL:

To build and enhance relationships in a safe and inclusive environment within our school, parish and wider community.

Communication within our community will be streamlined to ensure our methods are impactful, timely and relevant.

HAUORA – WELL BEING:

To foster the hauora of all members of our school community, so that they feel included, valued and respected, and a sense of belonging in a safe emotional and physical environment.

Students will be supported to understand the importance of caring for themselves and others; they will be able to communicate their needs, ask for and accept help.

Through our Marian Values students will demonstrate an understanding and empathy for others, valuing and celebrating diversity.



SHINE FOR GOD



**ANNUAL IMPLEMENTATION PLAN FOR
SPECIAL CHARACTER GOAL**

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| STRATEGIC GOAL: SPECIAL CHARACTER | To develop a personal relationship with God as people of Aotearoa, growing our knowledge of the Catholic faith, living and experiencing the values of Jesus with Mary as our guide. | | |
| ANNUAL TARGET/GOAL: | We will build awareness and grow understanding of the new RE curriculum, Tō Tātou Whakapono - Our Faith, with Kaiako, akonga and whanau. | | |
| <p>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</p> <ol style="list-style-type: none"> 1. Teacher knowledge of the new RE curriculum, To Tātou Whakapono, Our Faith, will inform planning, teaching and learning, and assessment in RE. 2. The bi-culturalism of Aotearoa is reflected in RE teaching and learning. 3. The revised Marian Values are embodied in our school culture, special character and charism. | | | |
| ACTIONS | WHO IS RESPONSIBLE? | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
| Planning, teaching and learning, and resources will be guided by Tō Tatou Whakapono, Our Faith. | DRS/SLT Teachers RE Advisors - CEO. | PLD Teacher Meetings each term IT PLD Budget for Yr 3-4 teachers participation in PLD | Planning created by teams and teachers. Resource bank developed. Report to Board through Special Character Sub Committee. |
| Give effect to Te Tiriti o Waitangi through a Catholic lens by incorporating tikanga Māori and Te Reo Māori into all aspects of our special character (e.g., Masses, liturgies, prayers, RE lessons) | DRS/SLT Teachers RE Advisors - CEO. | Tō Tatou Whakapono – Our Faith curriculum document. Teacher website for Tō Tatou Whakapono. Matua Maurice – Kahui Ako ASL Manual Beasley – Māori Vicar | Planning will reflect include bi-cultural links. Special character vocabulary in Te Reo will be evident across the school and in school communications. |

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| | | | Reciprocal relationship with mana whenua established. |
| Communicate and embed our revised Marian Values within our community. | DRS/SLT Teachers | Communication plan. Shared Drive - Teacher resource bank for the values (includes essence statements, Gospel links, music, quotes) IT PLD Marian Values to be updated in our SMS – HERO Special Character certificates. | Monthly reporting in BOT reports Special Character meeting. Values are seen, heard and felt through staff, student and community voice and action. Whanau engagement through school newsletters Certificates awarded at assemblies. Artwork developed and displayed in school environment. |
| Create and use a Self assessment and affective domain assessment with each RE plan. | DRS/SLT Teachers RE Advisors-CEO. | Documents to be created. | Each plan will have the self assessments and affective domains created and used. Student voice will be heard through the self assessments and affective domain. Assessments will be used to inform future planning. |
| Create and Implement Marian Values goals in HERO. | DRS/SLT Teachers | HERO (SMS) documents to be created. | (Long term- 2 years). Reporting to parents will include student goals related to Marian Values. |



**ANNUAL IMPLEMENTATION PLAN FOR
TEACHING AND LEARNING GOAL**

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| STRATEGIC GOAL: TEACHING AND LEARNING | To provide an engaging, relevant and responsive education for all learners in our school community. |
| ANNUAL TARGET/GOAL: | To implement our Local Curriculum across the school. |

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

1. Our Learner Capabilities being used by staff and students and reported to parents.
2. Student Inquiry Framework will be embedded in our teaching and learning practice.
3. Student agency will have increased through Assessment for Learning practices.
4. Kaiako will have a growing understanding of the learning areas of Te Mātaiaho as they are published.
5. Kaiako and akonga giving authentic effect to Te Tiriti o Waitangi

| ACTIONS | WHO IS RESPONSIBLE? | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
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| Students, supported by teachers and parents, will use the Learner Capabilities to set, action and reflect on learning goals. | SLT Teachers Students Parents | HERO (SMS) – learner capabilities goals enabled in HERO. PLD for Assessment for Learning (AFL) Teacher meetings – PLD for AFL- each term led by in house experts. Budget for Nicky Knight – facilitator for AFoL Teacher Only Day in Week 0. PLD - Using student profiles in HERO | Student voice is evident in students ability to articulate their next steps using the Learner Capabilities. Parents are engaged in their student’s learning. Baseline data and end of year data gathered through student survey about the Learner Capabilities. |
| Kaiako and students will use the Student Inquiry Framework to co- | Teachers Students | Visual of the Student Inquiry Framework PLD (in house) | Evidence in planning. |

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| construct rich learning opportunities | | Kath Murdoch resources. Te Mātaiaho Curriculum Document AFoL | Students participate in rich learning opportunities Student feedback Students articulating the inquiry process. |
| Staff to participate in professional development for Assessment For Learning (AFL). | SLT Teachers Nicky Knight (Teacher Only Day in Week 0) | Teacher Only Day in Week 0 – Nicky Knight PLD through Teacher Meetings each term. Professional Growth Cycle - school goal Budget Common Practice Model | AFL integrated into planning and evidenced in classrooms Student voice - students articulate what they are learning and why, and their next steps. |
| To continue to implement Te Mātaiaho learning areas as they are released. (responsive process) | SLT Teachers | PLD/Teacher Meetings Professional Growth Cycle - school goal Budget | Concept planning and teacher planning reflects Te Mātaiaho Assessment of Understand, Know and Do. |
| Give effect to Te Tiriti o Waitangi through a Māori world view by incorporating tikanga Māori and Te Reo Māori into all aspects of our teaching and learning programmes. | SLT Teachers Support staff | Te Mātaiaho Tō Tatou Whakapono – Our Faith curriculum Tāhūrangi (teacher resource website replacing TKI) https://tahurangi.education.govt.nz/ Pūtātara website https://putatara.education.govt.nz/#/home Te Reo Club subscription (budget) Mana Whenua and Te Herenga Waka o Orewa Manual Beasley – Māori Vicar of Catholic Education Office Matua Maurice Nelson – Kahui Ako ASL. | Established relationship with mana whenua. Tikanga Māori, Te Reo Māori and the Māori world view will be seen, heard and felt in the school environment. |



**ANNUAL IMPLEMENTATION PLAN FOR
COMMUNITY GOAL**

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| STRATEGIC GOAL: COMMUNITY | To build and enhance relationships in a safe and inclusive environment within our school, parish and the wider community. |
| ANNUAL TARGET/GOAL: | To streamline the way we communicate with our community to ensure our methods are impactful, timely and relevant |

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

1. Feedback to the whanau and stakeholders the outcomes of the survey and how that will inform our future communication channels.
2. To have clear guidelines of the purpose of each communication channel.
3. To have clear guidelines of what and when we are communicating.
4. Communication channels reflect the needs of the community.
5. School website will be reviewed and updated.

| ACTIONS | WHO IS RESPONSIBLE? | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
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| Create a list of current forms of communication at different levels throughout the school – Office, Class, SLT, Board, PTFA, Parish | SLT Staff, Board, PTFA | Timeline Google Drive – Sheets/Excel | List of forms of communication and reasons for communication. This list is used for the consultation with community – staff and whānau |
| Consultation with whānau: <ul style="list-style-type: none"> • What they need and want to know? • What are their preferred methods of communication? | SLT Families | Survey monkey subscription Timeline of when and how consultation will be carried out and analysed. | Analysis of responses/results of survey and consultation |
| Analyse the results of the survey | Sub committee of main | Survey Monkey | Available analytics for existing communication |

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| to establish pros and cons of each communication form | stakeholders - staff, board and PTFA | Time | forms |
| Make recommendations based on the findings | Sub committee of main stakeholders - staff, board and PTFA | Investigate changing Hero subscription to premium | Communication matrix - showing how and why each communication channel will be used |
| Review and update school website | Sub committee of main stakeholders - staff, board and PTFA | Budget School Apps NZ | Updated website is active and used by community. Information on website is up to date. |
| Implement changes as appropriate for start of 2025 or earlier | Staff Board PTFA | Accessibility of resources for all (ESOL, vision impaired, hearing) Budget | Conduct another survey after 6 months Revisit analytics |



**ANNUAL IMPLEMENTATION PLAN FOR
HAUORA - WELL BEING GOAL**

| STRATEGIC GOAL: HAUORA/WELL BEING | To foster the hauora of all members of our school community, so that they feel included, valued and respected, and a sense of belonging in a safe emotional and physical environment. | | |
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| ANNUAL TARGET/GOAL: | Students will be supported to understand the importance of caring for themselves and others; they will be able to communicate their needs, ask for and accept help. Through our Marian Values students will demonstrate an understanding and empathy for others, valuing and celebrating diversity. | | |
| <p>WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?</p> <ol style="list-style-type: none"> 1. Consultation with akonga around inclusion, respect, being valued and belonging. 2. Analysis of data and see how they align with Marian Values. 3. Action plan in place to address identified areas of need 4. Akonga developing the capability to communicate effectively, and use strategies to support their hauora. | | | |
| ACTIONS | WHO IS RESPONSIBLE? | RESOURCES REQUIRED | HOW WILL WE MEASURE SUCCESS? |
| Carry out a survey with staff and students to understand their experiences being valued, respected and included. (either create own survey or use NZCER wellbeing survey) | All staff | PLD Meetings with all staff SLT create survey or budget for NZCER well being survey | Student and staff voice through well being survey. Analysis of survey results will provide information for developing an action plan. |

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| Analyse results of well being survey to interpret baseline data in order to identify areas for focus and adapting | SLT Team Leaders Teaching staff | In-house | Discussion of findings with staff and students. Analysis of survey identifies areas for focus and to be adapted. |
| Develop an action plan to address needs and raise capabilities of kaiako to support students | Staff SLT and staff SENCo | PLD for all staff using providers who can address specific need Budget Support agencies | Teachers using strategies in their classes to address the needs of akonga PLD is undertaken throughout the year to support kaiako to build capabilities of akonga |
| Implement class programmes to support needs of akonga <ul style="list-style-type: none"> • Pause, Breathe, Smile • Growth Mindset • Positive Puberty | Teaching staff Teacher aides | PLD for all staff using providers who can address specific need Pause, Breathe, Smile manuals Nest Consulting (Yr 6 puberty) Budget Implement actions to support kaiako to build in areas of need | Students are using Pause, Breathe, Smile strategies. Students are demonstrating a Growth Mindset. Positive shift from baseline behaviour. |
| Reinforce learning around Hauora through certificates, recognition within classes, Charism awards, peer recognition | Teachers Akonga | In-house certificates School certificates Survey | Re-survey akonga in term 3 and compare results. Action plan adjusted to address results of survey and any shift in needs. |