



St Mary's School, Blenheim

ANNUAL PLAN

2025



Vision Statement:

*Te Kura o Hato Mere -
Educational excellence, founded upon faith, fostering
caring, connected, and confident learners,
who walk in Christ's Light to achieve personal success*

Summary of Information used to develop this plan / How did this plan get created. Refer Reg 7(c)

The aspirations and strategic priorities are the result of consultation with the community of Te Kura o Hato Mere (including iwi, whānau, kaiako, ākonga and the ArchDiocese of Wellington). The aspirations of our community are also reflected in the report produced by Te Ara Huarau. Voice was gathered over a series of face to face hui with the community, online surveys and an evening feedback event. Staff were also invited to contribute their aspirations and goals for the kura. The aspirations and expectations of Te Taihū - Ngā Kawatau me ngā Tūmanakotanga o Te Taihū and the Pacific Values Framework, alongside Mid Year and End of Year Data are central to the development of strategic priorities.

The Board of Trustees have worked in partnership to collate the information, identify key themes and put together the aspirational statement and strategic priorities, which were then shared with the community for feedback. After feedback was received, the strategic priorities and aspirations were confirmed as the priorities for 2024 - 2025.

The Board of Trustees wishes to acknowledge the voice and commitment of our community in developing and supporting the aspirations of Te Kura o Hato Mere.

Ngā mihi maioha.

STRATEGIC PRIORITIES

KATORIKA	CULTURAL RESPONSIVENESS	HAUORA	TEACHING AND LEARNING
Ākonga will develop a greater understanding of environmental and social education with a focus on the awe and wonder of creation, our common home and our personal and collective responsibility to care for people and the planet.	Through positive relationships, nurturing, mana enhancing learner centred environments, ākonga will continue to develop and deepen their knowledge and understanding of the world and their place within it.	Ākonga, whānau, kaiako will experience a learning environment which supports and nourishes all pillars of health, well-being and success.	Ākonga will experience a supportive educational environment which enables all learners to reach their potential.

Katorika:

Ākongā will develop a greater understanding of environmental and social education with a focus on the awe and wonder of creation, our common home and our personal and collective responsibility to care for people and the planet.

Actions	Outcomes	How will we achieve or make progress towards our strategic goals?	Responsibility	Success Measurement?
<p>Action 1</p> <p>Tō Tātou Whakapono Professional Learning & Development</p> <p>A specific focus in each curriculum and at all levels on:</p> <ul style="list-style-type: none"> The sacredness of all creation, The current threats to all forms of life from human (in)activity/climate change, Encouragement of individual and collective actions to positively influence the social and physical environment, with a philosophy of “small actions x many people = big change”. 	<p>Inclusion of “Environmental” focus throughout the curriculum.</p> <p>One of the suggested next steps from Rangitāne was the restoration of trees and native planting within our Kura to support the return of bird life and extension of the Kids Edible Garden programme.</p> <p>Jubilee of Hope and the themes of Hope and Grace woven throughout the curriculum. Community will develop and take action with a “Hope for the Future” focus</p>	<p>PLD - Recap Theme and planning for 2025</p> <p>Whānau Hui & Student Hui to gather voice regarding restoration project</p>	<p>Nicole Simson</p> <p>Amanda Cockburn</p> <p>Bridget Comer</p>	<p>Environmental / Kaitiakitanga Focus woven throughout the curriculum evident in planning.</p> <p>Plans created for restoration of trees and native plantings.</p> <p>“Hope for the Future” action(s) across the school</p>
<p>Action 2</p> <p>Further Engagement with EnviroSchools & Student Leadership</p> <p>Student Leadership Enviro Lead / Enviro Team School Council</p>	<ul style="list-style-type: none"> Staff Enviro-lead appointment with time allocation Kids Edible Garden Expansion Maramataka Calendar informing planning. Whānau partnership/collaboration Service within and beyond the kura. Student Action/Service within and beyond the Kura: Service Team for 2025 Student leadership and agency is promoted within the school. Student voice is represented and considered in planning. Students taking greater responsibility for social action / initiatives 	<p>Work with Marlborough Enviro Schools Co-ordinator and iwi</p> <p>Whānau aspirations focus on Te Whare Tapa Wha / Mana Model and Tautai framework</p> <p>Leadership Team Meetings scheduled throughout the year.</p>	<p>Amanda Cockburn</p> <p>Marlborough Environment Lead Coordinator</p> <p>Bridget Comer</p> <p>Amanda Cockburn & Lynne Fitzpatrick</p>	<p>Environment / Enviro School Lead Teacher appointed (1 x unit allocation to support)</p> <p>Student initiatives considered and evidence of implementation / social actions within and beyond kura.</p> <p>Publication produced for community - “Hope for the Future” & “Actions right now</p>

<p>Action 3</p> <p>Localised Curriculum Development</p>	<p>Localised curriculum will be developed further.</p> <p>New values launched:</p> <ul style="list-style-type: none"> - Whakaute - Manawanui - Whakamana <p>Links to Cultural Responsiveness - Ngā Kawatau Aspirations / Kurahaupo Culturally Responsive Professional Learning and Development.</p> <ul style="list-style-type: none"> - Purakau - Knowledge of whenua - Sustainability / Kaitiaki <p>Link to <u>Te Kura Tapa Wha</u> - Taha Wairua, Taha Tinana, Taha Hinengaro, Taha Whānau, Taha Whenua - Runga, Roto, Raro, Waha</p>	<p>Continue to work with Kuahaupō and whānau to develop the localised curriculum.</p> <p>New Values:</p> <ul style="list-style-type: none"> - Logo(s) - Resources - Signage - Launch <p>Development of Te Kura o Hato Mere environment - at a Tapa Wha level. (Amanda Physical environment / Bridget Talanoa/ hui)</p>	<p>Louise Lee - Cultural Lead Lens</p> <p>Amanda Cockburn - Curriculum Lens</p> <p>Bridget Comer / Louise Lee (PB4L Lens)</p> <p>Amanda & Bridget</p>	<p>Localised Curriculum Document Pūrakau book / resources created</p> <p>Signage displayed Values Resources created and displayed</p> <p>Te Kura Tapa Wha and Matrix</p>
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Safeguarding Special Character

*Te Kura o Hato Mere will continue to safeguard the Catholic Special Character of the kura
(These actions are recommendations to work on over the next several years)*

Actions	Outcomes	How will we achieve or make progress towards our strategic goals?	Responsibility	Success Measurement?
<p>Action 1</p> <p><i>Undertaking Professional Development which supports the implementation of the new Religious Education Curriculum.</i></p>	<p>Staff will increase their knowledge and understanding of the Religious Education Curriculum</p>	<ul style="list-style-type: none"> ● 2025 Engagement in PLD offered through the Archdiocese of Wellington: Living life to the full. ● RE PLD scheduled into the Staff Meeting Agenda from the start of the year. ● Encouragement of staff to undertake Classroom Certification and papers. 	<p>Bridget Comer</p> <p>Nicole Simson</p>	<p>All staff completed “Living Life to the Full. Certification</p> <p>Religious Education Programme implemented Planning Doc</p> <p>Professional Development Meeting Minutes</p>
<p>Action 2</p> <p><i>Work in partnership with the Parish and Preschool to develop a “Welcome Programme” which includes the invitation to Christ's family (Baptism)</i></p>	<p>Strengthened Transitions into / within / beyond the kura.</p> <p>Increased participation in the sacrament programmes</p>	<ul style="list-style-type: none"> ● Collaboration with Pre-School regarding the Sacrament Programme (Baptism focus). ● Transition to School / Welcome to School pack created with the new New Entrants Teacher. Procedures / Information reviewed and updated ● Senior service team to make connections and go over to work in small groups with pre-school. ● Invite Preschool / Parish to be part of stations of the cross/ liturgies/prayer/parables ● Conversation with High Schools - Special Character preference 	<p>Bridget Comer</p> <p>Nicole Simson</p> <p>Megan Fuge</p> <p>Amanda Cockburn</p>	<p>New Enrolment Pack developed</p> <p>Transition to School - procedures, information is up to date and relevant</p> <p>Regular visits to preschool / from preschool</p>
<p>Action 3</p> <p><i>Will develop a team consisting of the Special Character Teachers to support the Director of Religious Studies</i></p>	<p>Director of Religious Studies is supported by a “Special Character Team” comprised of those carrying tagged positions</p>	<ul style="list-style-type: none"> ● 2025 Special Character Team to meet at least once per term to help plan for and assist with termly liturgies, celebrations, feast days, school masses and to complete following terms planning. ● All Teachers to attend the Top of the South Catholic Schools 2026 Planning day. 	<p>Nicole Simson and Special Character Position Teachers</p> <p>All Teachers</p>	<p>Director of Religious Studies will have support in their role.</p> <p>Increased celebration and special character awareness.</p>
<p>Action 4</p> <p><i>Internal Evaluation Plan will be put in place: Structured approach to evaluating the aspects of the Special Character Internal Evaluation</i></p>	<p>Internal Evaluation to be completed in 2025.</p>	<ul style="list-style-type: none"> ● Document created which incorporates all the aspects for the Catholic Schools Internal Review. ● Internal Review components spread out over Terms 1-3) in Staff Meetings for completion. ● Whānau voice collected. 	<p>Bridget Comer</p> <p>Bridget / Nicole</p>	<p>Catholic Character Internal Review Completed</p>

STRATEGIC GOAL - CULTURAL RESPONSIVENESS

Through positive relationships, nurturing, mana enhancing learner centred environments, ākonga will continue to develop and deepen their knowledge and understanding of the world and their place within it.

Actions	Outcomes	How will we achieve or make progress towards our strategic goals?	Responsibility	Success Measurement?
Action 1 Development of Graduate Profile / Whānau Aspirations & Te Kura o Hato Mere Philosophy	<p>Graduate Profile / Measures of success created in consultation with whānau / iwi.</p> <p>Staff have increased awareness of Tikanga and underpinnings of Te Kura o Hato Mere Culturally Responsive Philosophy</p>	<ul style="list-style-type: none"> • Creation of an overarching document / model which includes Ara Rau, Wawata Kotahi, Mana Model and Tautai o le Moana values. • Engagement with Kurahaupō • Centrally Funded Professional Learning & Development • <u>Kurahaupō</u> • Kaiako engagement with professional learning and implementation into classroom 	<p>Bridget Comer</p> <p>Bridget Comer</p>	<p>Matrix development in consultation with iwi and whānau.</p> <p>Inclusion of Ara Rau, Wawata Kotahi and Tautai o le Moana values.</p>
Action 2 Te Reo Māori	<p>Staff, Students, Whānau have the opportunity to increase their Te Reo Māori.</p> <p>St Mary's School will be at Level 3 for the Māori Language Programme by the end of 2025</p>	<ul style="list-style-type: none"> • Weekly staff meeting Te Reo PLD through Te Puna Reo. • Te Reo Māori planned for and implemented in classrooms • Te Puna Reo PLD for staff/students/whānau for 2025. • Daily Tikanga Goal and Focus Areas as per Te Puna Reo guidelines will be implemented in every classroom, • Principal and Deputy Principal has enrolled at Te Wananga for 2025 to complete L4. 	<p>Bridget Comer</p> <p>All Staff</p>	<p>Level 1 Te Reo Māori being taught in all classes across the kura.</p> <p>Successful completion of Te Reo courses</p>
Action 3 Community, Connections, Consultation & Partnership	<p>Increased whānaungatanga community events.</p> <p>Identified whānau aspirations are evident within the kura</p>	<ul style="list-style-type: none"> • Principal: Hui/Talanoa with families regarding aspirations and how these are recorded. • Principal: Talanoa for Te Kura Tapa Whā • Whānau aspirations voice template • Whānau aspirations talanoa • Engagement with Whānau, hapū and iwi • Increased community events for connection/relationship building • Consultation and Partnership in bringing aspirations into fruition • Creation of self review and aspirations matrix in consultation with key stakeholders 	<p>Bridget Comer</p> <p>Louise Lee</p> <p>Bridget Comer Staff</p>	<p>Whānau aspirations collected, analysed and a plan developed for implementation.</p>

<p>Action 4</p> <p>Pasifika</p>	<p>Consultation / Talanoa Fono Creation of St Mary's School aspirational plan for Pasifika students</p> <p>Development of Falefa'atufuga Framework</p>	<ul style="list-style-type: none"> • Talanoa with families • Tautai o le Moana support and guidance • Frameworks introduced to staff. Resources and classroom practice focus within Staff Meetings / PLD. • Attend PLD provided by Tautai o le Moana. • Development of Te Kura o Hato Mere aspirations for ākongā. 	<p>Bridget Comer</p>	<p>Tautai o le Moana Report to Board</p> <p>Kura philosophy and Framework created</p>
<p>Action 5</p> <p>Kaitiakitanga - Governance</p> <p>Ensuring we have a culturally diverse governance team, which reflects our kura and who give effect to Te Tiriti o Waitangi.</p> <p>Proprietors Representatives Board Members Professional Learning and Development</p>	<p>Newly elected Board of Trustees will reflect the diversity of our Kura.</p> <p>The Board of Trustees will continue to have Tangata Whenua Representation.</p> <p>The Board of Trustees will have a greater understanding of their role within governance and actively participate.</p>	<ul style="list-style-type: none"> • Advertising and promotion of the Board of Trustees to all members of our community. • Enhanced emphasis on the need for a diverse board which represents our whole community. • Appointment of subcommittee from the existing Board of Trustees member to oversee the advertising, promotion and lead up to elections for 2025. 	<p>Board of Trustees Presiding Member</p>	<p>The Next Board will comprise members who represent the various ethnicities of our community.</p> <p>Board Members will have assigned portfolios and take an active role with their portfolio.</p>

STRATEGIC GOAL - HAUORA

Ākonga, whānau, kaiako will experience a learning environment which supports and nourishes all pillars of health, well-being and success.

Actions	Outcomes	How will we achieve or make progress towards our strategic goals?	Responsibility	Success Measurement?
Action 1 The School's Curriculum is designed and monitored for valued goals	Students will experience and engage in a well balanced curriculum in which the special character, whānau aspirations and localised curriculum features prominently.	<ul style="list-style-type: none"> ● Self Evaluation completed ● Long Term / Mid Term Plans completed. ● Team planning and development ● Working with whānau and iwi to further develop localised curriculum ● Increased opportunities within and beyond the Kura (e.g sports / PE / Tu Maia Programme) 	Bridget Comer Amanda Cockburn Nicole Simson Lynne Fitzpatrick	Comprehensive Long Term Plan created Refer to cultural responsiveness success criteria for localised curriculum
Action 2 Students and Whānau are powerful voices in wellbeing and other decisions	Student and whānau voices are gathered and contribute to decisions within the Kura.	<ul style="list-style-type: none"> ● Whānau aspirations hui at the beginning of the year capture aspirations: Te Whare Tapa Wha model and Tautai o le Moana framework concepts underpin information gathering. ● Increased talanoa opportunities ● Student leadership and council opportunities (See Katorika goals and responsibilities) ● Wellbeing@school self review or alternate voice gathered. ● Initial Learning Conferences to have a “Whānau Aspirations” focus - developing shared partnership plan for the year ● Buddy Classes play a significant role in supporting a Tuakana-Teina relationships throughout the kura 	Senior Leadership Team Amanda Cockburn Lynne Fitzpatrick All Staff	Whānau aspirations information gathered. Whānau aspirations info analysed and used to inform decisions and future initiatives.
Action 3 All students wellbeing, behaviour, attendance, & progress is actively monitored	Students and whānau are supported in the educational and faith development whilst at St Mary's School. Students and Whānau are well informed with regards to wellbeing, behaviour and academic progress. Students and Whānau are supported with attendance	<ul style="list-style-type: none"> ● Positive Behaviour for Learning (PB4L) (Tier 1) will continue to be implemented Staff will be supported to increase their understanding and PB4L practice 2025 - Tier 2 Training ● Student's progress and development is recorded/tracked and monitored within HERO. ● Students at Risk of Not Achieving are identified and plans put in place to support progress. ● ELL Learners are identified, funding sought and education plans put in place. ● Attendance monitoring policy clear and implemented. Process of support put in place. ● Ākonga with additional support needs have Individual Education plans in place - which are regularly reviewed ● Philosophy for Children (P4C) is planned for an implemented weekly in all classrooms 	Louise Lee All staff / Oversight Amanda Cockburn Bridget Comer Kirstie Stone Bridget Comer	Students requiring support are identified, programmes and initiatives implemented and monitored

		<ul style="list-style-type: none"> - Meetings with Team Leader / Principal - Goal Setting <p>Professional Learning Group</p> <ul style="list-style-type: none"> - Identifying professional pers - Area of interest / Inquiry <p>Whakaaro: Professional Readings and Reflections document participated in and discussed in teams / staff meetings</p>	All Staff	<p>Record / 1 pager report on findings</p> <p>Whakaaro document completed by staff - next steps evident within practice and classroom</p>
<p>Action 4</p> <p>Staff Well Being</p>	<p>Staff feel supported and well resourced in order to enable success</p>	<p>Thorough induction for new staff. Up to date staff handbook to all staff. List of roles and responsibilities. Yearly Calendar and Term Agenda in advance. Staff Resources / Support Networks Clear policies and procedures for accessing support as a teacher and for students.</p>	<p>Bridget Comer Amanda Cockburn Megan Fuge Kirstie Stone</p>	<p>Staff feedback</p>