




St Mary's Catholic School, Papakura

Me whakakotahi; Kia Maarama; Kia Pono; Ki Te Karakia – Together (with Christ), We Learn; We Pray; We Serve

Strategic Objectives 2023–2025 led by  Strategic Plan response to parent voice 2023–2025

Te Whare o Hāto Maria

“These strategic objectives are driven by ongoing community feedback and an intensive focus on Hauora – to address the wellbeing of the whole child”

- Mana/Wairua Tapu** (Human dignity as children of God) : **Gen 1:26-27** *Human dignity originates from God and is of God because we are made in God's own image and likeness Human life is sacred because the human person is the most central and clearest reflection of God among us.*
 - To foster a strong New Zealand Catholic identity in all children which supports their faith journey and their understanding of their connection to Te Atua. *(NELP 1&2 : Learners at the Centre; 5&6 : Quality Teaching and Leadership)*
- Whānau** (Family and community wellbeing) : **1 Peter 4:8-11** *Serve one another with the gifts you have received.*
 - To nurture a partnership with whānau, mana whenua and our community to foster participation and protection. *(NELP 1&2 : Learners at the Centre ; 3 : Barrier free Access)*
- Tīnana** (Physical wellbeing) : **3 John 1:2** *"Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul."*
 - To embed a healthy, active approach to teaching and learning. *(NELP 2 : Learners at the Centre ; 3&4 : Barrier free Access ; 6) Quality Teaching and Leadership)*
- Hinengaro** (Mental and emotional wellbeing) : **Philippians 4:6-7** *"Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus."*
 - To address the emotional, mental and behavioural needs of our students to be able to support academic and spiritual development for all. *(NELP 1&2 : Learners at the Centre ; 3&4 : Barrier free Access)*
- Matauranga** (Excellence in teaching and learning) : **Proverbs 3:13** *"Blessed are those who find wisdom, those who gain understanding."*
 - To establish, regularly review and improve our local curriculum, teacher pedagogy, student agency and thereby improve student outcomes. *(NELP 1&2 : Learners at the Centre ; 3&4 : Barrier free Access ; 5&6 : Quality Teaching and leadership)*

***Useful Links to guiding principles and information behind this plan.

[NELPs](#)

ERO - Wellbeing for Success * **Manaakitanga** * **Ako** * **Mahi Tahi**
WELLBEING FOR SUCCESS: A RESOURCE FOR SCHOOLS

SACS KA/COL strategic plan <https://www.sacscol.ac.nz/54/pages/3-strategic-plans-2022-2024>

[KA HIKITIA](#)

Ngāti Tamaoho Education Pathway – Te Ara Mātauranga o Ngāti Tamaoho



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



St Mary's Catholic School, Papakura



Annual implementation Plan 2024

Proverbs 16:3 Commit your work to the LORD, and your plans will be established.

Goal 1 : Mana/Wairua Tapu

To foster a strong New Zealand Catholic identity in all children which supports their faith journey and their understanding of their connection to Te Atua.

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) Our identity as children of the most high God, received by our baptism, drives our belief in our success and nurtures our growth in the catholic faith.

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. A community that practices the catholic faith with knowledge and aroha

c. How will we measure progress?

Student Voice; evidence of staff professional development (PGCs); staff personal/spiritual growth (personal reflection videos) ; staff voice; behaviour data; attendance and engagement date - staff and students

Desired Outcomes	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i>
1. Enhanced spiritual journey and strong catholic/spiritual identity evident across our	Review our lessons to align with the new RE Curriculum – Tō Tatou Whakapono /Our Faith	

<p>school staff and student community. Using the new RE curriculum themes.</p> <p>2. Raise the profile of our DRS to support whole school leadership.</p> <p>3. Rolling out the living life to the full course.</p>	<p>All staff to be familiar with the themes, cross themes and touch stones as presented in Tō Tatou Whakapono /Our Faith</p> <p>Provide improved non-negotiable release for our DRS to support RE planning and teaching at least 2 days per week (Planning/observation/induction/ curriculum support/ assessment support/staff spiritual development</p> <p>support/ Seasons for Growth sessions/ liaison meetings with our parish and Catholic Diocesan RE Advisors/ collaboration and planning with principal and APs)</p> <p>Leadership to support our DRS to run a parent/community consultation and information session about our RE curriculum delivery</p> <p>DRS; DP and principal to complete the course.</p> <p>Schedule parent consultation meeting on sexuality education in term 1.</p> <p>Enrol APs and one senior team teacher into course for 2024 in the life course offered in the first semester of the year)</p> <p>Enrol another senior team teacher, and two junior team teachers for the second semester.</p>	
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Goal 2 : Whānau

To nurture a partnership with whānau, mana whenua and our community to foster participation and protection.

[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 want to make sure we act on the voices of our community, 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 and a true educational and spiritual partnership based on the values of respect, care and responsibility, reflecting the Te Tiriti o Waitangi principles of protection, partnership and participation.

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

An engaged parent and parish whānau, including mana whenua, 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, once formally and once informally.

Desired Outcome	Actions	Time Frame (Progress)/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i>
<ol style="list-style-type: none">1. Developing use of Spotlight as a school-community communication2. COL staff responsibility student agency/ new role - Whanau networks co-ordinator3. Induction to/ building connections with the school community.4. Induction for new staff.	Identify a Champion for spotlight and provide eTAP training and support to establish the Spotlight platform Leadership to collaborate with Kahui Ako ASL and WSLs to align Kahui Ako Action plans with our school-wide annual implementation plan Staff and leadership team to work with our PTFA to improve and support events and productivity Review the format of our annual beginning of year family picnic and how we share the strategic plan – eg. timing of each team, recording of parent expectations and feedback. Revise how we present the strategic plan from a junior view. Share information about student agency focus, quick 60 to support reading progress, RE programmes etc Establish Whanau networks and whānau co-ordinator roles and co-construct action plan for these roles Revise and share staff profile and MATE (mutually agreed team expectations) with new staff and provide time to reflect, respond and question Provide ongoing BT support and PTC registration	

Goal 3 : Tinana

To embed a healthy, active approach to teaching and learning.

NELP Priorities 2;3;4;6

a. What specific analysed evidence is driving this?

Health & 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. 2024 will be our second year using this approach

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

A well integrated approach to teaching across the curriculum, with all children having regular and frequent outdoor/ movement activities which enhance their broader

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

c. How will we measure progress?

Feedback from parents/whānau, ākonga and facilitators.

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/ etc.)</i>
<p>1. Embedding our Policy – Healthy eating</p> <p>2. Establish and embed Foundation Skills programme across the school</p> <p>3. Sportsmanship Seniors</p> <p>4. Integrating into St Mary’s Way</p> <p>5. Looking at Planning is going to reflect the purpose for HAL activities</p>	<p>Our nut and sugar-free policy is reviewed by collecting feedback from staff, students and whānau annually. Communicate with whānau regularly – every 3 weeks via special inserts in our school newsletter</p> <p>Juniors teachers to embed the skills they have learnt and teach the new teachers these skills. Identify children across the school who need foundational skills and support senior school staff to run sessions with children Provide an ongoing opportunity for students to use room 11 & 12 for foundational skills sessions Build up a kete of traditional resources for games Provide leadership training and role-modelling support for Year 6 leaders (via HAL community connector, Shonte – 3 sessions with students leaders – 20 year 5s and 20 year 4s = 40 children in total)</p> <p>APs to check to make sure that this is reflected in all teachers’ planning. Discuss in team meetings – how do we plan for St Mary’s Way teaching and learning? How do we deliver this programme? Collect feedback from staff, students and whānau.</p> <p>APs to work with teams to collaboratively develop and establish a strengths-based/purposeful planning approach using the medium of foundational skills and active learning strategies Leadership team to work with teachers to co-construct exemplars – what does this look like? Use the STEP model as shared by HAL co-ordinator and continue to engage with HAL support co-ordinator to improve and embed Active Learning pedagogy.</p>	

<p>6. Development of orchard and veg garden (seek Tū Manawa Funding and King's Plant Barn donations, etc for resource support)</p>	<p>Teams to collaborate to identify activities at the appropriate level for children to engage with Identify a staff member to oversee the garden projects with support from our community as well as a team of students (enviro- warriors) - Older students taking responsibility and younger children learning responsibility</p>	
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Goal 4 : Hinengaro

To address the emotional, mental and behavioural needs of our students to be able to support academic and spiritual development for all.

NELP Priorities 1; 2; 3; 4

a. What specific analysed evidence is driving this?

The impact of the last five years and the instability as a result of school, community and national political and educational changes has caused heightened levels of anxiety amongst staff, students and whānau. We feel a responsibility to support our tamariki and school community through these changes, sourcing and utilising skills and strategies which will empower us to cope with changes and stresses of the world.

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. Regular behaviour entry data analysis will support us to monitor this.

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/ etc)</i>
<ol style="list-style-type: none"> 1. St Mary's Way student feedback collected twice per year 2. Zones of Regulation Practice and Restorative chats are well established in our school (RTLb) 3. St Mary's Way is annually reviewed and refreshed to be fit for purpose and relevant to our student body 	<p>Survey students x2 per year Establish Seasons for Growth led by key staff (DRS and/or DP) in the school RTLb Zones of regulations training. Seek training via RTLb service. Utilise trained teachers to support others in order to establish expertise within the school Review and revise our St Mary's Way cards. Run refresher workshops on "How to fill out the behavior form" and "How to complete behavior entries in eTAP/ "What are major and minor behaviours and what to do about these" Run</p>	

staff meetings to share and discuss our analysis of the behaviour data.

Goal 5 : Matauranga

To establish, regularly review and improve our local curriculum, teacher pedagogy, student agency and thereby improve student outcomes.

NELP Priorities 1; 2;3;4;5; 6

a. What specific analysed evidence is driving this?

The impacts of a national standards based and remote learning/ home-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 learners. Staff who are unaware of their own unconscious bias. Staff and students who lack agency over their learning and their educational progress.

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. ~ ākonga 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. Ākonga and kaiako who exhibit agency over their own educational and personal development and can clearly share their learning with others. Kaiako who know their learners and whānau well. An innovative and fun teaching and learning environment based on ako.

c. How will we measure progress?

Our students can confidently set, evaluate and reflect upon and share their goals and 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 with the support of our unique SM Partnership Pathway for 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. Excellent student outcomes in literacy and mathematics, as well as across the spectrum of the curriculum.

Desired Outcome	Actions	Progress/Actual Outcome <i>(add hyperlinks/ photos/etc.)</i>
1. Re-establish and embed teaching and learning strategies to develop student agency across all classes. 2. Staff Agency improved so that all staff are able to effectively manage their own learning	Leadership team to collaborate with staff to further develop student agency by <ul style="list-style-type: none"> - Reviewing goal setting approaches and resources - Establish and utilise child-speak tracking 	

<p>journey, using the Partnership Pathway to guide their reflection on their commitment to Te Tiriti o Waitangi</p> <p>3. Local Curriculum launched and activated as “Our Story” and documented on our school local curriculum document.</p> <p>4. Reinforce 1 hr of reading, writing and maths in each classroom’s daily teaching and learning programme</p>	<p>resources</p> <ul style="list-style-type: none"> - Revisit assessment for learning strategies in planning and teaching - Review goal setting conference organisation - Collect student voice on goal setting and tracking at least once per term - Establish Spotlight across all senior classes - Integrate student agency with playful learning approach in the junior team - Leadership team to collaborate with Kahui Ako key staff to support this pedagogy - Start to integrate goal setting and agency with the spiritual journey to further embed faith, confidence and reflective practice <p>Review PGCs to establish and embed staff agency</p> <p>Establish and share staff personality profiles to further develop staff agency and effective collaboration – staff workshop on Personality Profiles run by Glenys Henry at beginning of 2024</p> <p>Launch school local curriculum (Pāmanawa - St Mary’s, Our Story) with a consultation opportunity for whānau at our BoY Whānau Picnic.</p> <p>Teachers utilise ‘Our Story” to plan teaching and learning concepts each term, beginning with an Aotearoa/New Zealand Histories concept focus for Term 1.</p> <p>Conduct regular checks to ensure 1 hour per day of reading, writing and maths is consolidated in each class</p>	
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Board Work Plan and Meeting Dates 2024										
Area for Review	29 Feb	21 March	9 May	27 June	25 July	22 August	26 September	24 October	21 November	5 December
Charter/ Strategic Plan	Confirm and approve reviewed Strategic Plan 2023-2025 and Annual Implementation Plan 2024 Submit to MoE by 1 st March	Annual aims/goals regularly reviewed and reported to BOT through Principal's reports							Review of strategic plan and annual implementation plan	Strategic Plan approval
Strategic Goals	Taha Wairua		- Whānau		Tīnana		Hinengaro		Mātauranga	
Policies and Procedures	Reviewed as indicated on our SchoolDocs Website - see Review Schedule attached.									
Student Progress & Achievement	Analysis of Variance confirmed Student achievement targets set	Special Education Needs Report		RE Report		MidYear Student Progress Report		Special Education Needs Report		End of Year Achievement Report
Human Resources		Approval of Principal Appraisal Principal performance	Staff PGC Report					2025 Staffing Needs Analysis		Staff Appointments Formal Report on Principal Performance

		agreement approved								
Curriculum Delivery			Science & Digital Technology Report	RE Report	Integrated Curriculum Report incl Learning through Play	Literacy and Maths Report	Music & The Arts Report	PE/Sport/ Health Educ. Report	Integrated Curriculum Report incl. Learning through Play	
Budget	2024 approved	Monitor	Monitor	Monitor	Monitor	MidYear Review	Monitor	Monitor		2024 Draft
New Local Initiatives		Community Engagement		Parish/ School Partnership		Mission Activity		Papakura Marae Connection		
Board Process & Meeting Requirements	Appoint chair, deputy chair and secretary	1 March Roll Return Accounts to auditor		Annual Report approved and sent to MoE by 31 May	Roll Return 1 July	Reporting to Parents	Succession Planning Decapitation Planning	Health Curriculum Consultation		Reporting to Parents

1. Trustee register: updated when there is any change of board membership and reviewed annually

Approved number of elected parent representatives = 5

Name	Phone/email	Position on board – Presiding Member (PM), trustee (T), commissioner (CMR), member (ME)	Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietor’s appointee, principal	Date started ²	Date left the board	Current term expires
Chris Butler	021 807 976 chris.butler@aucklandcouncil.govt.nz	(T)	Proprietor’s appointee	15/6/16		Election 2025
Audrey Kippen	027 3664424 audreyk@stmaryspapakura.school.nz principal@stmaryspapakura.school.nz	(T)	Staff Trustee Principal	16/8/18 14/11/20		N/A
Anna Buckley	021945070 annab@stmaryspapakura.school.nz	(T)	Staff Trustee	20/2/20		Election 2025
Fr James Mulligan	09 298 5134 father.mulligan@gmail.com	(T)	Proprietor’s appointee	21/2/19		Election 2025

Allannah Meredith Vatau	02108195324 alannahmeredithvatau@gmail.com	(T)	Proprietor's appointee	11/09/23		Election 2025
Filomena Beirne	021 782 700 fwatta@gmail.com	(T)	Proprietor's appointee	14/09/22		Election 2025
Viviane Walker (Al-Haddad)	022 096 0446 vivo5@hotmail.com	(T)	Parent elected	14/09/22		Election 2025
Pamela Venu	027 807 8643 pamela@coversure.co.nz	(T)	Parent elected	14/09/22		Election 2025
Nekoda Atiga-Bridger	020 410 93128 atiganekoda@live.com	(T)	Parent elected	14/09/22		Election 2025
Tom Varghese	022 352 7217 tomvarg11@gmail.com	PM	Parent elected	14/09/22		Election 2025
Nathan Williams	027 528 5239 nathankenrickwilliams@gmail.com	Deputy PM	Parent elected	14/09/22		Election 2025