



Striving for Excellence in the Marist Tradition

M.A.R.Y - Marist - Attitude - Respect - Yes



St Mary's Catholic School Putaruru (1957)

Strategic and Annual Plan 2024-2026

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Board of Trustee Undertakings

Board Undertakings/Consultation

The St Mary's Catholic School Combined Board of Trustees consults biannually with Maori and the wider community. Formal opportunities for consultation include school newsletter, B.O.T. meetings, staff meetings, PTA meetings, one to one conversation, and community surveys along with Whanau group hui.

The school maintains an open door practice encouraging families to approach the school and individual interviews with parents are held, highlighting how we can work together to improve the education of the child.

Ratification of St. Mary's School Charter

The 2025 school charter was ratified at the _____ meeting of the School Board of Trustees (refer to B.O.T minutes).

School Charter and Annual Report

A copy of the St Mary's Catholic School Charter will be sent to the Ministry of Education by 1st March 2024.

Cultural Dimensions

St Mary's Catholic School's curriculum will recognise the unique position of Maori within New Zealand society. It will provide students with experience and understanding in cultural traditions, language and local and national histories. All students will become familiar with greetings, national anthem in Maori and English, social phrases, instructions, waiata, karakia and mihi through Te Reo. The school will continue to maintain and further develop the communication lines with the Maori community and take into account recommendations from our local iwi, Raukawa. Under the Treaty of Waitangi we recognise a system where we acknowledge and share authority and responsibility in partnership arrangements.

St Mary's Catholic School will recognise the cultural identity of our Catholic Filipino community as well as the Pasifika Catholic Community to enhance their role within our school through learning and cultural celebrations.

Tikanga Maori and Te Reo Maori

The priority is for Maori students to feel proud and positive about being Maori within our school environment. We are developing a stronger affiliation with Ngati Raukawa. St Mary's Catholic School over the last year has rebuilt a strong Kapa Haka group that will showcase their identity through performances and himene through a Catholic Character lens.

School Operation, Governance and Management Section:

Curriculum

Key school documents relating to curriculum

- Integrated RE Curriculum
- New Zealand Curriculum Framework
- Localised Curriculum
- Curriculum Implementation Plans
- Student Individual Achievement Records
- Learning Support Register
- School Docs Policies
- Charter and Annual Plan
- Annual Budget

Human Resources

Key School documents relating to human resources

- Job Descriptions
- Performance Agreements
- Teaching Staff - Staff Professional Growth Cycle/Appraisal
- Accidents and Medical Register
- Personnel & Curriculum Policies
- Annual Plan: Strategic Aims and Targets

Our School

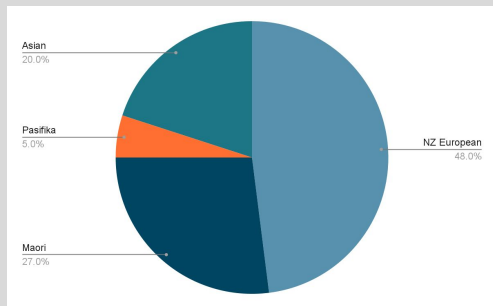
Brief Description

St Mary's Catholic School is a Full Primary catering for Year 0 to Year 8. The school has a rich history associated with the Marist Sisters dating back to 1944. We value the contribution the Marist Sisters have made to St Mary's. We maintain a close cooperative relationship with St Patrick's Parish and St Mary's is part of a Faith Based Kahui ako.

The community is made up of a variety of families from various socio-economic and cultural backgrounds.

The school roll has a maximum of 193. The school roll comprises approximately 31% students drawn from the Maori community and with representations from Indian, Pasifika and Filipino communities.

Percentages shown below:



Staff and Students

95% of the nominal roll children at the school have an association with the Catholic Church and are acknowledged as preference enrolments. The school provides a safe and pleasant learning environment for both children and staff.

At present we have eight classes operating. Teachers operate out of a variety of classrooms including, single classrooms and innovative learning environments. The staff is split into Senior and Junior teams and all plan collaboratively and integrated learning across the curriculum.

We employ teacher aides for learning support. One Office administrator is employed full time. We have a caretaker and librarian who are employed part time. We have three itinerant Teachers focusing on the Arts.

We have a Learning Support Coordinator.

At present our school's senior leadership team consists of the Principal, Deputy Principal (holding the SENCO role), and a Director of Religious Studies.

Catholic Schooling Philosophy

Catholic schools are established to carry out the Church's mission. Schools provide a Catholic Faith environment which enables young people to develop the attitudes, knowledge and skills to become active and committed member of the Faith Community and to contribute positively to the world community

The philosophy of Catholic schools in New Zealand is based on a Catholic understanding of Christianity. Catholic Integrated schools live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishop's Act in unison in determining the essentials of the philosophy and its underpinning values.

Educationally Powerful Partnerships

- Faith Based Kahui Ako - collaboration and shared professional learning with nine schools
- Transition to school connections with local ECEs
- Catholic Diocese of Hamilton Schools and Parishes
- Ministry of Education - Support services
- Raukawa Charitable Trust
- Ministry of Health - Support services
- Local Marae/Iwi

MISSION

Under the name of
MARY
we will be:
Striving for Excellence in
the Marist Tradition

St Mary's Catholic School Putaruru Strategic Priorities 2025

VISION

Empowering M.A.R.Y
Marist - Attitude -
Respect - Yes

STRATEGIC goals 2024-2026

INITIATIVES: What we will be doing

Goal 1 (Community):
Being part of the M.A.R.Y

- Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development
- Continue to build under the new direction of PB4L
- Revisit Ter 1 and 2 systems and processes
- To raise our attendance to 80%

Goal 2 (Leadership):
Implement a culturally responsive
localised curriculum.

- Continue to develop coherent pathways by improving capability with learning progressions
- Embed Aotearoa NZ Histories
- Improving Te Reo me ona tikanga
- Continue to strengthen local connections with Raukawa and local marae
- Develop and design our localised curriculum alongside the new RE curriculum

Goal 3 (Teaching and Learning):
Grow teacher and student agency

- Ensure all teachers are explicitly teaching Reading, Writing, Maths and Religious Education - An hour of the three core subjects.
- Structured Literacy consolidation Reading
- Establish an Enriched Structured Maths Programme through the school using learning progressions implement explicit teaching in Maths using PRIME
- Whole Class teaching in all core areas - group intervention as needed

Goal 4 (Religious Education)
Promote the integration of the new
RE curriculum across all learning
areas
Te whakatupu ma te matauranga

- Continue to Implement and integrate the RE curriculum
- Integrate RE across curriculum areas i.e. Reading, Writing
- RE Retreat with Staff
- Term RE Meetings with staff
- Graeme Dingle, PB4L and RE Curriculum to connect



Vision

Empowering **M.A.R.Y: Marist - Attitude - Respect - Yes**

A school community that nurtures students to strive for excellence in the Marist tradition, fostering faith, learning, and service.

Mission

Under the name of M.A.R.Y, we will be:

Striving for Excellence in the Marist Tradition

By providing a faith-filled, inclusive, and high-quality education that empowers students to become lifelong learners and compassionate citizens.

Core Values

1. **Marist – Manaakitanga:** Hospitality, kindness, and community spirit.
2. **Attitude – Ako:** Commitment to learning and teaching excellence.
3. **Respect – Whakaute:** Valuing diversity, integrity, and respect for others.
4. **Yes – Ōhākī:** Commitment to doing what is right and persevering in challenges.

Annual Plan (2025)

Objectives:

- Increase attendance and engagement in the M.A.R.Y way.
- Strengthen literacy and numeracy with explicit teaching strategies.
- Enhance cultural responsiveness through partnerships and curriculum.
- Fully integrate the new RE curriculum across subjects.

Tactics:

- Conduct community workshops and promotional activities.
- Implement structured literacy and PR1ME Maths training.
- Organize professional development for culturally responsive teaching.
- Establish student leadership programs aligned with Marist values.

Resources:

- Teachers, staff, and leadership team.
- Budget allocation for curriculum development and training.
- Community and local iwi partnerships.
- Digital tools and learning materials.

Timeline:

- **Term 1:** Launch attendance initiatives, professional development for teachers.
- **Term 2:** Implement RE integration, structured literacy assessments.
- **Term 3:** Review PB4L impact, strengthen community engagement.
- **Term 4:** Evaluate progress and set goals for 2026.

Key Metrics:

- Attendance rate reaching 80%+.
- Improved student achievement in Literacy and Numeracy.
- Increased student participation in leadership and community programs.
- Successful implementation of RE curriculum across all learning areas.

SWOT Analysis

Strengths:

- Strong Marist values and community support.
- Structured literacy and numeracy programmes (PR1ME Maths, IDEAL Literacy).
- Commitment to cultural responsiveness and local partnerships.

Weaknesses:

- Attendance challenges that need improvement.
- Need for further teacher training in new curriculum initiatives.

Opportunities:

- Strengthening relationships with local iwi and community groups.
- Expanding leadership programmes for students.
- Enhancing digital learning tools and resources.

Threats:

- External factors affecting attendance and student engagement.
- Limited resources for curriculum expansion and professional development.

This plan will guide St Mary's Catholic School Putaruru towards achieving excellence while staying true to its Marist values and mission.

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 motto of 'Striving for excellence in the Marist Tradition' and Empowering our M.A.R.Y - Marist - Attitude - Respect - Yes. 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 whanau
- Endeavour to 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)

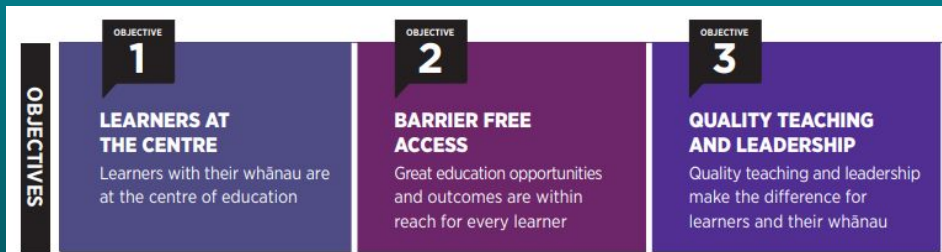
NELP 1 - Objective 1
LEARNERS AT THE CENTRE
Learners with their whānau
are at the centre of
education

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 - Strengthen Tier 3 systems (NELP 2)
- Review Tier 1 and 2 systems and processes (NELP 2)
- Strengthening community partnerships - Integrating school values into our school community - promotional material development (+NELP 2 and 3)
- Continuous consultation and action with parish, whanau and iwi-Raukawa and the importance of student voice
- Embedding Aotearoa NZ Histories through planning (+NELP 3)
- Refine Professional Growth Cycle (+NELP 2&3)
- Implementation of a Balanced Maths Programme (+NELP 2&3)
- Structured reading and spelling consolidation (NELP 2 & 3)
- Implementation and of explicit teaching in all areas of the curriculum (NELP 2 & 3)
- Continue to develop our understanding of integrating the NZ Curriculum with the new RE curriculum (NELP 2 & 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 - Introduce tier 3 systems (+ NELP 1)
- Revisit Tier 1/2 systems and processes (+ NELP 1)
- Strengthening community partnerships - Integrating school values into our school community - Promotional Material development (+ NELP 1)
- Improving Te Reo Maori and Te reo me ona tikanga (+ NELP 1 & 3)
- Consolidate Professional Growth Cycle (+ NELP 1 & 3)
- Develop school wide progression of play(+ NELP 1 & 3)
- Structured Reading and Spelling Consolidation (+ NELP 1 & 3)
- Implementation of Balanced Maths Programme (+ NELP 1 & 3)
- Implementation of explicit teaching in writing (NELP 2 & 3)

INITIATIVES: What we will be doing

- Improving Te Reo Maori and Te reo me ona tikanga (+ NELP 1 & 2)
- Continue with Aotearoa 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)
- Develop school wide progression of play (+ NELP 1 & 2)
- Structured Literacy Consolidation (+ NELP 1 & 2)
- Implementation of a Balanced Maths Programme
- Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum (+ NELP 1 & 2)

Community Consultation

Consultation with whanau occurs twice a year. The objective is to keep whanau informed about progress of tamariki and ensure that all ākonga (learners), whānau, and the community, can have a say in what the goals of the school are so that they reflect the needs of ākonga (learners).

We have a whanau group to support the school along with the PTA, under the guidelines of the Te Tiriti o Waitangi.

Next steps:

- Consultation will be for a Junior School hui twice a year (term 2 and 4) to support parents and guide them in the education of their child. We will ‘Haere tahi’ (journey together) with them.
- Whanau group to meet once a term to establish common goals and relationship
- Build connection and consultation with the parish and school
- Inform parents and community on new changes to curriculum across the board in regard to Structured Learning

Annual Plan 2025 **Goal 1 - (Community) Being part of the M.A.R.Y**

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development Continue to build under the new direction of PB4L Revisit Ter 1 and 2 systems and processes To raise our attendance to 80% 	2025 			
Action	Responsible	Resources	Due	Measure
Purchase tokens (HOUSE COLOURS) and token box	PB4L team	Time	Start T ^m 1	Implementation of steps throughout the school
Teaching of M.A.R.Y and our PB4L lessons are consistently taught in all classrooms throughout the year	PB4L and Staff	Shared Drive - Lessons	Start T1	Teachers improved use of behaviour plans and proof of teaching PB4L
Consultation with LSC/SENCO, Dingle Foundation - building positive relationships Life Education	PB4L, LSC, SENCO/RTLB and MOE Psychologist Dingle Foundation	Time,	Start T1, Review T2	System is in place and in use Comparison of 2023-2024 data/pastoral notes Conversations and interactions with tamariki
Launch promotional material - visuals, posters - Catholic Character Visual to be displayed outside the school and field - Employ Cecilia MacKinnon/Leah White to create a mural based on our Catholic Character Ensure our values are displayed and discussed when dealing with behaviour	PB4L, ICT, SENCO	Time, \$\$\$		Updated info on website, newsletter, brochure - Use of House Points displayed Promotion of Catholic Character Visual
Review our Behaviour Plans and ensure there is consistency as well as positive language within the staffroom.	PB4L, Team leaders		End of year	Staff meeting minutes show discussion
Attendance - keeping a track of children not attending school. Discussion with parents and letters home if required. Attendance plans put in place when needed.	Principal and Office Manager		Consistently	Attendance rate will increase.

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to strengthen community partnerships and consultation - integrating school values into our school community - promotional material development Connect with Parish Centenary to build relationship 	2025 <hr/>			
Six monthly review - June 2025				
Six Monthly Review - December 2025				

Annual Plan 2025 **Goal 2** - Implement a culturally responsive localised curriculum.

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to develop coherent pathways by improving capability with learning progressions Embed Aotearoa NZ Histories Improving Te Reo me ona tikanga Continue to strengthen local connections with Raukawa and local marae Develop and design our localised curriculum alongside the new RE curriculum 				

Action	Responsible	Resources	Due	Measure
Planning using the Aotearoa NZ Histories and Te Reo and Tikanga teachings. Have a school wide plan for the teaching of Te Reo Maori and Tikanga <u>Te Reo Maori Curriculum Overview</u>	Senior Management, Lise Lister and Clare Hedge	Books, artists, art materials	EoY	Implemented and using the new curriculums - visible in environment
Niho Taniwha school stocktake? How can they help us? Where to next? Te Whare Tapu o Te Ngakau Maori - incorporate into tikanga	Senior Leadership and Clare Hedge, Lise Lister	Human resource	EoY	Report
Work with MAC (Wayne) at least once a term to build our competency. Whole Staff to be involved. Whanau Group to be included in these hui.	Senior Leadership Teachers Whanau Group	MAC - Wayne	EoY	Staff more competent and confident
Start recording and documenting local curriculum - using Raukawa website and local marae	Karen Kahui Ako	Human resource Community Raukawa	EoY	Stories recorded and used in class

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to develop coherent pathways by improving capability with learning progressions Embed Aotearoa NZ Histories Improving Te Reo me ona tikanga Continue to strengthen local connections with Raukawa and local marae Ruapeka Marae Visit 2025 - Whole School Develop and design our localised curriculum 	2025			
Six monthly review - June 2025				
Six Monthly Review - December 2025				

Annual Plan 2025 **Goal 3** - Grow teacher and student agency.


Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Ensure all teachers are explicitly teaching Reading, Writing, Maths and Religious Education - An hour of the three core subjects. • Structured Literacy consolidation Reading • Establish an Enriched Structured Maths Programme through the school using learning progressions implement explicit teaching in Maths using PR1ME • Whole Class teaching in all core areas - group intervention as needed 				

Action	Responsible	Resources	Due	Measure
Staff to update Professional Growth Cycle on a regular basis. Reflection and write up.	Senior Leadership Teachers	Google Slide <u>Professional Growth Cycle</u>	EoY	Completed growth cycle EoY
Coaches/Leaders trained to focus on assessment and reporting and interventions through Edge Platform Karen to have Professional Learning on Coaching through Kahui Ako.	Senior Management Teachers Karen Across the School Coordinators	Edge PLD Release Time	EoY	SL is self sustaining Reports to BoT Data analysis and presentation Interventions in place
Implementing Structured Maths through PR1ME. Showing a balanced programme and consistency throughout the school in Maths.	Nicola and Mohini Across the School Coordinators	PR1ME Release time	EoY	Plan developed for 2025 - prof development, scope and sequence/implementation plan
Structured Literacy to be consolidated through IDEAL- Spelling and Reading Writing - using Writer's Toolbox Resource and for Senior Management to look at Writing within IDEAL	All Teachers Senior Management	IDEAL	EoY	Data analysis IDEAL

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Structured Literacy consolidation in Spelling and Reading Establish an Enriched Structured Maths Programme through the school using learning progressions Implement direct explicit teaching in Maths, Reading and Writing 	2025			
Six monthly review - June 2025				
Six Monthly Review - December 2025				

Annual Plan 2025 **Goal 4** - Promote the integration of the RE curriculum across all learning areas

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Continue to Implement and integrate the RE curriculum Integrate RE across curriculum areas i.e. Reading, Writing RE Retreat with Staff Term RE Meetings with staff Graeme Dingle, PB4L and RE Curriculum to connect 				
Action	Responsible	Resources	Due	Measure
Teacher only day to create a year long plan	All staff	ToD		LTP
Develop links with all curriculum areas	DRS - Jonathan Teachers		Ongoing	Evidence in planning and in classrooms
Teachers new to a Catholic School to do a paper through the Diocese	DRS	Diocese Fadi Yalda	End of Year	Professional Learning in RE - achieving the standards required
Build resourcing to support RE e.g. picture books, drama resources	RE Team All staff	\$1500	End of year	Teacher planning Library
Develop an integrated plan for 2025	Led by Jonathan and Karen		End of Year	Planning <u>Walking in Hope and Love</u>

Initiative	Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Implementation and integration of the new RE curriculum Continue to integrate RE Curriculum into PB Learning RE Retreat with Staff RE Meetings with staff and parents based on the new RE Curriculum 	2025 <hr/>			
Six monthly review - June 2025				
Six Monthly Review - December 2025				

PROPERTY & FINANCE STRATEGIC AND MAINTENANCE PLAN (NAG 4)

Allocate funds to reflect the school's priorities as stated in the charter;

Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure the school's buildings and facilities provide a safe, healthy learning environment for students.

Where do we want to be?	2024	2025	2026	2027
Undertake capital building development Nag 4iii	Hall, kitchen and toilets refurbished and upgraded and floor mended COMPLETED	Painting inside Rooms 1 - 6 Ramp refurbished outside Room 5 Sensory Garden (Enviro Group) completed Signage displaying St Mary's Catholic School Hall Replacing sails across the school Storage container next to Music block Signage of our school values Enhance the Grotto area and van der Kroft Grove Sand in Sandpit and bark in playground	New safety matting for playgrounds Updating playgrounds - round swing Welcome carving for the Hall New pool cover and roller	Church/School Driveway to be redone
Infrastructure		Work with stakeholders and suppliers to ensure school infrastructure is maintained appropriately and upgraded where necessary.		

Management of school asset system.

Maintenance of property to ensure the safety and health of occupants.

(NAG 4ii)

- Maintain and update school asset register regularly.
- Estimate economic life of assets contained within register and costings of replacement. Report recommendations to finance committee/BOT so as to ensure coherent replacement programme.
- Regular inspection by Principal/ BOT/ Caretaker to ensure property is safe.
- Carry out regular paint touch ups, spouting checks, fertilising etc. as per 10 year plan
- Maintenance of the Swimming Pool and surroundings

MISSION

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Links to 2025 Action Plans

VISION

*Empowering M.A.R.Y
Marist - Attitude -
Respect - Yes*

Goal 1 (Community):
Being part of the M.A.R.Y

Goal 2 (Leadership):
Implement a culturally responsive
localised curriculum.

Goal 3 (Teaching and Learning):
Grow teacher and student agency

Goal 4 (Religious Education)
Promote the integration of the new RE
curriculum across all learning areas
Te whakatupu ma te matauranga

RE Strategic Plan 2025

Literacy Action Plan

Maths Action Plan

Pasifika Action Plan

Maori Action Plan

Health and PE Action Plan



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St Mary's Catholic School, Putaruru Strategic Self Review

VISION

Empowering M.A.R.Y
Marist - Attitude -
Respect - Yes

Goal 1 (Community):
Being part of the M.A.R.Y

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LINK TO
SELF
REVIEW
due end
2025

