

St Mary's

School

Mosgiel

Strategic Plan

2024-2026

Strategic Goal 1/Tahi:

Strategic plan

Strive for greatness in our school culture

Objective 1:

Ensure Treaty of Waitangi principles and our schools special character shape our culture

Objective 2:

We have a positive, collaborative, progressive environment founded on mutual trust and respect

Objective 3:

We strive for exemplary leadership resulting in an equitable environment including accountability and fulfillment for all

Success after 3 years:

We have a motivated, progressive staff operating in an environment of trust and respect. Te Ao Maori and the Treaty are embedded across our school. Our mercy values are lived.

Annual plan

Annual target 1a

Treaty principles of partnership, participation and protection are understood & reflected in our school culture

Annual target 1b

We will look for new ways to incorporate, and bring to life, our values

Annual target 2a

We will adopt a continual improvement mindset and identify opportunities to do things better

Annual target 2b

Individual strengths are celebrated and, via collaboration, used to benefit all

Annual target 3a

Both staff and students are provided with leadership roles across our school

Annual target 3b

Plans and policies support staff satisfaction and performance

Evidence/ Success

Our local curriculum & communications acknowledge biculturalism, treaty principles & students are enabled to acquire knowledge of Te Reo and Tikanga Maori

Evidence/ Success

Values are communicated and expressed in diverse contexts across our environment

Evidence/ Success

Opportunities for improvement identified and documented with plan for implementation put in place

Evidence/ Success

A high functioning team, that collaborate & supports each other, acknowledging that everyone has strengths and weaknesses

Evidence/ Success

Exemplary leadership is evident in the contexts of strategic, operational, pastoral, classroom, extra-curricular activities, and student contribution

Evidence/ Success

Responsibilities and expectations are captured and plans in place to ensure accountability promoting sense of equity & fairness

	<p>Specific action 1a(i) Website & promotional material overhauled to incorporate Te Reo and Ta ao Maori</p>	<p>Specific action 1b(i) Values promoted around the school with new & revitalised visual cues</p>	<p>Specific action 2a(i) Create a mechanism for actively identifying and promoting opportunities for improvement</p>	<p>Specific action 2b(i) School leadership team facilitates building team culture, facilitating staff, management and governance catch up once per term</p>	<p>Specific action 3a(i) Potential and/or new opportunities for leadership roles are identified, utilising personal strengths of members</p>	<p>Specific action 3b(i) Organisational structure is published and related expectations are set</p>
	<p>Specific action 1a(ii) Local curriculum plan to reflect intent of NZ History including relevant LEOTC opportunities & local mana whenua involvement (whanau or an appropriate representative)</p>	<p>Specific action 1b(ii) We will engage parents in relation to what 'building resilience' looks like to them e.g. camp programmes</p>	<p>Specific action 2a(ii) At least 3x opportunities are created per term to welcome and engage face to face with our school community - potentially including future members</p>	<p>Specific action 2b(ii) Principal introduces three wins and one wish concept for incorporation into BOT meetings</p>	<p>Specific action 3a(ii) Senior students (yr 6/7/8) are provided multiple leadership opportunities ... coaching etc</p>	<p>Specific action 3b(ii) 2 fixed term management 'units' are published with supporting JD's and expectations developed</p>
	<p>Specific action 1a(iii) Kaphaka programme extended to include all ages (look to implement a Junior Y1 - Y2, and Senior Y3 -Y 8 group with the focus on performance by the Senior group</p>	<p>Specific action 1b(iii) Each value has a focus time (week/term?) and a plan that documents how we look at each of the values is established - incorporating BOT certificates</p>	<p>Specific action 2a(iii) Multiple surveys and questionnaires are utilised to seek opportunity for improvement</p>	<p>Specific action 2b(iii) Successes are acknowledged and celebrated in a weekly slot on FB and in the newsletter</p>	<p>Specific action 3a(iii) Professional development in leadership training is accessed by staff</p>	<p>Specific action 3b(iii) BOT to undertake staff wellbeing surveys 2 per annum</p>
	<p>Specific action 1a(iv) Teachers undertaking Te Reo course 'Te Reo Tuatahi' and incorporating learnings in daily practice</p>	<p>Specific action 1b(iv) Review existing service/outreach programme and looking for new opportunities</p>	<p>Specific action 2a(iv) Information obtained from surveys/ questionnaires utilized in planning</p>	<p>Specific action 2b(iv) Achieving expectations of Kahui Ako 'within school teacher' model.</p>	<p>Specific action 3a(iv) Students have access to leadership training opportunities including road patrol and PALS</p>	<p>Specific action 3b(iv) EEO policy to be reviewed and statement prepared</p>

Strategic Goal 2/Rua:

Strategic plan	Enhance learner achievement					
	Objective 4: The process of using assessment data to inform goal setting is well defined, consistent and transparent		Objective 5: Enable each learner to achieve their potential, while ensuring learner agency informs individual goals		Objective 6: Provide PD opportunities to enhance skills & techniques employed in the classroom	
	Success after 3 years: Achievement levels across reading, writing & mathematics have risen. Pedagogical, assessment, and moderation techniques are continually reviewed, alternatives investigated, and where determined desirable, embedded in our practice. Agreed, consistent methods of assessment are used with regular moderation occurring. There is shared visibility of learning goals; school/child/home					
Annual plan	Annual target 4a New pedagogical, assessment, and review techniques are investigated	Annual target 4b Agreed, consistent methods of assessment, per AFL PLD, are used with regular moderation occurring.	Annual target 5a Achieve curriculum target(s) in math and writing through effective implementation of A4L practices	Annual target 5b Individual learner goals are specific, personally challenging and formulated in partnership	Annual target 6a The annual 'All of school' PLD programme is implemented with a review taking place mid year.	Annual target 6b Individual PGC plans are in place & include goals related to: personal growth, reflection and content knowledge
	Evidence/ Success New programmes and resources are identified, researched, and implemented, where deemed beneficial	Evidence/ Success Checklists, formative assessment tools and peer observation learnings are implemented.	Evidence/ Success A number of strategies have been utilized and target (s) achieved	Evidence/ Success Students can articulate their personal learner goals	Evidence/ Success ALL staff have been involved in PLD across one or two agreed programmes with 100% attendance	Evidence/ Success Each staff member has an annually reviewed Professional Growth Cycle Plan. Learnings are incorporated in practice.

	<p>Specific action 4a(i) Professional conversations occur at staff meetings to identify pedagogical techniques that are being used in other schools and the results they are achieving</p>	<p>Specific action 4b(i) Use the (AFL) writing checklists developed to provide feedback to ākonga and provide next steps for learning.</p>	<p>Specific action 5a(i) Provide purposeful achievement data reports to BOT as per schedule, including longitudinal reports</p>	<p>Specific action 5b(i) A standardised approach is developed and used to verbally communicate with regards sharing progress against goals ie. at interviews</p>	<p>Specific action 6a(i) All of school PLD plan reviewed ...Maths AFL, ALIM, Te Reo Tuatahi, RE Curric training, COL provided AFL, Twilight meetings (RE), ICT training, PB4L</p>	<p>Specific action 6b(i) Annual PGC meetings held with all staff & six monthly check-in meetings held to assess progress against goals.</p>
	<p>Specific action 4a(ii) Writing assessments are moderated 2x yearly using writing checklists per AFL</p>	<p>Specific action 4b(ii) Quarterly review of application of methodology learnt from AFL across the school.</p>	<p>Specific action 5a(ii) OTJ Data captured in Edge and utilised for Student reports and longitudinal board reports.</p>	<p>Specific action 5b(ii) Set clear learning intentions across the curriculum and co-construct success criteria so ākonga know where they are going next.</p>	<p>Specific action 6a(ii) AFL Math initiative implemented across school</p>	<p>Specific action 6b(ii) School-wide PLD plan is published with detail and outcomes, with both individual and 'whole' school developmental needs addressed</p>
	<p>Specific action 4a(iii) Reading assessments are moderated 2x yearly</p>	<p>Specific action 4b(iii) Reflection and learnings noted for the following term (of above).</p>	<p>Specific action 5a(iii) Implement formative assessment tools in math to continuously evaluate student understanding, adapt teaching strategies, and enhance learning outcomes.</p>	<p>Specific action 5b(iii) Positive behavior for learning (PB4L) protocol implemented school-wide = card system refreshed including communications home</p>	<p>Specific action 6a(iii) 1-2 ALIM initiatives implemented across the junior school; plus one initiative developed to challenge senior students who show a talent in this area</p>	<p>Specific action 6b(iii) Staff well being survey undertaken 2x/yr by the BOT</p>
	<p>Specific action 4a(iv) Mathematic assessments are moderated 2x yearly (AFL checklists)</p>	<p>Specific action 4b(iv) Term 1 - Application completed and submitted for AFL</p>	<p>Specific action 5a(iv) Conduct peer observations and provide feedback around practice and assessment for learning (A4L) strategies.</p>	<p>Specific action 5b(iv) Provide internet safety course for parents</p>	<p>Specific action 6a(iv) 1-2 SENCO/LSC initiatives implemented across the school to support students who have barriers to learning</p>	<p>Specific action 6b(iv) Annual PGC goals developed & reviewed alongside the 'within school teacher'</p>

Strategic Goal Toru/3:

Strategic plan	Proactively manage change with adaptive approaches					
	Objective 7: Utilise diverse techniques to develop and implement a local curriculum		Objective 8: Ensure student progress and our contextual environment are monitored and reviewed in alignment with best practice		Objective 9: Transitions to and from St Mary's are seamless	
	Success after 3 years: Staff and whanau feel confident and supported as a broad local curriculum is implemented across all subject areas. The curriculum refresh is implemented in a staged manner, consistent with MoE expectation, and PLD is planned accordingly. New families feel welcome and leaving families feel nostalgic.					
Annual plan	Annual target 7a Education outside the classroom (EOTC) activities are utilised across each curriculum area	Annual target 7b Our community is engaged and actively contributes to the delivery of our local curriculum	Annual target 8a Our schools achievement levels and practices are comparable to similar schools	Annual target 8b Curriculum refresh (subject(s) is implemented in a planned, staged manner	Annual target 9a New students/families are supported through enrolment, transition and early days processes	Annual target 9b Students/families feel a nostalgia and ongoing commitment to support our school
	Evidence/ Success Students have diverse opportunities to learn outside of the classroom.	Evidence/ Success Meaningful, regular engagement is held with the local community and parents/families.	Evidence/ Success We are monitoring our contextual environment for best practice models for teaching	Evidence/ Success A rollout plan is created ahead of time and includes communications to parents	Evidence/ Success Transitions in to St Mary's School are planned to cater for individual needs	Evidence/ Success Transitions from school are planned to cater for individual needs.

	<p>Specific action 7a(i) LEOTC activities are used on a daily basis to support teaching and learning</p>	<p>Specific action 7b(i) Surveys and engagement activities are implemented per the consultation plan</p>	<p>Specific action 8a(i) Identify ways of assessment moderation and achievement comparison between similar schools</p>	<p>Specific action 8b(i) Review implementation of previous 'overhaul' (NZ Histories) and identify any areas for improvement</p>	<p>Specific action 9a(i) Parents and Students meet the Principal and the Priest during the enrolment process</p>	<p>Specific action 9b(i) Parents of leaving students (yr 6 - 8) are surveyed at the end of term 4 to ascertain who is leaving and how their experience has been</p>
	<p>Specific action 7a(ii) LEOTC activities are planned in advance as much as possible enabling parent support. Eg Publishing calendar of events</p>	<p>Specific action 7b(ii) Mana whenua in our immediate whanau, and also the Taieri community, are identified and approached for guidance & direction</p>	<p>Specific action 8a(ii) Utilise relationships within COL to seek ideas around best practice</p>	<p>Specific action 8b(ii) Lead and roles/ responsibilities established for roll-out of Maths and English (for 2025)</p>	<p>Specific action 9a(ii) Students and parents meet the classroom teacher to discuss needs</p>	<p>Specific action 9b(ii) Class room teacher completes 'request for information' forms for the new school in a timely manner</p>
	<p>Specific action 7a(iii) Review existing and identify potentially new LEOTC programmes</p>	<p>Specific action 7b(iii) Identify at least one opportunity for parishioners to be involved in our local curriculum</p>	<p>Specific action 8(iii) Summative assessment is used to monitor student achievement and ensure that we are continuing to achieve a high standard.</p>	<p>Specific action 8b(iii) One pager outlining refresh (for each curriculum area) is developed to support parent/caregiver understanding</p>	<p>Specific action 9a(iii) A procedure for welcoming new families is implemented and a plan for transition developed</p>	<p>Specific action 9(iii) Teachers support students in developing personal transition plans</p>
	<p>Specific action 7a(iv) Review local curriculum programme with LEOTC lens and identify new opportunities</p>	<p>Specific action 7b(iv) Utilise 'within school teacher' to bring the Kahui Ako perspective to our local curriculum</p>	<p>Specific action 8a(iv) Parents are involved and engaged with regular reporting and invitations to support teaching and learning</p>	<p>Specific action 8b(iv) Curriculum refresh targets are met as per ministry requirements</p>	<p>Specific action 9a(iv) All parties are aware of the welcoming plan and the plan is actioned</p>	<p>Specific action 9b(iv) All parties are aware of the plan for transition and a plan is actioned to support the student</p>

Strategic goal 4/wha:

Strategic plan	Enhance and streamline communications					
	Objective 10: Strengthen the home:school partnership		Objective 11: Emphasise trust, respect and collaboration in all we do		Objective 12: Clear expectations are communicated, specifically in relation to student behaviour, school activities and student goals	
	Success after 3 years: Positive two-way communication exists between home and school with many examples available. All reporting is professional, accurate, timely and includes student agency. St Mary's is known for its welcoming culture and respect, trust and a collaborative approach are the foundations to all communications					
Annual plan	Annual target 10a Student achievement and progress reporting is regular and appropriate.	Annual target 10b Home / school communication is professional and reciprocal	Annual target 11a Our school values are 'lived'.	Annual target 11b Staff model the key values of: trust, respect and collaboration.	Annual target 12a Our communications procedures are implemented consistently	Annual target 12b Student agency forms an important component of planning and reporting
	Evidence/ Success All reporting is professional, accurate, timely and includes student agency	Evidence/ Success Positive two-way communication exists between home and school, and is confirmed via surveys and feedback	Evidence/ Success All members of our school community are aware of, and model our school values; St Marys is known for its welcoming culture	Evidence/ Success Staff treat students and other staff members with respect and work together supporting each other	Evidence/ Success All our key reporting and communication targets are met: newsletter, facebook, student reports and interviews.	Evidence/ Success Student agency is a prominent feature in formal (reports & interviews) and informal (FB) communications

	<p>Specific action 10a(i) School reports provide meaningful information and are sent home 2x per year.</p>	<p>Specific action 10b(i) Facebook posts meet or exceed the school communication guidelines</p>	<p>Specific action 11b(i) Overt teaching of our school values takes place in an integrated fashion and at specific identified times</p>	<p>Specific action 11b(i) Physical classrooms are culturally rich “happy and inclusive places” where all students contribute & feel safe</p>	<p>Specific action 12a(i) Staff share learnings and classroom antics on FB, facilitating home:school partnership</p>	<p>Specific action 12b(i) Students take part in “3 way” interviews</p>
	<p>Specific action 10a(ii) Parents are contacted as soon as staff identify potential concerns</p>	<p>Specific action 10b(ii) Teachers attend (where possible) all school wide activities, including school masses</p>	<p>Specific action 11a(ii) Visitors to our school are always greeted and acknowledged, and signage for the office is identified</p>	<p>Specific action 11b(ii) Staff / syndicate meetings are held in a respectful and collaborative way - agenda published, time advertised, and managed appropriately</p>	<p>Specific action 12a(ii) Our concerns & complaints policy is published in the newsletter regularly and easily located by parents/caregivers</p>	<p>Specific action 12b(ii) School reports have a student voice component</p>
	<p>Specific action 10a(iii) School interviews are published in advance and where possible parental needs are met</p>	<p>Specific action 10b(iii) Parents are invited to provide feedback and input via a variety of forums</p>	<p>Specific action 11(iii) Our school values are regularly promoted in the school newsletter and facebook page.</p>	<p>Specific action 11b(iii) Interactions between all members of our school community are held in a respectful manner</p>	<p>Specific action 12a(iii) Face to face opportunities are used where possible for home:school conversations</p>	<p>Specific action 12(iii) Students set personal goals alongside school and class goals</p>
	<p>Specific action 10a(iv) Report format and interview structure are standardised across classes</p>	<p>Specific action 10b(iv) Teachers are available at specific times for meetings, these are published</p>	<p>Specific action 11a(iv) Students are recognised (weekly) via the BOT certificates for acting in accordance with our school values</p>	<p>Specific action 11b(iv) Collaboration is facilitated by timely communication around needs and support required</p>	<p>Specific action 12a(iv) A weekly newsletter is produced. Student involvement is investigated</p>	<p>Specific action 12b(iv) A student council is developed.</p>