

Strategic Direction 2023 – 2025



**St Mary's
Dunedin**

**Ko Hato
Mere**

**Through
Faithfulness,
Perseverance,
Justice and
Stewardship
we**



**Belong –
Whanaungatanga
Believe –
Whakapono
Achieve –
Porotutuki**

1

**Nurturing
Catholic Faith.**

Our community has a genuine and ongoing relationship with Christ; progressing from encounter, to growth in knowledge and to Christian witness.

2

**Promoting Our
Wellbeing.**

Our staff and students are resilient and can make informed decisions to live enriched lives.

3

**Developing Our
Local Curriculum.**

Our students experience a localised curriculum that supports them to achieve their full potential and enables them to contribute positively to their community.



Nurturing Catholic Faith

Our community has a genuine and ongoing relationship with Christ; progressing from encounter, to growth in knowledge and to Christian witness. (NELP 1.1,1.2 - 3.5,3.6)

Initiatives	Strategies	When	Who	Measurements of Success
Growth in Knowledge.	Effective leadership in the school enables growth in knowledge and understanding. Religious Education	All year	Principal DRS	All members of our community grow in their knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.
	The Religious Education programme is given high status, is soundly managed, appropriately resourced, and well taught and a Catholic Curriculum	All Year	Board Principal DRS	
	The 'Catholic Worldview' is integrated into the daily practices of the school and into all curriculum areas.	All year	All Teachers	
Safeguarding and Strengthening Catholic Character	The Board of Trustees and the Leadership Team safeguard and strengthen the Catholic Character of the School.	All year	Board Principal DRS	The school complies with all the statutory requirements
	Complete all compliance and statutory requirements as needed.	All year	Board Principal	The Catholic identity of the school is strong and sustained.
Introduction of the key elements of the New Religious Education Curriculum in all classrooms.	Regular professional development led by our DRS to support staff in learning the new RE Curriculum.	Each Term	DRS	Staff are familiar with the new RE Curriculum document.
	Staff attend termly Diocesan Twilight meetings based on the new RE Curriculum.	Each Term	All teachers	Learners are ready to engage with Themes, Cross Themes and Touchstones
	All staff to be familiar with the main Themes, Cross Themes and Touchstones in the new RE Curriculum.	All year	All Teachers	

2

Promoting our Wellbeing

Our staff and students are resilient and can make informed decisions to live enriched lives. (NELP 1.1,1.2 - 2.3,2.4 - 3.5,3.6)

Initiatives	Strategies	When	Who	Measurements of Success
Use Te Whare Tapa Whā as a framework to provide support and wellbeing for children, staff and our parent community.	Introduction of Te Whare Tapa Whā to students, staff and parents.	Term 2	Principal	Our staff and learners make decisions in relation to their own wellbeing
	Use the five dimensions of Te Whare Tapa Whā in planning.	All year	All teachers	Lesson planning shows inclusion from the five dimensions of hauora:
	Build community and connections with our parents, through communication, meetings with staff and social events.	All year	Board, Principal Teachers	<ul style="list-style-type: none"> ➤ te taha tinana/physical well-being, ➤ te taha inengaro/mental and emotional well-being, ➤ te taha whānau/social well-being, ➤ te taha wairua/spiritual well-being ➤ te whenua/the environment
	Support structures are in place for children in classrooms and with outside services such as RTLB referrals and counselling.	All year	Teachers Principal LSC	
	Incorporate wellbeing focus in class programmes, in RE and Physical Education teaching, using resources such as the NZ Police and mindfulness.	All year	Teachers	
	Use NZCER surveys to evaluate wellbeing of students and staff.	Term 4	All teachers	Wellbeing at School Survey is completed.

3

Developing Our Local Curriculum.

Our students experience a localised curriculum that supports them to achieve their full potential and enables them to contribute positively to their community. (NELP 1.1,1.2 - 2.3,2.4 - 3.5,3.6)

Initiatives	Strategies	When	Who	Measurements of Success
1: English Language learners. Develop a plan that supports our learners to acquire sufficient English language skills and knowledge to allow them to access and achieve the expectations of the NZ Curriculum	Make connections with families of second language learners to explain schooling at St Marys	Term 1/2 and as needed	Principal Bilingual support worker	Literacy and numeracy data shows progress and achievement Improved attendance at school in year 1/2
	Collect and analyse 2023 data/gather baseline data	Term 1	Principal	
	Ensure correct funding has been applied for	Term 1 and 3	Principal	
	Employ teacher aide/bilingual support worker for classroom support	All year	Principal	
	Utilise support from LSC and RTLB	All year	Principal Teachers	
	Learning village subscription	January	Principal	
	Review effectiveness of learning village and teacher aide and renew for 2024 if needed	November	Principal Teachers	
2: Develop an inclusive, culturally responsive localised curriculum.	Implement the iDeal platform across all classrooms	All year	Teachers	Structured literacy is embedded in all class programmes across the school Improved literacy data All staff are knowledgeable about the history of the school and have understanding about the history of the local area ANZH is implemented as part of the class programme
	Discover our place, our history and its connection to local stories	Term 2 Term 3	Principal Teachers	
	Implement Aotearoa histories Curriculum	All year	Teachers	
	Review the ANZH components of our current Curriculum	November	Teachers Principal	
3: Develop an understanding of Te Mātaiaho and its implication for our Local Curriculum.	Introduce Te Mataiaho document to the staff and build knowledge and understanding of the framework	Term 1 Term 2	Principal Teachers	All staff understand the framework of the NZ Curriculum (Te Mataiaho) All staff are ready to implement the CPM in literacy and numeracy
	Introduce and unpack the Ministry of Education common practice model (CPM)	Term 2	Principal Teachers	

Annual Target 2023 – Progression and Achievement.

Strategic Goal: Developing Our Local Curriculum 3: Improve teacher capability and curriculum knowledge developing student progression.

Annual Target

That overall 85% of all our students will achieve at or above their expected New Zealand Curriculum Level.

Specific Targets

Target 1: By the end of Term 4 2023 our students 'working toward' will have achieved sufficient progression to meet expectations for their level.

Target 2: By the end of Term 4 2023 – All students outside of the target groups will be achieving at or above the curriculum expectations for their time at school and have achieved one year's progression for one year's learning.

Target students in Reading: 4 Students.

This group consist of 1 Maori student, 1 Filipino student and 2 Indian students. 2 girls and 2 boys. 2 are in year 2, 1 in year 3 and 1 in year 4.

Baseline data (2022)

Reading	Working towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
All students	7	15.6%	38	84.4%	45
Māori	2	13.3%	13	86.7%	15
Pasifika					
Filipino/Indian	4	25.0%	12	75.0%	16
European/Pākehā/ Other European	1	7.1%	13	92.9%	14
Male	3	16.7%	15	83.3%	18
Female	4	14.8%	23	85.2%	27

Reading	Working towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
Year 1	2	40.0%	3	60.0%	5
Year 2	3	33.3%	6	66.7%	9
Year 3	2	25.0%	6	75.0%	8
Year 4			7	100.0%	7
Year 5			8	100.0%	8
Year 6			8	100.0%	8

Target students in Writing: 6 Students.

This group consist of 3 Maori students, 2 Pakeha students and 1 Indian student. 2 girls and 4 boys. 2 are in year 3, 3 in year 5 and 1 in year 6.

Baseline data (2022)

Writing	Working towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
All students	8	17.8%	37	82.2%	45
Māori	5	33.3%	10	66.7%	15
Pasifika					
Filipino/Indian	1	6.3%	15	93.8%	16
European/Pākehā/ Other European	2	14.3%	12	85.7%	14
Male	5	27.8%	13	72.2%	18
Female	3	11.1%	24	88.9%	27

Writing	Working towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
Year 1			5	100.0%	5
Year 2	4	44.4%	5	55.6%	9
Year 3			8	100.0%	8
Year 4	3	42.9%	4	57.1%	7
Year 5	1	12.5%	7	87.5%	8
Year 6			8	100.0%	8

Target students in Maths: 7 Students.

This group consist of 1 Maori student, 2 Filipino students and 4 Indian students. 1 girl and 6 boys. 2 are in year 2, 3 in year 3, 1 in year 4 and 1 in year 6.

Baseline data (2022)

Maths	Working Towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
All students	9	20.0%	36	80.0%	45
Māori	3	20.0%	12	80.0%	15
Pasifika					
Filipino/Indian	5	31.3%	11	68.8%	16
European/Pākehā/ Other European	1	7.1%	13	92.9%	14
Male	6	33.3%	12	66.7%	18
Female	3	11.1%	24	88.9%	27

Maths	Working Towards		At or Above		Total Number
	Number	Proportion	Number	Proportion	
Year 1			5	100.0%	5
Year 2	6	66.7%	3	33.3%	9
Year 3	1	12.5%	7	87.5%	8
Year 4			7	100.0%	7
Year 5	1	12.5%	7	87.5%	8
Year 6	1	12.5%	7	87.5%	8