

St Mary's School (Northcote) Strategic Plan 2018-2020

Strategic Goals	Initiatives	Action		
		2018	2019	2020
<p>Success for all</p> <p>Students are engaged in accelerated learning that enables them to reach their full God given potential</p> <p>so that</p> <p>students grow as disciples of Jesus and learn, achieve and progress in the breadth and depth of the New Zealand Curriculum.</p>	<p>1.1 Develop a localised curriculum that reflects both the special Catholic character and national priorities and engages all learners.</p>	<p>Continue to develop the St. Mary's Way as a coherent localised curriculum that meets the needs of St. Mary's learners - RE Bridging document, Key Competencies, maths and writing</p>	<p>Continue to develop the St. Mary's Way as a coherent localised curriculum that meets the needs of St. Mary's learners - student inquiry</p>	<p>Embed the St. Mary's Way by continuing to promote consistency and coherence across the school</p>
	<p>1.2 Grow effective and evidence-based approaches to teaching and learning.</p>	<p>Continue to grow teacher understanding of assessment for learning practices with a focus on extending practice across the whole curriculum</p> <p>Induct the newly formed leadership team and provide a programme of professional learning that gives them the tools they need to develop the pedagogy, content knowledge and skills of the whole staff in responding to the learning needs of all students</p>	<p>Continue to grow teacher understanding of assessment for learning practices that enable them to grow students as agentic and self directed learners</p> <p>Continue to provide the leadership team with a programme of professional learning that gives them the tools they need to develop the pedagogy, content knowledge and skills of the whole staff in responding to the learning needs of all students</p>	<p>Embed teacher understanding of assessment for learning practices that enable them to grow students as agentic and self directed learners</p> <p>Embed leadership approaches across the leadership team that enable them to fully support their team members to expertly and adaptively meet the learning needs of all students</p>
	<p>1.3 Collect, collate and use (informal and formal) data to inform the teaching and learning process.</p>	<p>Continue to grow teacher capability to use assessment as a means of reflecting deeply on the impact of their practice and modify</p>	<p>Continue to grow teacher capability to use assessment as a means of reflecting deeply on the impact of their practice and</p>	<p>Embed teacher capability to use assessment as a means of reflecting deeply on the impact of their practice and modify it to</p>

		it to meet student learning needs through the introduction of collaborative teaching as inquiry	modify it to meet student learning needs through the strengthening of collaborative teaching as inquiry	meet student learning needs through embedding collaborative teaching as inquiry
	1.4 Develop processes that support the effective communication of student progress and achievement information to all stakeholders.	Implement the use of a digital platform that enables students to be partners in the process of assessing and reporting student achievement to stakeholders	Continue to strengthen the use of a digital platform that enables students to be partners in the process of assessing and reporting student achievement to stakeholders	Embed the use of a digital platform that enables students to be partners in the process of assessing and reporting student achievement to stakeholders
<p style="text-align: center;">Inclusion and belonging</p> <p>Nurture an inclusive environment that embraces the uniqueness of all members of the community</p> <p style="text-align: center;">so that</p> <p>our students communicate Christ through their actions, value the uniqueness of others and are confident in their identity, language and culture.</p>	2.1 Grow and nurture partnerships between the school and the Parish to support the faith development of all learners	Continue to strengthen the relationship with the parish. Increasingly involve students more regularly in parish liturgies and invite the parish priests to participate in school/staff liturgies and professional learning	Continue to develop and grow the participation of students in parish liturgies and the work of the parish	Continue to strengthen the relationship with the parish so that we work as one and are seen as one community where the school and the parish work together seamlessly
	2.2 Grow partnerships with the community that are reciprocal and learning-centred	Continue to grow community understanding of key areas of teaching and learning through regular sharing of teaching and learning information	Begin to consult with the community about the implementation of our curriculum to ensure it is relevant to all parts of our community	Consult regularly with the community about the implementation of our curriculum to ensure it is relevant to all parts of our community
	2.3 Grow partnerships within the Community of Learning that build collective capacity to meet the needs of learners in the cluster	Continue to strengthen learning partnerships with the other schools in our COL as we respond to our achievement challenge	Further strengthen the learning relationships with the other schools in our COL through increasingly working across schools to respond to our achievement challenge	Work collaboratively with the other schools in our COL to respond fully to our achievement challenge
	2.4 Develop culturally responsive and relational practices that acknowledge the capacity of all students to learn and be successful in ways that are appropriate to their language, culture and identity	Continue to develop an understanding of culturally responsive and relational practices with a continued focus on Maori and through unpacking the Pasifika Education Plan and implementing appropriate practices across the school	Further strengthen understanding of culturally responsive and relational practices through applying learning to our multicultural context	Embed understanding of culturally responsive and relational practices through applying learning to our multicultural context

	<p>2.5 Develop practices that ensure all students with learning differences are supported to learn and be successful in ways which are meaningful to them</p>	<p>Continue to develop practices that support early identification of students with learning needs (e.g specific learning difficulties, ELLS)</p> <p>Continue to grow teacher capacity and that of the support staff to respond to the needs of all learners in their classrooms using research-driven practices and collaborative teacher inquiry</p>	<p>Further strengthen practices that support early identification of students with learning needs (e.g specific learning difficulties, ELLS)</p> <p>Further strengthen the use of research-driven practices and collaborative teacher inquiry to respond to the needs of all learners</p>	<p>Embed practices that support early identification of students with learning needs (e.g specific learning difficulties, ELLS)</p> <p>Embed the use of research-driven practices and collaborative teacher inquiry to respond to the needs of all learners</p>
	<p>2.6 Grow a school-wide culture where the wellbeing of all is a key focus</p>	<p>Introduce a programme of wellbeing that focuses on all staff understanding the role of the individual in ensuring their own wellbeing</p>	<p>Continue to focus on the wellbeing of staff and their individual responsibility for taking care of their own wellbeing</p>	<p>Embed the focus on the wellbeing of staff and their individual responsibility for taking care of their own wellbeing</p>
<p>Future Focus</p> <p>Prepare our learners to live by Gospel values and thrive in an uncertain world</p> <p>so that</p> <p>Students are equipped to live a life that is characterised by all that is beautiful, good and true; a life of Christian witness; and are socially and emotionally competent, resilient, active, responsible and optimistic about the future.</p>	<p>3.1 Develop teachers' collective capacity to evaluate, inquire and build their knowledge, in order to sustain improvement and grow innovative practices</p>	<p>Implement research and collaborative teaching as inquiry to further develop effective teaching practices across the school</p>	<p>Strengthen the use research and collaborative teaching as inquiry to embed effective and innovative teaching practices across the school</p>	<p>Embed the use research and collaborative teaching as inquiry to fully embed effective and innovative teaching practices across the school</p>
	<p>3.2 Develop learners' understanding of well being through the concept of hauora</p>	<p>Develop the concept of Hauora as a means of promoting student and staff wellbeing</p> <p>Develop teacher understanding of sexuality education from the Catholic perspective</p>	<p>Continue to develop the concept of Hauora as a means of promoting student wellbeing</p>	<p>Embed the concept of Hauora as a means of promoting student wellbeing</p>
	<p>3.3 Develop teacher capability to integrate digital technologies effectively into all learning programmes</p>	<p>Increase student access to digital technologies and develop teacher capability to use digital technologies to enhance student learning</p>	<p>Continue to develop teacher capability to use digital technologies to enhance student learning</p>	<p>Embed the use of digital technologies to enhance student learning</p>
	<p>3.4 Develop an understanding of the Key Competencies and teaching practices that enable</p>	<p>Develop a consistent approach to explicitly teaching the Key Competencies as part of an</p>	<p>Continue to develop a consistent approach to explicitly teaching the Key Competencies as part of</p>	<p>Embed a consistent approach to explicitly teaching the Key Competencies as part of an</p>

	learners to become more effective learners	integrated curriculum	an integrated curriculum	integrated curriculum
	3.5 Develop students as agentic learners who are full partners in the learning process	<p>Explore and begin to implement progressions for learning for R.E., reading, writing and maths.</p> <p>Develop through broad consultation, a graduate profile that is linked to the school vision and gives clarity about the learning dispositions St. Mary's learners will adopt over their time at our school</p>	<p>Implement the use of our graduate profile across all areas of learning at our school so that all members of the community understand the intent of our school vision and so that learners are agentic and full partners in their learning</p>	<p>Embed the use of our graduate profile across all areas of learning at our school so that all members of the community understand the intent of our school vision and so that learners are agentic and full partners in their learning</p>