

Strategic and Annual Plan for Te kura o to Matou Wahine o Ruata 2020 - 2022

CHARISM	OUR MISSION	OUR VISION
<p>To be witnesses of Jesus, showing the Mercy Sisters legacy of:</p> <ul style="list-style-type: none"> ★ Service ★ Excellence ★ Compassion ★ Respect ★ Hospitality ★ Social Justice 	<p>TO LIVE, LEARN LOVE the Mercy way following the Gospel teachings of Jesus</p>	<p>Inspired by the Gospel teachings of Jesus to LIVE, LEARN, LOVE with Mercy Hearts to be:</p> <ul style="list-style-type: none"> ★ COLLABORATIVE ★ CULTURALLY INCLUSIVE ★ RESILIENT ★ CREATIVE ★ REFLECTIVE <p>Witnesses to all</p>

**First and foremost we have to give tamariki a chance to have an ENCOUNTER WITH CHRIST
Then GROW IN KNOWLEDGE moving through to the Mercy values
To be CHRISTIAN WITNESS through our Catholic Social teachings**

INTRODUCTION/WHAKAUPOKO

*The significance of this goal for all Catholic educational institutions was reaffirmed by Pope Benedict XVI in 2008: "First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth."*⁷

(The Catholic Education of School Age Children 2014)



This charter was in consultation with various community groups. The Board and staff reviewed last year's document and explicitly analysed the Analysis of Variance to identify our next steps. Parents and whanau are regularly updated through a variety of platforms, including the daily use of 'Seesaw' with this proving to be a very effective way of engaging with our community. During 2020, we prioritised our kura's wellbeing and hauora in the midst of a worldwide pandemic, and looked at creative ways of establishing school programmes and developing new ways of engagement and being. This proved an effective strategy as we overcame these unknown times. Our focus for 2021, is to continue with all the positive connectedness from 2020 and continue to build on these.



ENCOUNTER, WITNESS and GROWTH

These are three key words to highlight our aspirations for our tamariki at Te kura o to Matua Wahine o Ruata. Our Mercy school was founded in 1950 by the Mercy Sisters. The school exists to provide the best possible education for our learners/ākonga. This means that we set out to provide an environment which enables our tamariki to reach their full potential as 'We are made in the image and likeness of God' The Gospel teachings of Jesus and our Mercy values we live by are based on the life and teachings of Jesus Christ and all ākonga are witnesses to our Catholic heritage and faith through an explicit teaching of the Religious Education programme and our Catholic Social Teachings as we live, love, learn the Mercy way.

In 2020, significant time was given to authentically engage with our community in reviewing our Mercy values, Mission and Vision. The children/tamariki, teachers/kaiakao, Board, Parish and community all work towards this vision collaboratively and creatively.



OUR SCHOOL FACILITIES

We are blessed to have our school/kura side by side with our Catholic church/ te whare karakia Katorika. We are also blessed to have the Diocese of PalmerstonNorth support us in significant building modification during 2021 and the start of 2022. This has now resulted with six junior/middle school classrooms upgrades to produce modern flexible learning environments.

The administration facilities include two office areas, a staffroom and a separate general office.

There is also a large field, a junior and a senior playground which has also had an upgrade thanks to many years of fundraising, netball / tennis courts and a recently upgraded swimming pool.



CULTURAL MAKEUP OF THE SCHOOL

The cultural dynamic is similar to that of the previous year with the 12 Preferred Ethnicities in our kura.

In 2022.....Asian 17%, Indian 15%, Māori 11%, New Zealand/European 38%, Pasifika 19%,

2021 Asian 23%, Māori 11%, New Zealand/ European 43%, Pasifika 23%

2020 Asian 20% Māori 15%, MELAA 1%, New Zealand /European 42%, Pasifika 22%

We continue to look for ways where all cultures have a sense of BELONGING to our kura/school. The Board have prioritised and Community Engagement Plan for 2022

We are part of our Catholic Kāhui Ako and our seven kura are so very blessed to be working with Tai Huku Consulting in developing our understanding of Te Tiriti o Waitangi and building sustainable relationships with our whanau, iwi and hapu. We are working to live out the following:

Partnership The New Zealand Curriculum envisions ... young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring page 8

Protection The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner.

Participation Participation is about equality of opportunity and outcomes.

**MĀORI
DIMENSIONS**

**CULTURAL
DIVERSITY**

**EQUITY
INCLUSION
HAUORA**

Our MĀORI DIMENSIONS are reflected by:

We recognise the unique position of our Bi Cultural Heritage and our responsibilities as a Crown Entity to our Māori faith, culture, language and heritage.

We continue to develop and promote an awareness of tikanga Māori and te reo Māori in order to provide the means for fostering better cultural understanding of the Treaty of Waitangi. We aim for this to be evident in all aspects of our kura.

We have prioritised developing our Cultural Competencies over the next three years.

Partnership work began in 2020, with a facilitator and we began working with Rangitane to build those important bi-cultural connections and relationships with Te Rangimarie Marae. All tamariki are able to share their personal and school pepeha.

As part of the Palmerston North Catholic Kāhui Ako, we are working with the Rangitane Education Iwi Tai Huki to build effective partnerships with our Māori in our kura as well as building understanding and capacity throughout our school. These goals are also now linked in the newly formulated Catholic Special Character Evaluation for Development document.

In addition, the NELPS, Ka Hikitia and TaTaiako documents are reflected in key school documents.



We recognise CULTURAL DIVERSITY by:

All cultures are a taonga to our kura.

We value this diversity which makes our kura a unique place as we practise and refine our Local Curriculum.

We are on a journey as we are with all aspects of school life.

The Gospel teachings of Jesus and our Catholic Charisms, Mission and Vision support us as we work to foster relationships that encourage active participation within the ideal of an inclusive Mercy school culture and ethos.

Staff/kaiako ensure that children/tamariki from all cultures feel they belong and are treated with respect and dignity and actively work towards maximising the potential of each learner/ākonga.

We value the importance of their heart language. Our ESOL programmes work to support all our learners/ākonga through a range of experiences and activities, including in class support, additional specialised support and the Steps Web programme to build partnerships with whanau.

Every teacher/kaiako has connections with one cultural group, connecting and building partnerships every term for the good of all. We are currently limited to what we can do with building work - our Church is our centre for these building networks.

We show EQUITY by:

Equity objectives underpin all activities. The school's policies and practices seek to achieve equitable outcomes for children/tamariki of both sexes, all ethnic, cultural, social, family and class backgrounds whatever their abilities and disabilities.

Our Pastoral Team works towards a school of equity linked to our Catholic Social Justice principles of Human Dignity, the Common Good, Participation for all and care for our most vulnerable.

SEE, JUDGE, ACT - is the process of Catholic Social Teachings that will be our process in which we live out our Mercy values. We are a Restorative school underpinned through the belief that we are 'made in the image and likeness of God'

INCLUSION

We work to make our school/kura a place of inclusion through welcoming our new families, showing hospitality to all, introducing families and through a devised Community Engagement Plan.

ELIMINATION OF BULLYING

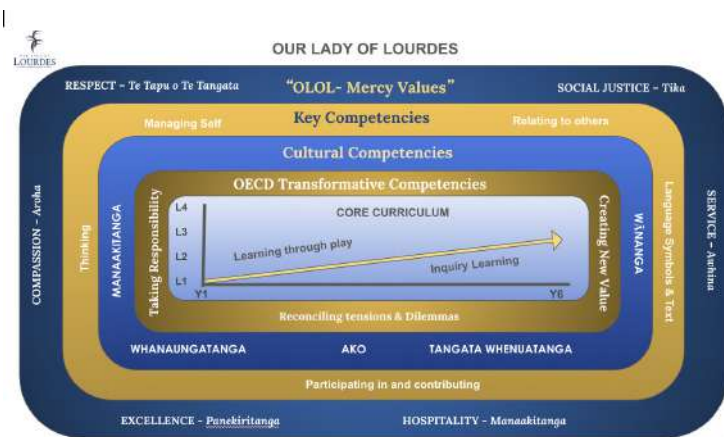
We aim for zero tolerance of bullying - explicit in our Behaviour Management.

We are a kind Heart school - every week we focus on these expectations.

HAUORA

Our PNCKA will continue the significant work began in 2021 with CORE Education.

Guiding Principles MERCY <i>High Expectations</i> <i>Treaty of Waitangi</i> <i>Cultural Diversity</i> <i>Inclusion</i> <i>Learning to Learn</i> <i>Community Engagement</i> <i>Coherence</i> <i>Future Focused</i>	Our WHY. We believe that... <p>All children/tamariki have the right to Live, Love and Learn the Mercy way following the Gospel teachings of Jesus as 'we are all made in the Image and Likeness of God.' This is evidenced through everything we do and say.</p> <p>We will endeavour to live our Charism, Mission and Vision. Children/ tamariki should be given all the opportunities to reach their learning potential. We will begin to articulate our school's local curriculum in regards to the Principles of our Curriculum. We will continue with the 2030 Local Curriculum.</p> <p>We have HIGH EXPECTATIONS for all in all areas of life and learning.</p> <p>We celebrate our BI CULTURAL Heritage upholding our obligations under the Te Tiriti o te Waitangi.</p> <p>We celebrate CULTURAL DIVERSITY within an INCLUSIVE Mercy environment which displays our Hospitality and Catholic Social Teachings to all.</p> <p>We value and nurture Learners/Ākonga and work to develop programmes so we can all develop to be all that God intended us to be.</p> <p>We will work on building a trustworthy, collaborative and KIND community in all areas of school life that reflect the gospels of Jesus.</p> <p>We continue to consolidate effective systems and explicit teachings will enable a sense of COHERENCE</p>	The HOW. We will do this by... <p>The school/kura recognises and works to live out the school's Charism and Mission in all aspects ie: in our school/kura policies, procedures, and lived behaviour management strategies.</p> <p>Our school/kura responds to the National Education Priorities</p> <p>The school recognises the need to integrate Te Ao Māori into policies, procedures, teaching and learning programmes. Our mission is to ensure Catholic and Māori are side by side.</p> <p>Our goal is to develop a robust system for our Mercy values in and around the school</p> <p>The Local Curriculum is being developed; however the Board acknowledges that this is not a quick process, as many paths need to be taken. The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period.</p> <p>Reports from reviews will form the basis for deciding priorities for school development and improvement.</p> <p>The Board will adhere to the Ministry of Education's assessments.</p> <p>Engagement of whanau is paramount for our kura. We will continue to seek new and effective ways of supporting this reality. Seesaw reporting was introduced in 2020 and will continue to be strengthened in 2022.</p>	The WHAT. We show our WHY has been successful by... <p>The visible living of our Mercy Charism, Mission, Values and Vision.</p> <p>Linked to our newly revised Behaviour Management documentation.</p> <p>The ongoing development of our Local Curriculum so that it is a lived document in the school.</p> <p>The ongoing relationship building for Te Rangimarie marae and those natural partnerships with iwi.</p> <p>Effective analysis of children/tamariki outcomes and achievements against previous year assessments and set goals. ESOL and Priority ākonga to be monitored. A SENCO folder to be digitally kept up to date.</p> <p>Explicit invitations to hear parent and whanau voice will be a focus</p> <p>Scheduled Board reviews: effective Internal and External reviews will take place.</p> <p>Review of the previous Catholic and the ERO recommendations/and linked to our Charter, Annual plans and</p> <p>Student Attendance rates will be monitored.</p> <p>Explicit and effective principal and teacher Inquiry processes. Priorities to be set, time and financial support for effective change.</p>
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CATHOLIC DEVELOPMENT PLAN 2020-2022

	2020	2021	2022
Dimension 1: Tu Tūtaki ki a te Karaiti <i>Encounter with Christ</i>	3. Faith-based Leadership How effectively does faith-based leadership effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ	2. Evangelisation Effective practices and communications that facilitate an encounter with Christ and spread the Good News to both church and unchurched members of the community.	1. Spiritual Formation How effectively does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ?
Staff Professional Development	Review of all Mercy values PD: Te Rangimarie Marae Support all staff attend PD/conferences Human Sexuality development - all staff Four teachers - Certificate in RE Principal: PGCCCL, NZCPPA, Review Certification levels	A focus on Catholic Social Teaching with links made to the Mercy values Address deficits with Certification levels Complete two staff in Human Sexuality PD Staff to continue with Certificate in RE Attend Catholic conventions and conferences	Staff Retreat Continue to support staff to complete their Certificate in Religious Education Promote the Aspiring Catholic Leaders through NZCEO for future leaders
Dimension 2: Te Whakatupu mā te Mātauranga <i>Growth in Knowledge</i>	2. Religious Education The Religious Education programme is given high status, with evidence that it is soundly managed, appropriately resourced, and professionally delivered by qualified kaiako (teachers)	3. Catholic Curriculum Identify a Catholic worldview integrated into the daily practices of the school and into all curriculum areas?	1. Leadership Inquire into the question 'How does effective leadership enable growth in knowledge and understanding, which are necessary factors in the disciple's journey?'
Dimension 3: Te Whakaatu Karaitiana <i>Christian Witness</i>	2. Partnership and Collaboration Recognise that education is a collaborative responsibility, how effectively does the school build strong commitments to all the groups it relates to including its whānau, its parish. How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand? 3. Te Tiriti o Waitangi As an authentic Catholic community, effectively demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership	1. Catholic School Community As an authentic Catholic community, work to promote and support active Catholic witness and practice in the school and in the parish 4. Service and Outreach Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities in the Gospel message, and grow the practice and understanding of caring for others?	
Dimension 4: Te Kaitiakitanga me te Whakapakari/ te tuakiri Katorika <i>Safeguarding and Strengthening Catholic Character</i>	1. Stewardship Effective Governance and management that safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment.		

CATHOLIC STRATEGIC ANNUAL PLAN 2022

PRIORITY	WHAT would we like to see?	HOW are we going to achieve?	WHO is Responsible?	WHEN will this be achieved?	What costs and resources are involved?	PROGRESS AND OUTCOMES
<p><u>Dimension 1:</u></p> <p><i>Tu Tūtaki ki a te Karaiti</i></p> <p><i>Encounter with Christ</i></p>	<p>1. Spiritual Formation</p> <p>How effectively does the school provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ?</p>	<p>Explicit ENCOUNTER with the teaching of Gospel values of Jesus through the Gospel of Luke.</p> <p>Links then to the Mercy values, Charism, Mission and Vision of the school</p> <p>Continue to prioritise and build time for weekly karakia for staff and ākongā</p> <p>Continuation of Weekly RE news in a combined delivery with the website, facebook and School App.</p> <p>All staff work to incorporate fikanga and te Reo Māori and Māori expression of Katoraktanga in all aspects of prayer, liturgies and masses.</p> <p>An authentic sacramental programme experiences for all those who wish to continue their faith formation.</p> <p>Continue to build capacity and capability in our consolidating our Health programme</p>	<p>Principal</p> <p>D.R.S</p> <p>All staff</p> <p>Board of Trustees</p>	<p>Beginning of the year with a staff retreat led by Br. Kevin Dobbyn.</p> <p>Sharing of the vision for integrating Gospel teachings of Jesus in Luke's Gospel.</p> <p>Have this visible through the school for all and reflected on as we work for that ENCOUNTER with Christ - a shared understanding.</p> <p>Return to karakia every Wednesday with the teaching staff. Look to hold prayer retreats for our senior Year 6 ākongā.</p> <p>Weekly on all facets of communication</p> <p>A continued focus throughout the year for all staff</p> <p>Delayed at present due to the increase of Omicron, will work with the Parish coordinator</p> <p>This continues to be an ongoing focus as we progress through the year.</p>	<p>Caritas - support and school donations throughout the year</p>	<p><i>Br Brian retreat was well appreciated by all.</i></p> <p><i>New integrated Google slides - for all to use. From Gospel teachings, Catherine McAuley, and the Mercy values to our kura's Charism, mission and vision.</i></p> <p><i>Sharing with the community the journey the staff have taken as above - Term 1.</i></p>

PRIORITY	WHAT would we like to see?	HOW are we going to achieve?	WHO is Responsible?	WHEN will this be achieved?	What costs and resources are involved?	PROGRESS AND OUTCOMES
Staff Professional Development	<p>Encourage all staff to continue development in completion of their RE Certificate</p> <p>Observations and Teaching Inquiry - linked to explicit RE goal Professional Inquiry Cycle</p>	<p>Discussion with teachers at Inquiry time Term1. Plan and facilitate these opportunities.</p> <p>Priority given to attend all available courses through the PNCEO Support staff with release time to complete study. Prioritise time and release</p> <p>Link Catholic teaching elaborations in the Inquiry cycle.</p>	<p>Principal</p> <p>DRS Teachers</p> <p>PN Diocese</p> <p>NZCEO</p> <p>PN Catholic Kāhui Ako</p> <p>Ministry of Education</p>	<p>Throughout the year. One teacher to be completed in 2022.</p> <p>Throughout the year, regular checkins. Through Observations, certification levels up to date.</p> <p>Observations to take place every term. T1: Linking Building connections/prayer life T2: Re planning and assessment T3: RE observations</p>	<p>Time and workload, may require release time</p> <p>Budget in release days for study for teachers/kaiaiko</p>	
PRIORITY	WHAT would we like to see?	HOW are we going to achieve?	WHO is Responsible?	WHEN will this be achieved?	What costs and resources are involved?	PROGRESS AND OUTCOMESs
Dimension 2: Te Whakatupu mā te Mātauranga Growth in Knowledge	1. Leadership Inquire into the question ' How does effective leadership enable growth in knowledge and understanding, which are necessary factors in the disciple's journey?'	Facilitate meetings with our newly appointed DRS. Work throughout the year to build capacity and capability as Catholic leaders to share with the school and parish community as authentic WITNESSES.	DRS Principal Teaching staff Board of Trustees	The DRS, parish coordinator, priest and tumuaki to meet regularly.	\$2000 has been set aside for the RE and Catholic Character budget .	

PRIORITY	WHAT would we like to see?	HOW are we going to achieve?	WHO is Responsible?	WHEN will this be achieved?	What costs and resources are involved?	PROGRESS AND OUTCOMES
<p>Dimension 3:</p> <p>Te whakatau karaitiana</p> <p>Christian Witness</p>	<p>1. Catholic School Community</p> <p>As an authentic Catholic community, work to promote and support active Catholic witness and practice in the school and in the parish</p> <p>4. Service and Outreach</p> <p>Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities in the Gospel message, and grow the practice and understanding of caring for others?</p>	<p>Work with Rangitane within the Catholic Kāhui Ako framework.</p> <p>Authentic partnership opportunities with Te Rangimarie marae.</p> <p>Continue with understanding Catholic Social Teachings to be an extension of how we Live and Learn and Love at OLOL. Continue with work with Caritas and SVDP</p> <p>Term 1 - look to support our Tongan whanau and Caritas</p>	<p><i>The whole teaching team</i></p> <p><i>Board of Trustees</i></p> <p><i>PN Catholic Kāhui Ako</i></p>	<p><i>KA Staff only day with Rangitane</i></p>	<p><i>400 hours have been allocated to the Kāhui Ako over the next two years.</i></p> <p><i>Working with Tumuaki, kaiako, and full teams.</i></p> <p><i>48 hours PD in 2022</i></p>	

PRIORITY	WHAT would we like to see?	HOW are we going to achieve?	WHO is Responsible?	WHEN will this be achieved?	What costs and resources are involved?	PROGRESS AND OUTCOMES
Dimension 4: Te Kaitiakitanga me te whakapakari/ te tuakiri katorika Safeguarding and Strengthening Catholic Character	1. Stewardship Effective Governance and management that safeguard and strengthen Catholic Character within the areas of Organisation, Employment, Professional Development and Enrolment.	<i>Investigate the NZSTA and NZCEO policies - review all policies as per the annual report</i> <i>That all employment agreements, job descriptions have the correct Catholic legislation attached</i>	Principal The Board NZCEO ie: documents The PN Catholic Diocese	Term 1 - review school Docs updates, collaborate and consult accordingly with our community	Time Budget for School Docs NZSTA documents	

KA HIKITIA - THE MĀORI EDUCATION STRATEGY (Measures for learners and their whānau)

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-ka-hapaitia-the-maori-education-strategy/>

1. Te Whānau <i>Education provision responds to learners within the context of their whānau</i>	<ul style="list-style-type: none"> Māori learners have high levels of attendance and participation in our education services. Māori whānau have regular and positive engagements with our education services. 	2022: 2021: Good levels of attendance, partnerships continues to be strengthened through regular hui, Matariki,
2. Te Tangata <i>Māori are free from racism, discrimination and stigma in education</i>	<ul style="list-style-type: none"> Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism. 	Term 1 - Focus on Whakawhanaungatanga - turangawaewae throughout the kura. Term 2 - Cultural inclusiveness - Term 3 - Kaitiakitanga/ Stewardship - plan for another hui, Whanaungatanga with kura Katorika in September, linked to Social Justice Week.
3. Te Kanorautanga <i>Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences</i>	<ul style="list-style-type: none"> Māori learners are achieving excellent and equitable education outcomes. Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau. 	2022 23 Māori ākonga identified in the following years: Year 1 - 9 Year 2: 2, Year 3 5, Year 4: 3, Year 5: 3, Year 6: 1
4. Te Tuakiritanga <i>Identity, language and culture matter for Māori learners</i>	<ul style="list-style-type: none"> Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services. 	
5. Te Rangatiratanga <i>Māori exercise their authority and agency in education</i>	<ul style="list-style-type: none"> Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners. 	

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are helping children and young people to attain their educational potential, preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships, and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 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	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including their Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to

In particular, licensed early learning providers are required to have regard to the NELP Governance, Management and Assurance Standard. Boards of schools and AHECs are required to have regard to the NELP, including when renewing their charters. The TES sets the direction for tertiary education institutions and agencies.

Actions for early learning services

	LEARNERS AT THE CENTRE	BARRIER FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	FUTURE OF LEARNING AND WORK
	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 that is relevant to the lives of New Zealanders today and throughout their lives
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Build on the language learning, literacy and numeracy practices learners/ākonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child and their whānau bring to literacy education	No actions for early learning services
	Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of learners/ākonga using descriptive vocabulary, reading stories together, playing verbal games or singing waiata to support their language development, and incorporate regular opportunities for learners/ākonga to explore symbols from their own and other cultures, including mathematical symbols	
	Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Provide consistency of teachers/kaiake, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning	
		Build relationships with Māori involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	
		Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning services, and their needs are supported	Provide opportunities for teachers/kaiake and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practice to integrate te reo Māori throughout implementation of the curriculum	
		Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	
		Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of early childhood education	Identify gaps in teaching capability and invest in opportunities for teachers/kaiake, educators and staff to strengthen teaching, leadership and learning support	
		Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning services, and their needs are supported	Develop teacher/kaiake confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	
		Build relationships with Māori involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Expect and support teachers/kaiake to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	

OUR LADY OF LOURDES STRATEGIC PLAN 2020-2022

School Priorities 2020-2022 - linked to our Catholic Kahui Ako goals reviewed 2021, and the new NELP Strategy introduced			
STRATEGIC PRIORITIES	2020	2021	2022
Stewardship	Schools Docs is shared, linked to our Catholic teachings, Mercy and Gospel values and shared with our community PROPERTY DEVELOPMENT in the school - working with the Diocese		
OBJECTIVE 1 <i>Learners with their whānau are at the centre of education</i>	Increase communication and relationships to engage the school community Look at critical Transition stages Kahui Ako	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying - linked to the Palmerston North Kāhui Ako (Te Tangata) 2. 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	
OBJECTIVE 2 <i>Great education opportunities and outcomes are within reach for every learner</i>	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy READING/ WRITING: linked to the Kāhui Ako goals - consolidate the PaCT tool and the Literacy progressions framework		
OBJECTIVE 3 <i>Quality teaching and leadership make the difference for learners and their whānau</i>	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce (<i>Link to the Catholic Development plan - Review of all Catholic Certification levels as part of an effective Teacher Inquiry cycle process</i>)		
Hauora	You Can Do It - Resilience programme	WELL BEING focus and strategies in light of changing COVID times. ATTENDANCE for all Linked to the Kāhui Ako goal for all our Catholic schools	

2022 Annual Priorities

Stewardship	<p>Goal: Work with the Parish, Diocese and our school community as we update our school property.</p> <p>Targets: Complete the junior block in 2022 - Begin to plan for the use of the additional \$85,000 to upgrade school grounds, prioritising health and safety aspects initially.</p>
OBJECTIVE 1 Learners with their whānau are at the centre of education	<p>Goal 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying - linked to the Palmerston North Kāhui Ako</p> <p>Targets: Continue to strengthen analysed baseline data across the Kāhui Ako, with AST and WST working collaboratively for the good of all</p> <p>Goal 2: 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</p> <p>Targets: Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>
OBJECTIVE 2 Great education opportunities and outcomes are within reach for every learner	<p>Goal 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Targets: Further strengthen our Catholic Justice principles to support our whanau. ie Attendance Dues, poverty, communication pathways with all whanau</p> <p>Goal 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Targets: With support from the Palmerston North Catholic Kāhui Ako, introduce the Reading Literacy Progressions and PaCT tool. Consolidate the writing skills learnt in 2021.</p>
OBJECTIVE 3 Quality teaching and leadership make the difference for learners and their whānau	<p>Goal 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Targets: To delve into Level 1 of the Maori curriculum - use in everyday life in our classrooms, to be visible for our community - and Year % ākonga towards Level 2</p> <p>Goal 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Target: Seek advice from Māori on how best to include tikanga Māori in values, practices and organised culture. Te Rangatiratanga - Whānau, hapū, iwi and Māori are participating in and making decision about the education of Māori learners and consolidate a well consulted and effective up to date curriculum document reflecting ka Hikitia, NELPS and 21st Century learning</p>
HAUORA ĀKONGA, STAFF COMMUNITY	<p>Goal: To promote the health and wellbeing of all during these in line with the Palmerston Catholic Kāhui AKo Achievement Outcomes.</p> <p>Targets: Develop a Wellbeing Strategy in the school linked to our Kāhui Ako,</p>

Annual Improvement Plan - Stewardship

Work with the Parish, Diocese and our school community as we update our school property.

PRIORITY	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
<p>Targets: Complete the junior block in 2022</p> <p>Begin to plan for the use of the additional \$85,000 to upgrade school grounds, prioritising health and safety aspects initially.</p>	<p>Complete building work on the Junior area to a high standard that reflects our Catholic and Māori heritage</p> <p>Maximize all funding opportunities in order to provide an environment that promotes equity & excellence in educational opportunities</p>	<p>Continue to work with the Palmerston North Diocese in regards to the significant building works.</p> <p>Consult with Rangitāne and local iwi on appropriate works to be designed</p> <p>Looking at the Health and Sfaety aspects for upgrade. Footpaths Library windows Heat pumps Staffroom</p>	<p>BOT</p> <p>Prop Reps</p> <p>Principal</p> <p>Diocesan Property team</p> <p>New Zealand Catholic Education Office (NZCEO)</p>	<p>Building work should near completion at the beginning of Term 1</p> <p>Ongoing throughout the year</p>	<p>Policy One funding to work on upgrades within the school. With Cyclical maintenance paying for this.</p> <p>Look at upgrading furniture for these learning spaces.</p>	

Improvement Plan - OBJECTIVE 1: Learners with their whānau are at the centre of education

OBJECTIVE	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
<p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Goal 2: Have high</p>	<p>Ask learners/ ākongā, whānau and staff about their experience of racism, discrimination and bullying and use what information to reduce these behaviours</p> <p>Build relationships with</p>	<p>To complete a survey for baseline data from our different sectors of our school ethnicities.</p> <p>Work to continue within our Kāhui Ako</p>	<p>Across School Teachers under KA guidance</p> <p>Promulgated by Principals</p>	<p>Started in Term 1</p>	<p>Budget accordingly</p>	

<p>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.</p>	<p>Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Consolidate the Priority Register and track all ākonga every term, explicitly Māori ākonga and Pacific ākonga</p> <p>Development of Place based learning in the middle school as we consolidate the Local Curriculum</p>	<p>Identify who our mana whenua are within our school.</p> <p>Work to build authentic relationships with Rangitane through our Kāhui Ako work.</p> <p>Review the Ka Hikitia document linked to the Professional Growth Cycle</p> <p>Term 1 - Parent/whanau voice Kāhui Ako Well being hui</p> <p>Term 2</p> <p>Term 3</p> <p>Continue to work with our SENCO team to track all Priority ākonga</p>	<p>Within School Teachers to establish required prior knowledge and follow up</p>			
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Improvement Plan - OBJECTIVE 2: Great education opportunities and outcomes are within reach for every learner

OBJECTIVE	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
<p>Goal 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Targets: Strengthen our Catholic Justice principles to support our whanau. ie Attendance Dues, poverty, communication pathways with all whanau</p>	<p>Working within the Kāhui Ako PD framework. Starting in Term 1 with a Teacher Only with all school with Tai Huki Consulting. Develop understanding of Rangitane.</p>	<p>All teachers/ kaiako</p>	<p>Start in Term 1 and continue throughout the year</p>	<p>Professional development has been secured through the Kāhui Ako</p>	
<p>Goal 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Achievement raised for our Pasifika ākonga/ learners</p> <p>Targets: With support from the Palmerston North Catholic Kāhui Ako, introduce the Reading Literacy Progressions and PaCT tool. Consolidate the writing skills learnt in 2021 and Reading PaCT tool in 2022.</p>	<p>Build connected pastoral connections for all to access. Through the Kāhui Ako, support from Nara Clavelle (SPC), AST teacher, to facilitate effective engagement with fanau.</p>	<p>Across School Teachers under KA guidance</p> <p>Within School Teacher to establish required prior knowledge and follow up</p> <p>Principal to oversee programme for all</p>	<p>Literacy will be a two year programme</p>	<p>Use of Within School teacher release/ Inquiry time</p> <p>Release for teachers</p>	
	<p>Teachers/kaiako moderating across our Kāhui Ako</p>	<p>Ongoing one on one workshops and support for each teacher/kaiako</p> <p>Introduce the PaCT tool and Literacy Progressions</p> <p>In Terms 2 and 3 working across our Kāhui Ako - moderation within curriculum levels and literacy and numeracy aspects.</p> <p>Remove barriers to equity</p>				

WHAT DOES OUR DATA TELL US...OUR LADY OF LOURDES MID YEAR ASSESSMENT DATA 2021

TOTAL: Year 1-6	WELL BELOW	BELOW	AT	ABOVE	OVERALL Achieving AT and ABOVE
READING	10	23	64	45	76% (an increase of 11% over 2 years)

2021 - 76% of Ākonga Achieving AT or ABOVE					
2020 - 62% of tamariki Achieving AT and ABOVE	14	35	59	23	62%
2019 - 65% of tamariki Achieving AT and ABOVE	12	27	52	23	65%
WRITING 2021 -78% of Ākonga Achieving AT or ABOVE	11	19	89	23	78% (an increase from the previous 2 years)
2020 - 70% of tamariki Achieving AT and ABOVE	16	28	89	11	70%
2019 - 49% of tamariki Achieving AT and ABOVE	14	42	43	13	49%
MATHS 2021 -83% of tamariki Achieving AT and ABOVE	4	19	87	31	83% (an increase from the previous 2 years)
2020 - 74% of tamariki Achieving At and ABOVE	12	23	69	29	74%
2019 - 49% of tamariki Achieving AT and ABOVE	16	42	43	13	49%

OUR LADY OF LOURDES ASSESSMENT END OF YEAR DATA 2021

TOTAL: Year 1-6 (138 -MINUS 10 YEAR 0's)	WELL BELOW	BELOW	AT	ABOVE	OVERALL Achieving AT and ABOVE
READING 2021 - 87 % of Ākonga Achieving AT or ABOVE	6	12	69	51	87% END OF YEAR 76% MID YEAR
WRITING 2021 - 87% of Ākonga Achieving AT or ABOVE	4	14	87	33	87% END OF YEAR 78% MID YEAR
MATHS 2021 -90% of Ākonga Achieving AT or ABOVE	5	9	91	33	90% END OF YEAR 83% MID YEAR

https://docs.google.com/document/d/1allHCMKbwNPHYl8_SqxBxZ1pu1tOReNs4AXZrJDjwl/edit refer for more indepth information

Improvement Plan -Palmerston North Catholic Kāhui Ako - HAUORA

OBJECTIVE	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
Develop a Wellbeing Strategy in the school linked to our Kāhui Ako, Look at ways to carefully support whānau with Attendance at our kura	Hauora for all of our community through an effective Community Engagement Plan in place A resilient and faith filled community with our tamarki and their whānau thriving in an inclusive school community	With the Board, staff and the community develop a plan for all to flourish Effective Pastoral Care programmes in place. Continue with the Mercy values Kind Hearts programme Celebrations for our community throughout the year Fruit and food support Second hand free uniforms	The whole staff Our tamariki and whanau The Board All of our school community	Throughout each term	Set aside pastoral funds in the budget \$1500	The school is working with CORE education through our Kāhui Ako. CORE Education is now working with all staff,

COMMUNITY ENGAGEMENT PLAN /HAPORI WHĀNUI

OBJECTIVE	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
TERM ONE	Catholic engagement Learning Conferences Classroom Expos Easter Liturgies - final week of the term	Sacramental invitations/ programme - Week 4 Electronic booking of times. Advertising in the school newsletter Invite whanau to join our kura Plan for an activity at the beginning of Lent, and then everyday of Easter week.	DRS, Principal, Tagged teachers, Parish priest, Pastoral leader The teachers and staff All of the teachers and tamariki DRS and all staff, parish priest and community	By the end of Pentecost Week 3 Week 7 Week 11	Time and budgeted release days for the DRS to plan	<p><i>Postponed for Term 1, 2022</i></p> <p><i>Postoned for Term 1 - using a Google forms for Term 1, 2022</i></p> <p><i>Postponed for now - regular updates of classroom happenings with Seesaw App.</i></p>

	Māori Engagement hui	Consult with Māori, asking for their ideas. Identify those from Rangitane, personal contact. Share data for end of Term 1	Principal and staff	Beginning in Week - taking the lead with our Kāhui Ako and Rangitane		A great first teacher Only Day with Tai Huki consulting including Sir Mason Durie and Whaea Debbie Marshall Lobb.
OBJECTIVE	WHAT would we like to see	HOW are we going to get there	WHO is responsible?	WHEN will this be achieved?	Costs and resources	PROGRESS AND OUTCOMES
TERM TWO	Blessing of our new classrooms Whanau Health Hui Learning Interviews MATARIKI	Invite parents, whanau and our community to view our new learning areas Linked to Core Educationa and the Well being work we are doing Digital invitation to book interviews, 10 minutes conference Continue with our successful first event. Work with our Māor whanau	DRS, Principal and all staff PNCEO Rangitane whanau	Week 2 Week 5 Week 8		
TERM THREE	T3 - Māori Engagement: Celebrate our different ethnicities with a Cultural Evening/Expo	Personal conversation	Principal Teaching staff	Week 3 Week 10	Community kai Pastoral funds	
Term FOUR	Mini Production/Nativity Concert Prizegiving Graduation Mass last day	Plan and prepare early in Term 4	All staff	Early in Term 4 End of Term 4	To be budget for - Community Engagement Prizegiving - approximately \$1500	

