

St Matthew's School, Tutaenui Marton

CHARTER 2024-2025 and Annual Action Plan 2024



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| Principal's Endorsement | Tumua Palaaia |
| School Board's Endorsement | Joseph Deere 2024 |
| Submission date to Ministry of Education | March 2020 Updated March 2021 Updated April 2022 Updated April 2023 Updated Feb 2024 |

St Matthew's School

Providing a Christ-centred Education

RICH HISTORY * BRIGHT FUTURE

Founded in 1915 by the Sisters of Mercy from Wellington, St Matthew's is proudly Catholic and aims to provide education for the whole child in an environment of faith in the Catholic Tradition. The Mercy sisters, Sister Mechtilde, Sister Aloysius, Sister Stanislaus and Sister Cecilia Benbow were asked to set up a Catholic school in Marton. There was no convent for them to live in, so the Parish Priest Fr Matthew offered for them to live in his presbytery until a house was bought for the Sisters.

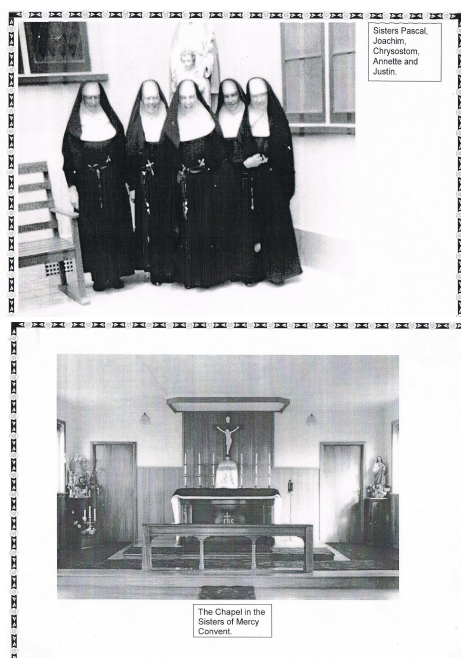
The Sisters began teaching in the Church, with a large green curtain screening the altar. This meant the Church was used as classrooms during the week, and was then turned back into a Church for Mass on Sunday. A school was soon built on land near the Church and was opened in 1916. The new school was named St Matthew's School. 2024 marks 109 years since our school was founded.



Our Charism - we are a Mercy School, founded on the Mercy tradition.



Foundress of the Sisters of Mercy, Mother Catherine McAuley, Sept 8 1830, Dublin, Ireland.



Tupu is blessed to have this chapel as their classroom.



Mother Cecilia Maher and 8 Mercy Sisters were the first Catholic Religious Order of women to arrive in Auckland, 9 April 1850.

Our Vision

Vision Gospel Reading - Matthew 7:24-25

“Everyone then who hears these words of mine and follows them will be like a wise person who built their house on the rock. The rain fell, and the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on the rock.”

VISION

St Matthew’s School, Marton is an equitable learning environment where our learners cultivate a ‘rock solid’ foundation of Faith, Excellence and Resilience; to navigate through their changing lives, so that they will transform the world.

The Gospel’s Mercy Values

(With Te Reo and Gagana Samoa translations)

Hospitality that welcomes all people (Matt 5:46-48)
* Manaakitanga * Talia Lelei



Respect through what we say and do (Matt 7:12,15:11)
* Te Tapu o te tangata * Fa'aaloalo



Excellence is how we shine (Matt 5:14-16)
* Panekiretanga * Silisili ona Lelei



Service in Leadership (Matt 20:26-28)
* Awhinatanga * Auaunaga

- **Social Justice through Compassion in action (Matt 25:35-36,40)**
 - * Tika * Faasinomaga Tonu



We have a strong team prefects ranging from Years 6-8 in our Student Council.
Each Gospel Mercy Value is represented by two prefects who lead a student team of Years 1-8.

ALL tamariki participate as a member of at least one team.

These tamariki lead activities and learning celebrations (assembly) linked to their particular Gospel Mercy Value. The prefects tautoko each other to plan and implement activities. This is part of their journey in discipleship and authentic Christian witness. This year we begin the PB4L journey of which our values will be key.

We have a S.T.R.E.A.M team, Cultural and Sports prefects.

St Matthew's School

Providing a Christ-centred Education

Our Motto '**Christ-centred education**' calls us to communicate Christ, and help to form Christ in the lives of others. This is beautifully enabled through authentic daily encounters woven through the curriculum, that deepen knowledge and understanding of how to live a Christ-centred, faith-enriched life. That faith enables believers to bear witness to the Christian hope that inspires them.

Achieving the best possible academic, musical and sporting levels is a goal for all Catholic schools. In its academic standards the Catholic school is required to be "at least as outstanding" as other schools. Expecting and facilitating the achievement of the best possible academic standards for all tamariki, whatever their ability, is part of enabling each rangatahi to use his or her God-given talents in promoting the good of society and the spread of the kingdom of God.



We have a weekly Faith Learning Celebration (a.k.a assembly), prepared and organised by prefects. **End of Year Prize giving: EVERY** rangatahi receives at least 2 awards to acknowledge and highlight a Special Catholic Character Mercy Value and academic achievement. **ALL** rangatahi learn and progress.

Our AMAZING Tamariki

Ethnicity 1:

7% Filipino
7% British
11% Maori
29% NZ European
46% Samoan

Migrant students: 34%

Gender make up:

55% Female
45% Male

AMATAGA

Amataga is the name of our Y0-2 class. Amataga in gagana Sāmoa means 'the beginning'. Amataga marks the beautiful beginning of the faith life-long, abundant and exciting learning journey of our tamaiti a'oga.

TUPU

Tupu is the name of our Y3-5 class. Tupu in te reo Maori means to grow, increase, spring, develop, prosper, sprout. In gagana Samoa Tupu means 'growing roots' – to grow up, spring up.

LUMANA'I

Lumana'i is the name of our Y6-8 class. In gagana Sāmoa, Lumana'i means 'the future'. With their rock-solid foundation of faith, our learners will be equipped with resilience to navigate through life's vast experiences. With excellence at the forefront of all they say and do; they will transform the world around them.



Māori Dimensions - te reo me ngā tikanga Māori

We recognise that te reo me ngā tikanga Māori is for ALL. Our kaiako use te reo Māori and acknowledge the importance of cultural identity for Māori and all tamariki.

Our tamariki and kaiako know the process for Mihi Whakatau and we have a special prefect-led welcome for all new students and visitors to our kura. Through Religious Education and our Special Catholic Character; our tamariki express karakia and sing waiata regularly.

Protection

2020: Kapa haka with Bulls School, at Bulls School (pre-covid lockdowns).

2021: Tamariki learned the haka for Tutaeporoporonui alongside tamariki from other Marton Schools.

2022: With the support of the South Rangitikei Kāhui Ako the goal is to provide Kapa haka for all students onsite.

2023: Kaiako-led Kapa haka school-wide

2024: Kaiako-led Kapa haka school-wide

Partnership

We aim to ensure that whānau aspirations for their tamariki are heard and actioned. We aim for tamariki to share what and how they want to learn, and make it happen.

Participation

The South Rangitikei Kāhui Ako has a sound connection with Mana Whenua Ngā Wairiki Ngāti Apa. Through this connection and PLD we are on a journey with Poutama Pounamu. The Palmerston North Catholic Kāhui Ako are engaging in an amazing journey of deeper enlightenment of 'what is possible' in terms of indigenising education, indigenising our spaces and transforming school culture; under the guidance of Tai Huki Consult Ltd and with the expertise of Whare & Hohepa Isaac-Sharland, Matua Peter Te Rangi, Whaea Debi Marshall-Lobb, Whaea Amohia Rolls and Matua Maurice Rehu.

Our families and students celebrate and embrace diversity which enriches the lived experiences of all who encounter us.

Through our participation in the South Rangitikei Kāhui Ako, the Palmerston North Catholic Kāhui Ako, Palmerston North Catholic Education Office PNCEO along with NZ Catholic Education Office NZCEO, and the many resources made available from the Ministry of Education such as the NZ Aotearoa Histories curriculum; we are continuing to develop and deepen our understanding of what it looks like, sounds like and feels like to be a committed Te Tiriti partner.

Our Diversity

Student voice joyfully tells us that at our school tamariki:

- accept you for who you are regardless of your race
- participate in cultural activities
- find it easy to learn because we have teachers who are good at explaining, who know how to teach us
- experience an amazing culture! It's cool there's lots of Samoan, Māori and Pakeha
- teach the ones who can't speak Samoan well
- learn from each other
- welcome people when they come
- always learn from teachers and they learn from us
- listen to each other
- explore new things, always learning something new from each other
- help the little kids when they're struggling
- there is no bullying
- collaborate
- show compassion and respect
- always find a way and a solution
- always together to look out for each other, always support each other

There is a strong connection and continuation of lived values practiced in the home and into the school setting, and vice versa. Cultural practices like fa'aSamoa e.g. fa'aaloalo (respect), teu le va (relationships) and our Catholic faith underpin the attitudes and values of our students.



Lord Jesus Christ, Hēhū Karāiti - Our Greatest Teacher

Our school cross symbolises the Risen Lord Jesus Christ, our greatest teacher of whom our faith and values stem from. The points of the cross move in four directions infinitely, symbolising God's infinite love for all of creation.

“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.”

Pope Benedict XVI in 2008:



Ako - Kō Mātou Tēnei

We have a dynamic learning culture with motivated and engaged collaborative learners who are empowered through their faith, which teaches perseverance and excellence, mutual respect, shared responsibility and resilience. Our tamariki and school community are guided by compassionate, knowledgeable staff who through their vocation and experiences are culturally responsive, inclusive and have a pedagogy that embraces diverse needs and abilities.

Kaiako andragogy allows for our team of educators to be collaborative professional learners and leaders who are agile. We are blessed!



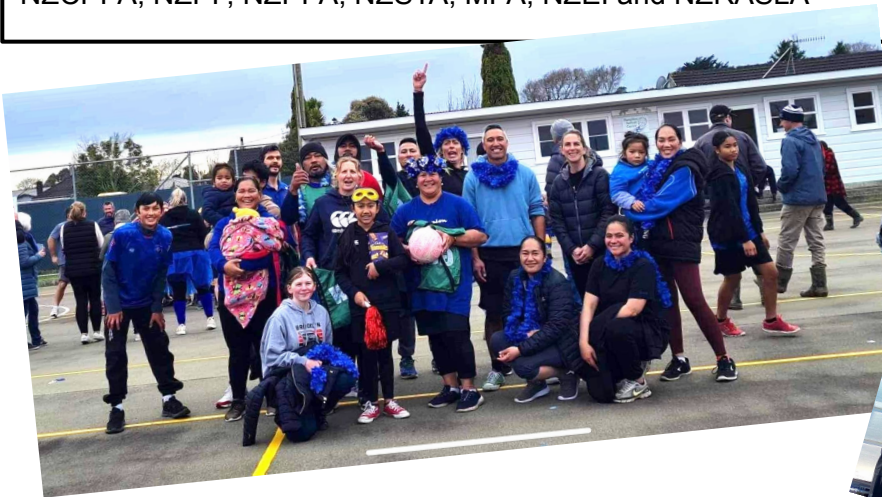
Whanaungatanga

- One NZ European student is the fourth generation in her maternal whakapapa, to attend St Matthew's School spanning over 100 years! Two tamariki are the second generation in their paternal whakapapa to attend St Matthew's School.
- Our local parish, St Francis Xavier in Marton is the regular place of worship for most of our school's āiga/whānau/families. Our tamariki attend Mass at St Francis Xavier every Friday during the school term. Our parish Priest Fr Peter Brockhill supports tamariki once a week to 'break open The Word and learning about the Catholic faith.
- We are blessed to be well-supported by our School Board, St Matthews hoa me te whānau - PTFA, the āiga/whānau/families of past and present rangatahi, parishioners, groups and awesome individuals.
- We journey in partnership with the South Rangitīkei Schools' Community of Learning Cluster - Bulls School, Clifton School, Rangitīkei College, Turākina School, Marton Junction School, James Cook School, Marton School, South Mākiriki School and Hunterville School. Our Y7-8 tamariki participate in Technology each week at Rangitīkei College. Rangitīkei College bless us abundantly by making their vans and grounds freely available to us.
- We journey in partnership with the Palmerston North Catholic Principals Kahui Ako - Our Lady of Lourdes, St Peter's College, Hato Paora Feilding, St Mary's Foxton, St Mary's Catholic School PN and St James' Catholic School, and the wider regional abundance of Catholic faith leaders.
- We partner with the PNCEO-Palmerston North Diocese Catholic Education Office and NZCEO.
- We are blessed to partner with the Ministry of Education and its many services, Ka Ora Ka Ako-School Lunches Programme courtesy of Compass Group Ltd, Sanitarium Breakfast in Schools, and Fruit in Schools 'just to name a couple'. We receive support from BLENNZ, Duffy Books in Homes, KidsCan and Sports Wanganui HAL.

Tumuāki

NZCPPA, NZPF, NZPPA, NZSTA, MPA, NZEI and NZRASLA

Memberships



Check out our [FACEBOOK](#) page.

Strategic Aims

2024-2025

VISION

St Matthew's School's Vision 2024-2025 (Matt 7:24-27)

St Matthews School, Marton is an equitable learning environment where our warrior learners cultivate a 'rock solid' foundation of faith, excellence and resilience to navigate through their changing lives, so that they will transform the world.

GOALS FOR STUDENT ACHIEVEMENT

Improve the outcomes for all ākonga, particularly Māori, Pasifika, and children with specific special learning needs.

Accelerate the progress of students yet to meet expectations for their year level. Further extend progress of students who are excelling.

TARGETS FOR STUDENT ACHIEVEMENT

Reading:
ALL to achieve AT/ABOVE the expectation for their age/year level.

Writing:
ALL to achieve AT/ABOVE the expectation for their age/year level.

Maths:
ALL to achieve AT/ABOVE the expectation for their age/year level.

STRATEGIC AIMS

**OUR FAITH
SPECIAL CHARACTER AND RELIGIOUS EDUCATION**

Integrating all 4 Dimensions into all aspects of teaching and learning, to communicate Christ and help form Christ in the lives of others.

**OUR LEARNING
BUILDING TEACHER AND LEARNER EFFICACY**

Developing a holistic curriculum that provides excellent opportunities and outstanding outcomes for every learner.

**OUR COMMUNITY
PROVIDING OPPORTUNITIES FOR OUR DIVERSITY TO SHINE**

Developing and strengthening our cultural responsiveness, inclusiveness and revitalising our physical environment.

**OUR SYSTEMS
DEVELOPING AND STRENGTHENING SYSTEMS FOR CONTINUOUS IMPROVEMENTS**

Improving our processes and procedures.

GOALS FOR IMPROVEMENT

Assist staff to grow in their knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.

Provide a genuine encounter with Jesus through daily interactions and the profound teaching of Tō Tatou Whakapono.

Teach the Health Curriculum through a Catholic lens "Wonderfully Made In the Image & Likeness of God."

Ensure the Board is safeguarding and strengthening Catholic Special Character.

Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences. **NELP 4**

Continue to develop a blended-flipped learning curriculum in line with the Digital Technology Curriculum and Hybrid Learning Framework.

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. **NELP 2**

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. **NELP 5**
Acknowledge and celebrate cultural diversity.

Enrich students' and whanau knowledge and experiences utilising our vegetable gardens and initiate the 'Garden to table' programme. Regular gardening i.e. weeding, harvesting and planting.

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. **NELP 1**
Implement PB4L school-wide.

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. **NELP 3**

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. **NELP 6**

Assess the effectiveness of our current curriculum through assessment data.

OUTCOMES

Staff will joyfully and boldly share their knowledge and understanding of Jesus Christ.

Students demonstrate a good understanding of Jesus Christ, his teachings and the Catholic faith at the expected year level.

Students will participate and contribute to our local and wider community as responsible and informed 'citizens of the world' with integrity; for the common good.

Students demonstrate a sound understanding of the Health Curriculum from a Catholic perspective.

2024-2025 Targets for Student Achievement will make accelerated progress in Reading, Writing and Mathematics.

SCHOOL-WIDE:
75% Reading at/above expected year level.
85% Writing at/above expected level.
70% Mathematics and Statistics and 75% Numeracy at/above expected level.

Students will gain scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

Strengthened partnership with whānau is responsive to the needs of ākonga with whānau-led goals and aspirations at the centre.

Students deepen aroha for their own culture/s, Te Reo Māori me ngā tikanga and diverse languages/cultures-'mauri ora'.

Health and wellness is at the forefront and students are encouraged to choose nutritious foods; through experiential 'hands on' learning.

We are responsive and provide for all; with the support of the Ministry of Education, NZCEO and stakeholders.

Through PB4L students, staff and whanau experience āhurutanga and our school's values are seen and lived daily.

Students are resilient and always strive for excellence.

Our systems and procedures are continuously being evaluated and improved to ensure our teaching and pedagogy is highly effective, and all feel safe and included.

Annual Action Plan 2024

VISION

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OUR COMMUNITY PROVIDING OPPORTUNITIES FOR OUR DIVERSITY TO SHINE

Developing and strengthening our cultural responsiveness, inclusiveness and revitalising our physical environment.

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Ensure the Board is safeguarding and strengthening Catholic Special Character.

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STRATEGIC AIM 1: OUR FAITH
SPECIAL CHARACTER AND RELIGIOUS EDUCATION

We will integrate all 4 Dimensions into all aspects of teaching and learning so that St Matthew's School will be a community that seeks to communicate Christ and help form Christ in the lives of others.

The four dimensions are:

Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ
Spiritual formation, Evangelisation, Faith-based Leadership

Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge
Leadership, Religious Education and Catholic Curriculum

Dimension 3: Te Whakaatu Karaitiana - Christian Witness
Catholic School Community, Partnership and Collaboration, Pastoral Care, Service and Outreach

Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika
Safeguarding and Strengthening Catholic Special Character
Stewardship and Legal Obligations

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| <p>STRATEGIC AIM 1: OUR FAITH Goals for Improvement 2024</p> | <p><u>Link to NELPs</u></p> | <p>Accountability and responsibility</p> | <p>Success Measures</p> | <p>Who and When?</p> | <p>Budget priorities</p> | <p>How did we go? What impact has this had?</p> |
|---|--|---|--|--|--|--|
| <p>Assist staff to grow in their knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.</p> | <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.</p> | <p>All teaching staff. DRS/Principal PNCEO team</p> | <p>Teachers will be able to share their knowledge and understanding of Jesus Christ with staff and students.</p> <p>Teachers will show confidence about Catholic Church.</p> <p>Students will demonstrate a good understanding of Jesus Christ, his teachings and the Catholic faith at the expected year level.</p> <p>Students will participate and contribute to our local and wider community as responsible and informed 'citizens of the world' with integrity; for the common good.</p> | <p>All staff. On-going</p> <p>DRS RE-led during staff meetings i.e. liturgical year modules.</p> <p>PNCEO zoom workshops and onsite PNorth.</p> <p>Teacher Retreat/s at Kopua and/or other retreat centres.</p> <p>NZCE NZ Catholic Education Convention, Wellington. Special Character CI 47c teacher will be attending with the Principal.</p> | <p>Faith Alive compulsory school subscription \$500+ through Te Kupenga.</p> <p>Koha \$50 per staff member, from our kura for the retreat accommodation and meals.</p> <p>NZCE registration and accommodation \$675 regist + 3 nights accommodation \$555 = \$1230 each.</p> | |

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| <p>Provide a genuine encounter with Jesus through daily interactions and the profound teaching of Tō Tatou Whakapono.</p> | <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.</p> | <p>All teaching staff. DRS/Principal PNCEO team</p> | <p>Staff will joyfully and boldly share their knowledge and understanding of Jesus Christ.</p> <p>Staff will confidently teach Religious Education using Tō Tātou Whakapono.</p> <p>Students will demonstrate a good understanding of Jesus Christ, his teachings and the Catholic faith at the expected year level.</p> | <p>All staff. On-going</p> <p>DRS RE-led during staff meetings i.e. liturgical year modules.</p> <p>PNCEO zoom workshops and onsite PNorth.</p> | <p>Tō Tātou Whakapono resources as needed.</p> | |

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| STRATEGIC AIM 1: OUR FAITH | <u>Link to NELPs</u> | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|--|---|---|--|--|--------------------------------------|---|
| <p>Goals for Improvement 2024</p> <p>“HAVING LIFE TO THE FULL.” John 10:10 Teach the Health Curriculum through a Catholic lens “Wonderfully Made In the Image & Likeness of God.”</p> | <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Provide structures for teachers to share and / or improve their knowledge and understanding; by giving and receiving feedback as critical friends.</p> | <p>All teaching staff. DRS/Principal. PNCEO team.</p> | <p>Teachers will be able to share their knowledge and understanding of HLTF with staff, whanau and students.</p> <p>Teachers will confidently plan and teach the Sexuality Education curriculum with a Catholic lens.</p> <p>Students will demonstrate a sound understanding of the Health Curriculum from a Catholic perspective.</p> | <p>All staff. On-going.</p> <p>HLTF PLD for teaching staff.</p> <p>PNCEO team.</p> | <p>Purchase resources as needed.</p> | |

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| <p>Ensure the Board is safeguarding and strengthening Catholic Special Character.</p> <p>How will we do this? Introduce the use of term-by-term task lists.</p> <p>The Board work plan includes dates from NZCEO - compliance reports and professional learning.</p> <p>Develop a programme for the Board's own Catholic Character Professional Formation.</p> | <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p> | <p>All School Board members. Proprietor's Rep/s. Principal. PNCEO team.</p> | <p>The School Board will follow and complete tasks each term.</p> <p>The School Board will have a well-developed formation programme where Special Character is prioritised at each meeting.</p> <p>Formation will help to strengthen, deepen and challenge board members' faith development, knowledge and understanding of 'who they are called to be in Christ' and their special role in a Catholic school.</p> | <p>All School Board. Proprietor's Rep/s to lead.</p> <p>Principal to support/co-lead with Proprietor's Rep.</p> <p>PNCEO team to provide support and resources.</p> <p>On-going.</p> | | |

STRATEGIC AIM 2 : OUR LEARNING

We will continue to Grow in Faith, Excellence and Resilience through

BUILDING TEACHER AND LEARNER EFFICACY

| STRATEGIC AIM 2: OUR LEARNING Goals for Improvement 2024 | <u>Link to NELPs</u> | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|---|---|---|--|---|---|--|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences.</p> <p>NELP 4</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. School Board.</p> <p>Whanau to ensure tamariki complete any home learning set by the teacher/teacher aide.</p> | <p>READING Students will make accelerated progress.</p> <p>Through deliberate acts of teaching and utilising learning tools; students will develop the knowledge, strategies, and awareness required to become effective readers.</p> | <p>Each classroom teacher. Ongoing.</p> <p>Lumana'i teachers. Ongoing.</p> <p>Lumana'i.</p> <p>Tupu and Lumana'i teachers. Years 5-8 Term 1 and Term 4.</p> | <p>Structured Literacy Readers \$2000.</p> <p>Structured Literacy workshops.</p> <p>The Code Y7-8 Structured Literacy linked spelling programme - workshops and resources \$500.</p> <p>Reading Plus \$1200 annual subs.</p> <p>EP Education Perfect \$782 annual subscription.</p> <p>Assessments: PATs e-asTTle \$500</p> | |

STRATEGIC AIM 2 : OUR LEARNING

We will continue to Grow in Faith, Excellence and Resilience through

BUILDING TEACHER AND LEARNER EFFICACY

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|---|---|---|---|--|---|--|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences.</p> <p>NELP 4</p> <p>Analyse research and best practice, analyse data and plan well-scaffolded and differentiated lessons and learning experiences for ākonga alongside support staff.</p> <p>Know each learners' strengths and needs.</p> <p>Draw on ethnically diverse role models, authors and cultural examples in writing.</p> <p>Utilise Ministry of Education and other services to provide the best learning support.</p> <p>Partner with whānau to provide sound support.</p> <p>Undertake teacher inquiry to upskill where needed.</p> <p>Collaborate with colleagues.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. School Board.</p> <p>Whanau to ensure tamariki complete any home learning set by the teacher/teacher aide.</p> | <p>WRITING Students will make accelerated progress.</p> <p>Through deliberate acts of teaching and utilising learning tools such as the Writer's Toolbox; students will develop the knowledge, strategies, and awareness required to become effective writers.</p> | <p>Each classroom teacher. Ongoing.</p> <p>Lumana'i teachers. Ongoing.</p> <p>Tupu and Lumana'i teachers. Years 5-8 Term 1 and Term 4.</p> | <p>Writer's Toolbox \$1000+ per year</p> <p>The Code Y7-8 Structured Literacy linked spelling programme - workshops and resources \$500.</p> <p>EP Education Perfect \$782 annual subscription.</p> <p>Assessments: PATs e-asTTle \$500</p> | |

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|---|---|---|---|--|--|---|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences.</p> <p>NELP 4</p> <p>Know each learners' strengths and needs.</p> <p>Analyse data and plan well-scaffolded and differentiated lessons and learning experiences for ākonga alongside support staff.</p> <p>Evaluate and change assessment methods when necessary.</p> <p>Utilise Ministry of Education and other services to provide the best learning support.</p> <p>Partner with whānau and colleagues to provide sound support.</p> <p>Undertake teacher inquiry to upskill where needed.</p> <p>Utilise online platforms to support learning.</p> <p>Draw on or create ethnically diverse cultural resources and examples.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. School Board.</p> <p>Whanau to ensure tamariki complete any home learning set by the teacher/teacher aide.</p> | <p>MATHEMATICS & STATISTICS and NUMERACY. Students will make accelerated progress.</p> <p>Through deliberate acts of teaching and utilising learning tools such as the programmes such as Prime Maths and Maths Buddy; students will develop the knowledge, strategies, and awareness required to become confident and knowledgeable mathematicians.</p> | <p>Each classroom teacher. Ongoing.</p> <p>Lumana'i teachers. Ongoing.</p> <p>Tupu and Lumana'i teachers. Years 5-8 Term 1 and Term 4.</p> | <p>Prime Maths \$1000 for the student books.</p> <p>Maths Buddy annual subscription \$572. EP Education Perfect \$782 annual subscription.</p> <p>Assessments: PATs e-asTTle \$500</p> | |

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|--|--|---|---|---|---|--|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences. NELP 4</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. School Board.</p> <p>Whanau to ensure tamariki complete any home learning set by the teacher/teacher aide.</p> | <p>SCIENCE Students will gain scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.</p> <p>Students will confidently investigate, show and understanding of, and be able to explain our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations. Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.</p> | <p>Each classroom teacher. Ongoing.</p> <p>Lumana'i teachers. Ongoing.</p> <p>House of Science Facilitator and classroom teachers. Terms 2-4.</p> | <p>House of Science annual subscription \$800.</p> <p>EP Education Perfect \$782 annual subscription.</p> <p>Ministry of Education application for funding (tbc).</p> | |

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|---|---|---|---|---|--------------------------|---|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences.</p> <p>NELP 4</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. WST Within Schools Teacher through the Kahui Ako. All staff. School Board.</p> <p>Whanau to ensure tamariki complete any home learning set by the teacher/teacher aide.</p> | <p>SOCIAL SCIENCES TE AO TANGATA</p> <p>Students will be able to confidently observe, wonder and be curious about people, places, and society. They will actively take an interest and engage in social issues and ideas.</p> <p>Students will demonstrate understanding, knowledge, and skills in relation to social, cultural, economic, and political processes.</p> <p>Students will contribute to and participate in society as critically informed, ethical, and empathetic citizens with a concern for the wellbeing of communities and a commitment to a fair society for all.</p> | <p>Each classroom teacher. Teacher collaboration meetings. Term 1-4. Ongoing and integrated with Religious Education: Tō Tātou Whakapono.</p> | | |

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|---|---|---|---|---|--------------------------|---|
| <p>Ensure every learner/ākonga gains excellent skills in Reading, Writing, Mathematics & Statistics, Numeracy, Science, Digital Technologies, The Arts, Health & Physical Education, Learning Languages and Social Sciences.</p> <p>NELP 4</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. Sports Wanganui HAL Healthy Active Learning Team - Margot, Libby and Dipti. Whānau. School Board. PNCEO. Compass Group Ltd</p> <p>Classroom teachers. PNCEO team. SEXUALITY EDUCATION with a Catholic lens 'Wonderfully Made in the Image and Likeness of God.' See Strategic Domain 1: Having Life to the Full. John 10:10.</p> | <p>HEALTH & PHYSICAL EDUCATION</p> <p>Staff will confidently teach new games shared by the Sports Wanganui Team.</p> <p>Whānau will prepare healthy food options for their children.</p> <p>Students will actively participate in sports organised by Sports Whanganui.</p> <p>Students will demonstrate leadership skills from the PAL workshops.</p> <p>Students demonstrate a sound understanding of the Health Curriculum from a Catholic perspective.</p> | <p>Each classroom teacher. Teacher collaboration meetings. Term 1-4. Ongoing.</p> <p>HAL Team Margot, Libby and Dipti Term 1- HAL nutrition session Morning fitness Feb 8 March 7 April 11. PALs workshop.</p> <p>HAL Team Terms 2-4 - hauora workshops - interschool sports - nutrition workshops</p> <p>Lumana'i teachers Years 6-8. Term 3-4, 2024 and Term 1, 2025.</p> <p>Compass Group Ltd School Lunch Programme with the Ministry of Education - ongoing.</p> | | |

STRATEGIC AIM 3 : OUR COMMUNITY

We will PROVIDE OPPORTUNITIES FOR OUR DIVERSITY TO SHINE.

Developing and strengthening our cultural responsiveness, inclusiveness and revitalising our physical environment.

| <u>STRATEGIC AIM 3:</u> OUR COMMUNITY Goals for Improvement 2024 | <u>Link to NELPs</u> | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|---|--|--|--|---|-------------------------------------|--|
| <p>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. NELP 2</p> <p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations.</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori medium learning.</p> | <p>OBJECTIVE 1 LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education.</p> | <p>Principal. Teachers. All staff. School Board.</p> | <p>Strengthened partnership with whānau is responsive to the needs of ākonga with whānau-led goals and aspirations at the centre.</p> <p>Students have a deepened aroha for their own culture/s, te reo Māori me ngā tikanga Māori and diverse languages/ cultures-'mauri ora'. This is evident in their words and actions.</p> <p>Staff confidently speak te reo Maori regularly.</p> <p>Staff have a good knowledge base of tikanga Maori.</p> <p>Staff have a good knowledge base of cultural practices and norms for the ethnicities in our kura i.e. Samoan and Filipino.</p> | <p>Each classroom teacher whenever a hui/talanoa is needed.</p> <p>Principal/SENCO /Class teacher/Teacher Aide/Learning Support/RTLB IEPs Individualised Education Plan meetings each term.</p> <p>RTLB/Ministry of Education workshops: Anxiety Resilience Autism</p> <p>South Rangitikei Kahui Ako: Cultural responsiveness- Poutama Pounamu Dr Mike Paki-Ngati Apa, Ngawairiki</p> <p>Palmerston North Catholic Kahui Ako: Culturally responsive pedagogy Rangitane - Whare and Hohepa</p> | <p>Class resources when needed.</p> | |

STRATEGIC AIM 3 : OUR COMMUNITY

We will PROVIDE OPPORTUNITIES FOR OUR DIVERSITY TO SHINE.

Developing and strengthening our cultural responsiveness, inclusiveness and revitalising our physical environment.

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|--|---|--|--|--|---|---|
| <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. NELP 5</p> <p>Acknowledge and celebrate cultural diversity.</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.</p> <p>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.</p> | <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p> | <p>Principal. Teachers through the leadership of the Cultural Leader. All staff. School Board.</p> | <p>Students have a deepened aroha for their own culture/s, te reo Māori me ngā tikanga Māori and diverse languages/ cultures-'mauri ora'. This is evident in their words and actions.</p> <p>Staff confidently speak te reo Maori regularly, using the correct pronunciation of te reo Māori.</p> <p>Staff have a good knowledge base of tikanga Maori.</p> <p>Staff have a good knowledge base of cultural practices and norms for the ethnicities in our kura i.e. Samoan and Filipino.</p> <p>Tino ataahua school grounds thanks to our grounds kaitiaki.</p> | <p>Our kura's Cultural Lead Kaiako ongoing throughout 2024.</p> <p>All staff.</p> <p>South Rangitikei Kahui Ako: Cultural responsiveness- Poutama Pounamu Term 1 Workshops 8 hours</p> <p>Dr Mike Paki-Ngati Apa, Ngawairiki Term 1 3 Workshops 3:30pm-5:30pm</p> <p>Palmerston North Catholic Kahui Ako: Culturally responsive pedagogy Rangitane - Whare and Hohepa.</p> <p>Groundsperson/ Kaitiaki 10 hours a week.</p> | <p>Class resources when needed.</p> <p>Salary - Board-funded or grants.</p> | |

STRATEGIC AIM 3 : OUR COMMUNITY

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Developing and strengthening our cultural responsiveness, inclusiveness and revitalising our physical environment.

| STRATEGIC AIM 3: OUR COMMUNITY Goals for Improvement 2024 | <u>Link to NELPs</u> | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|---|---|---|---|---|---|---|
| <p>Enrich students’ and whanau knowledge and experiences utilising our vegetable gardens and initiate the ‘Garden to table’ programme.</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. St Matthews hoame te whanau - PTFA. School Board. Students and whanau. HAL Sports Wanganui Team.</p> | <p>Health and wellness is at the forefront and students, staff and whānau choose nutritious foods; through experiential ‘hands on’ learning.</p> <p>Learners/ākonga see and value the connection between what they’re learning and the world.</p> | <p>Gardening Team Terms 1-4 -ongoing.</p> <p>Class teachers and all students - rostered ongoing.</p> <p>HAL Team Term 2-ongoing.</p> <p>Garden to Table Programme volunteers.</p> <p>Compass Group Ltd School Lunch Programme with the Ministry of Education - ongoing.</p> | <p>Gardening tools i.e. gloves (when needed).</p> | |

STRATEGIC AIM 4 : OUR SYSTEMS

DEVELOPING AND STRENGTHENING SYSTEMS FOR CONTINUOUS IMPROVEMENTS

Improving our processes and procedures.

| STRATEGIC AIM: 4 OUR SYSTEMS Goals for Improvement 2024 | Link to NELPs | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|--|--|--|---|---|--|---|
| <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. NELP 1 Implement PB4L school-wide.</p> <p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours.</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</p> <p>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.</p> | <p>OBJECTIVE 1 LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education.</p> | <p>Principal. Teachers. All staff. School Board. Students and whānau. PB4L Ministry of Education Team.</p> | <p>All people feel safe in our kura space.</p> <p>Processes are in place to address and resolve minor/major behaviours.</p> <p>Processes are in place to promptly address and resolve complaints/ concerns about racism, discrimination or bullying.</p> <p>All experience a safe and inclusive culture where diversity is valued and all feel they belong.</p> | <p>Principal and PB4L Team 2024 ongoing: Teacher Only Day - Jan 2024 Hui with Principal - Feb Whānau-student surveys - Feb Hui with Principal - March Staff hui and workshops Terms 1-4</p> <p>NZCEO Aroha and Diversity workshops - ongoing.</p> | <p>Signage with school values or inspirational messages.</p> <p>House tokens to acknowledge lived values \$200</p> | |

STRATEGIC AIM 4 : OUR SYSTEMS

DEVELOPING AND STRENGTHENING SYSTEMS FOR CONTINUOUS IMPROVEMENTS

Improving our processes and procedures.

| STRATEGIC AIM: 4 OUR SYSTEMS Goals for Improvement 2024 | Link to NELPs | Accountability and responsibility | Success Measures | Who and When? | Budget priorities | How did we go? What impact has this had? |
|---|---|--|--|--|--------------------------|---|
| <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. NELP 3</p> <p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective.</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau.</p> | <p>OBJECTIVE 2 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner.</p> | <p>Principal. Teachers. All staff. School Board.</p> | <p>With manaakitanga and aroha, staff and whanau partner to address and overcome learning needs.</p> <p>We are responsive and provide for all; with support from the Ministry of Education, School Board, all staff and NZCEO.</p> <p>Barriers are eliminated and programmes are developed, monitored and adjusted when needed.</p> <p>School devices are provided for learning programmes.</p> <p>Gifted learners will participate in programmes that will further enhance and accelerate their learning capabilities.</p> <p>All learners feel safe and included.</p> <p>Our learners are resilient and always strive for excellence.</p> <p>Our systems and procedures are continuously being evaluated and improved to ensure our teaching and pedagogy is highly effective, and all feel safe and included.</p> | <p>Principal-SENCO Teachers. All staff.</p> <p>Public Health Nurse - ongoing.</p> <p>RTLB support -Liaison, SLT, ESOL, ICS, BEHAV, CTA - ongoing.</p> <p>Ministry of Education SEA Senior Education Advisor - ongoing.</p> <p>Ministry of Education Learning Support Team - ongoing.</p> | | |