

# St Matthews School, Tutaenui Marton

## Strategic Aims and Annual Plans 2022

**2020 - 2022**



Principal's Endorsement	<b>Tumua Palaaia</b>
Board of Trustees' Endorsement	<b>Amanda Glasgow 2022</b>
Submission date to Ministry of Education	<b>March 2020 Updated March 2021 Updated April 2022</b>

# St Matthews 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 Matthews School. 2022 marks 107 years since our school was founded.



**Our Special Catholic Character - we are a Mercy School.  
Learning about the Sisters of Mercy.**



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

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

# St Matthews 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.

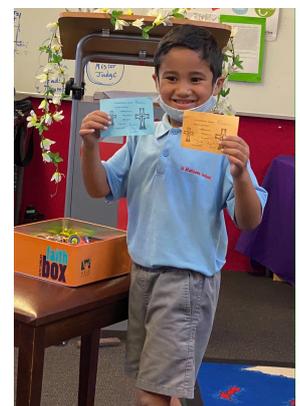
Achieving the best possible academic and sporting levels is a goal for all Catholic schools. In its academic standards the Catholic school is required to be "at least as outstanding" as other schools. Expecting and facilitating the achievement of the best possible academic standards for all tamariki, 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.



2021 End of Year Prize giving: **Every** rangatahi receives an 'ula lole' and at least 2 awards to acknowledge a Special Catholic Character Mercy Value and academic achievement.



2021 Y8 Graduates



Weekly Faith Learning Celebration (a.k.a assembly), prepared and organised by Prefects.

# Our Vision 2020-2022

## 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 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.

## Our Gospel 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



March 2022: Caritas - Ukraine Mufti Day fundraiser.

## Our Charism lived through the Gospel's Mercy Values

We have a strong team of 12 dynamic prefects ranging from Years 5-8 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 have introduced the S.T.R.E.A.M prefects who select and lead S.T.R.E.A.M workshops. These prefects have a gift and talent for S.T.R.E.A.M. The 'R' represents the integration of Religious Education. Whanaungatanga, according to staff strengths, a staff member journeys alongside specific teams.



At the end of 2020, we removed the traditional leadership model of having a 'head boy' and 'head girl'.

In 2021, our Head Prefect and Deputy Head Prefect were both female, elected by the students and staff.

**Photo bottom centre from left:** Our 2022 Head Prefect and Service Prefect Veronika Seko, Deputy Head Prefect and Social Justice Prefect Maryanne Pio and Deputy Head Prefect and Respect Prefect Xavier Wulf, with Francis Faiao-Pelasio who is the Deputy Service Prefect.

# 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:



# Ko Mātou Tēnei \* This Is Who We Are \* O i mātou Ienei

## Our AMAZING learners!

Our kura is blessed to have 29 of the friendliest and most amazing tamariki you will ever meet:

### Ethnic Composition:

#### 4 Māori

- 2 Māori are also Sāmoan
- 2 Māori are also of European descent

#### 6 of NZ European descent

- 2 are also Māori

#### 19 of Sāmoan descent (ethnicity 1), 21 tamaiti a'oga (see Māori)

- 9 tamaiti are also of Chinese descent. So far most of these tamaiti a'oga are able to trace their ancestry back at least 1 generation.
- 7 of our students were born in the beautiful Pacific Nation of Sāmoa.
- 12 of our tamaiti are first generation NZ born.

### AMATAGA

Amataga is the name of our Y0-3 whānau. 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.

### LUMANA'I

Lumana'i is the name of our Y4-8 whānau. In gagana Sāmoa, Lumana'i means 'the future'. With their rock-solid foundation of faith, our warrior 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.



Most of our tamariki on GREEN Day for St Patrick's Day, March 2022.



Te Whānau o Amataga.  
Ko Anne Sanson te kaiako.

# 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 the āiga/whānau/families of past and present rangatahi, parishioners, groups and awesome individuals such as Linda Harris from Watson Integrity PN, Rangitikei Public Health Services, MCW Marton Christian Welfare, The Society of St Vincent de Paul, Feilding, and The Marton Lions Club.



**Jan 2022 Staff, BoT and Whanau Formation and Retreat Day focused on 'The Be-Attitudes'.**

- We journey in partnership with the South Rangitikei Schools' Community of Learning Cluster - Bulls School, Clifton School, Rangitikei College, Turākina School, Marton Junction School, James Cook School, Marton School, South Mākirkiri School and Hunterville School. Our Y7-8 tamariki participate in Technology each week at Rangitikei College. Rangitikei 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 MoE Senior Adviser Whaea Kawakawa Hopkins and MoE through Learning Support, 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, Sports Wanganui HAL, and PLD Katrina Ward from Momentum Ltd.

Tumuāki

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

Memberships



**March 2022: The 'burning of the palms' on Shrove Tuesday in preparation for Ash Wednesday led by Fr Peter Brockhill.**

# Whanaungatanga



**Ko Mātou Tēnei  
O i mātou lēnei  
This Is Who We Are**

# Whanaungatanga



**Ko Mātou Tēnei  
O i mātou lēnei  
This Is Who We Are**

# Whanaungatanga



## **Māori Dimensions - Te Reo me ngā Tikanga**

We recognise that Te Reo me nga tikanga is for ALL. Our kaiako use basic Te Reo 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 Special Catholic Character; our tamariki express karakia and sing waiata regularly.

### Protection

Our Māori tamariki in Lumana'i know their whakapapa and marae. All Year 5-8 tamariki in Lumana'i know their whakapapa.

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.

### Partnership

While we have a warm partnership with whānau; this is an area for continued growth. 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, PNCEO along with NZCEO, and the many resources made available from the Ministry of Education; 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.

# Māori Dimensions - Te Reo me ngā Tikanga



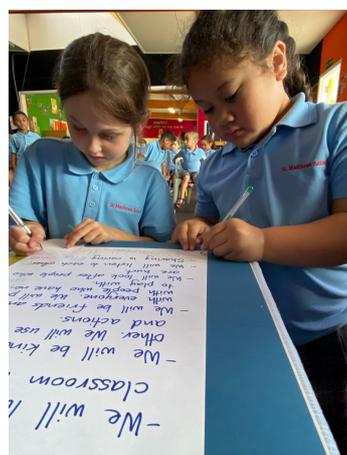
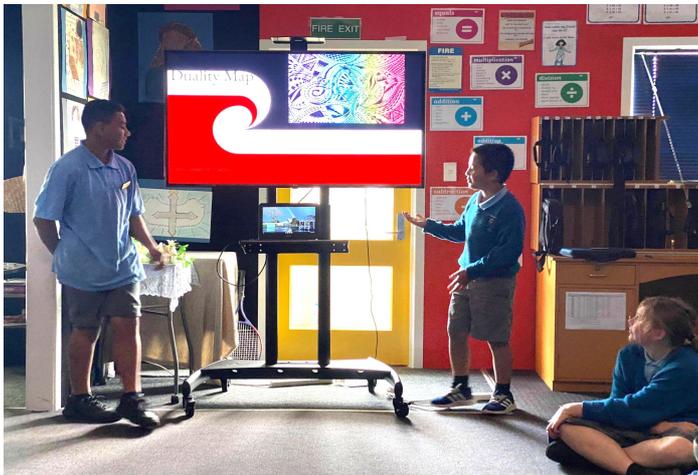
## Mihi whakataou



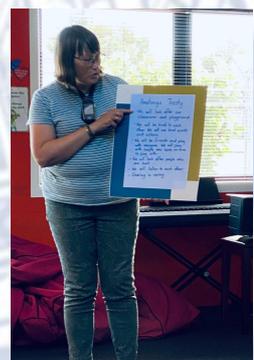
# Māori Dimensions - Cultural Identities



## Ko wai ahau?



**Class treaties signing and sharing during our Tiriti o Waitangi Liturgy, Feb 2022.**



## Our Diversity

Student voice joyfully tells us that at our school tamariki:

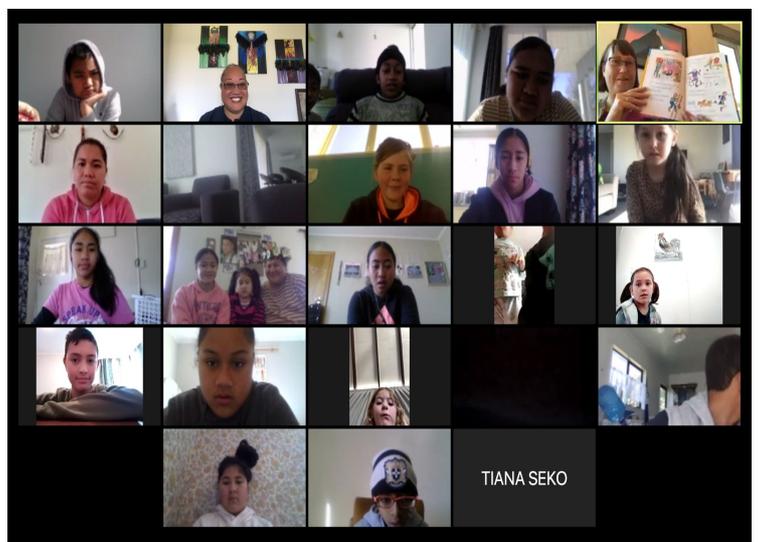
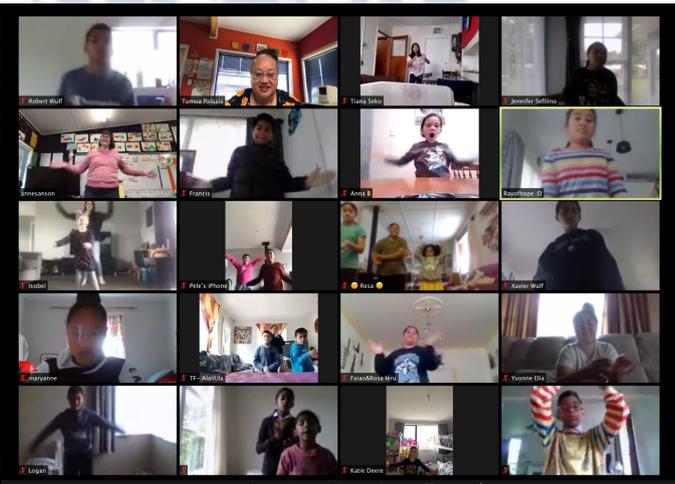
- accept you for who you are regardless of your race
- participate in cultural activities
- find it easy to learn because we have teachers who are good at explaining, who know how to teach us
- experience an amazing culture! It's cool there's lots of Samoan, Māori and Pakeha
- teach the ones who can't 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.



# Ako - Digital Learning

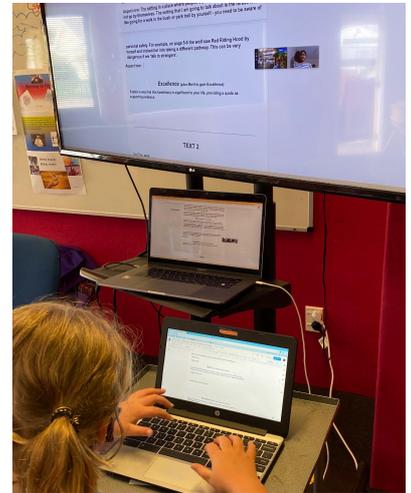
The 2020 - 2021 covid-19 lockdowns gave us the opportunity to analyse and critique digital equity and readiness. Kaiako, whānau and tamariki journeyed together through conversations and surveys to improve access to devices, internet connectivity, daily zoom schedules, guidelines for using Zoom, ensuring the learning interests of tamariki were included and evaluating the validity of online learning platforms used. Our digital readiness has enabled tamariki to flourish and achieve accelerated levels of progress in Reading, Writing and Numeracy. Platforms such as EP Education Perfect and Seesaw have provided an abundance of 'choice' learning opportunities.



# Ako - Hybrid Learning 2022

Due to covid-19 affecting our staff in Term 1, we physically closed our kura. We knew learning would continue from home. We provided hard copy learning packs and Lumana'i had their school allocated devices. We continue to journey alongside whānau and tamariki to ensure we are able to monitor, identify and respond to the spiritual, emotional and basic needs of our community. We are making good progress on how to sustain kanohi-ki-te-kanohi using digital resources.

Tamariki in Lumana'i who need to isolate at home due to covid-19, know that they can log onto zoom to join the class from 9am-3pm Monday to Friday. Our tamariki in Lumana'i have access to the daily and weekly plan. Tasks are already set and they can join lessons and have lessons with kaiako and other tamariki during the day.



Peer learning via zoom

Seen by: Vito Seko  
Published to Blog  
Olivia Jacques, Theresa Pio, Tiana Seko, Tumua Palaia, Veronika Seko, Yvonne Elia  
view all comments  
Tumua Palaia Beautifully presented Zoom photos Tiana! Edit Delete  
Tiana Seko Thank you Tumua :D  
See Translation  
Olivia Jacques I love them. Did you enjoy the duffy role model zoom.  
Tiana Seko Yes I did :D  
Heather Lindfield Great thinking and presentation Tiana. 🌸

April 11, 2022, 7:08 PM

Eight tamariki in home isolation (see top panel)



Duffy Role Model Assembly via Zoom, Term 1, 2022

# Ako - Learning during lockdown 2021

Our zoom sessions always start with Praise Jam (like Jump Jam but to Christian music), followed by karakia. Our whānau are always informed so that they can join in (as seen in the snapshots).



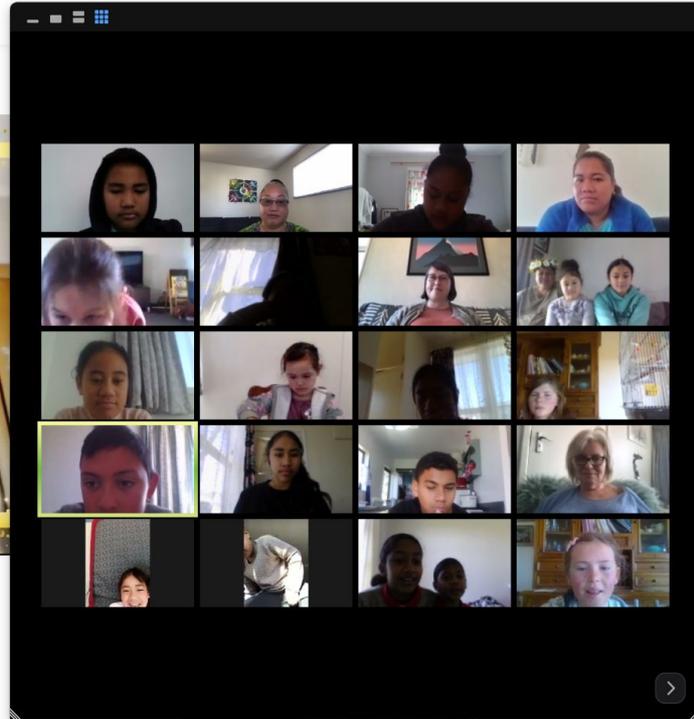
Lumanai 2021 / Fathers Day 2021 / Beilene L



Beilene L

Aug 30, 2021 · 12:23pm · 34 views

Happy Fathers Day Dad. I Love U :)



## Sharing via Flipgrid in preparation for Father's Day 2021

The screenshot shows a Google Slides presentation titled "Week 7, Term 3 Lumanai". The slide content includes:

- Slide 6:** "Greetings to you all" with a Zoom grid overlay.
- Slide 7:** "PRAISE JAM" with a video thumbnail.
- Slide 8:** "Happy Birthday, Dear Mother & Queens!" with an image of the Virgin Mary.
- Slide 9:** "HAPPY BIRTHDAY MAMA MARY!" with a religious image.
- Slide 10:** "Reflect, today, upon the fact that Mother Mary is your mother. She is the one who brought you into this world. She is the one who raised you. She is the one who loves you. She is the one who is worth celebrating her birthday in the same way that you would celebrate anyone's birthday who was a member of your family. Your honoring of Mary, today, is a way of solidifying your bond with her and assuring her that you desire her to be an important part of your life."
- Slide 11:** "Happy birthday, Blessed Mother! We love you dearly!"
- Slide 12:** "Hail Mary, full of grace, the Lord is with you. Blessed are you among women and blessed is the fruit of your womb, Jesus. Holy Mary, Mother of God, pray for us sinners now and at the hour of our death. Amen. Precious Jesus, through the heart of the Immaculate Virgin Mary, our Mother, we trust in You!"

The Week's schedule (on the left) and Karakia slide 2021

# Ako - Digital Fluency: blended and flipped learning

We are on a continual journey to refine our blended and flipped learning methodology and pedagogy. Heutagogy has several design principles for learning that can be applied in any context (Kenyon & Hase, 2013). This student-teacher partnership approach has prompted the decision to use a heutagogic design process (Blaschke & Hase, 2015).

These can be summarised as:

- Involve the learner to determine what and how they learn to build a partnership in the design and learning process (Kenyon & Hase, 2013; Anderson & Kanuka, p12, 1999; Doolittle, 1999; Kropf, 2013).
- Design a curriculum that is flexible and considers learner-directed questions
- Collaboration between the learner and teacher on how the learner will be assessed (Dick, 2013).
- Guidance from the teacher through personalised feedback that meets learning needs
- Create a learning environment that has opportunities for the learner to reflect and process what they have learnt and how (Blaschke et al, 2015).

Dick (2013) identifies three design aspects that are key when creating learning activities: challenge, autonomy, and support. Furthermore, that “teachers need to create a challenging, achievable and worthwhile tasks, providing participants with as much autonomy as possible, and engendering support based on strong and collaborative relationships.” (Blaschke et al, 2015 p.31; Kropf, 2013).



Photos above: Students presented their blended learning journeys to a group of Catholic Principals from the Palmerston North Diocese, 2020.

Photos below: Students and Principal sharing our blended learning / flipped classroom learning with staff from the South Rangitikei Kāhui Ako, 2021.



# 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!



Photos from 2020 - 2022

# Whanaungatanga, Manaakitanga me te Kaitiakitanga

We are called to love and care for each other as tuakana-teina, brothers and sisters in Christ and as an 'aiga (family) regardless of age, ability or culture. We are called to be stewards-kaitiaki of God's creation regardless of age, ability or culture. We will do this through a well-integrated curriculum founded on the teachings of Christ, our school's values which are in line with NZCEO, the NZ Curriculum and Ministry of Education.



## Ako - Place-based and Faith-based Learning

By providing place-based and faith-based learning opportunities, we continue to nurture and support the development of students' personal and interpersonal knowledge and understanding, participation, experiences and collaborative skills; to enable all to interact and contribute as effective members of any community. In 2021, place-based experiences were cancelled due to covid-19. We hope to resume place-based and faith-based on-site experiences in 2022.



In 2020, our tamariki and whānau visited Wellington: we participated in the Parliament's Education Programme, Island Bay Octopus and Bait Aquarium, had an overnight stay at the Wellington Zoo (with night tour and morning feeding) and visited Te Papa Tongarewa. An abundance of rich learning!

# VISION

## St Matthews Marton Vision 2020-22 (Matt 7:24-27)

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

2022

# GOALS FOR STUDENT ACHIEVEMENT

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

Accelerate progress of students performing below expectations.

# 2022 TARGETS FOR STUDENT ACHIEVEMENT

**Reading:**  
Year 2 - Māori and Pasifika  
Year 4 - Pasifika

**Writing:**  
Year 4 - Pasifika  
Year 5 - Pasifika  
Year 8 - Māori

**Maths:**  
Year 2 - Pasifika  
Year 4 - Pasifika

2020-2022

# STRATEGIC DOMAINS

## 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 our local curriculum through place-based, digital and faith-based learning.

## OUR COMMUNITY PROVIDING OPPORTUNITIES FOR OUR DIVERSITY TO SHINE

Developing and strengthening cultural revitalisation.

## OUR SYSTEMS STRENGTHENING SYSTEMS FOR CONTINUOUS IMPROVEMENTS

Improving our processes and procedures.

2022

# GOALS FOR IMPROVEMENT

Assist staff to grow in their knowledge and understanding of Jesus Christ, his teachings and the Catholic Church and to ensure RE is effectively managed and professionally delivered.

Understand our Religious Education teaching and learning practice.

Ensure the Health Curriculum is taught from the Catholic perspective.

Ensure the Board is safeguarding and strengthening Catholic Special Character.

Ensure every learner/ākonga gains sound skills in Reading, Writing, Mathematics & Statistics, Numeracy and Digital Tech.

Collaboratively create programmes with authentic links/foundations to our faith.

Assess effectiveness of our current curriculum through assessment data. (PACT), BSL and Maths PLD.

Further 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.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Promote our school within our local and regional community.

Develop school systems that are responsive to our students.

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

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

# OUTCOMES

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 society 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.

2022 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 make accelerated progress using the blended/flipped learning programme.

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'.

Students know and identify with the narrative of Tūtaenui, Rangitikei.

New whānau will experience a world-class education.

Students achieving AT/ABOVE will continue to aim for excellence and make accelerated progress.

Students experience āhurutanga and our school's values are lived daily.

Students are well-catered for and experience a good foundation of hauora.

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 1: OUR FAITH

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.

<u>STRATEGIC DOMAIN 1:</u> OUR FAITH	Goals for Improvement 2022	How did we go? What impact has this had?
Understand our Religious Education teaching and learning practice.	<ul style="list-style-type: none"><li>* Engage in teacher reflection and evaluation for continuous learning.</li><li>* Develop consistent and effective reporting procedures to whānau and board.<ul style="list-style-type: none"><li>- Reporting to the board twice a year about the impact of the Religious Education curriculum on the disciples' journey is a next step.</li></ul></li><li>* Monitor and collaborate with staff, students, whānau/āiga, Parish Priest, Parishioners and the PN Diocese.</li></ul>	
Assist staff to grow in their knowledge and understanding of Jesus Christ, his teachings and the Catholic Church and to ensure RE is effectively managed and professionally delivered.	<ul style="list-style-type: none"><li>* Encourage teacher self and shared reflections after RE PLD.</li><li>* Teachers to demonstrate knowledge and understanding of RE PLD in planned RE lesson/s.</li><li>* Provide structures for teachers to share and / or improve their knowledge and understanding; by giving and receiving feedback as critical friends.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 1: OUR FAITH

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.

<u>STRATEGIC DOMAIN</u> 1: OUR FAITH	<b>Goals for Improvement</b> 2022	<b>How did we go? What impact</b> <b>has this had?</b>
Ensure the Health Curriculum is taught from the Catholic perspective.	<ul style="list-style-type: none"><li>* Continue to gather resources for the Relationships and Sexuality curriculum.</li><li>* Provide staff with PLD for the Relationships and Sexuality curriculum to ensure the Health Curriculum is taught from a Catholic perspective.</li><li>* Inform and consult with whanau/aiga regarding the Relationships and Sexuality curriculum, taking into account Māori and Pasifika cultural practices/experiences.</li><li>*Ensure all teachers have the opportunity to attend 'Having Life to the Full' (grounded in John 10:10).</li><li>* Provide structures for teachers to share and / or improve their knowledge and understanding; by giving and receiving feedback as critical friends.</li></ul>	
To ensure the Board is safeguarding and strengthening Catholic Special Character.	<ul style="list-style-type: none"><li>*Introduce the use of term-by-term task lists.</li><li>*The Board work plan includes dates from NZCEO - compliance reports and professional learning.</li><li>*Develop a programme for the Board's own Catholic Character Professional Formation.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 2 : OUR LEARNING

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

**BUILDING TEACHER AND LEARNER EFFICACY**

<u>STRATEGIC DOMAIN 2:</u> OUR LEARNING	Goals for Improvement 2022	How did we go? What impact has this had?
Collaboratively create curriculum programmes with authentic links/foundations to our faith.	<ul style="list-style-type: none"><li>* Create a Religious Education year plan which shows authentic links to other curriculum areas (S.T.R.E.A.M) and our school's Gospel Mercy values.</li><li>* Visit the churches in the Rangitikei region that make up our combined Sunday Mass and learn about their histories.</li><li>* Visit and learn about local/regional places of student's interests/inquiry and localised curriculum.</li><li>* Continue to grow our Garden to Table initiative by integrating it as part of who we are - kaitiaki of God's creation.</li></ul>	
Ensure every learner/ākonga gains sound skills in Reading.  Targets for student achievement Year 2 - Māori and Pasifika Year 4 - Pasifika	<ul style="list-style-type: none"><li>* Analyse data and plan well-scaffolded and differentiated lessons and learning experiences; alongside support staff.</li><li>* Know each learners' strengths and needs.</li><li>* Draw on ethnically diverse role models, authors, illustrators and cultural resources.</li><li>* Utilise Ministry of Education and other services.</li><li>* Partner with whānau and colleagues.</li><li>* Evaluate and change assessment methods when necessary.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 2 : OUR LEARNING

We will continue to Grow in Faith, Excellence and Resilience through  
**BUILDING TEACHER AND LEARNER EFFICACY**

<u>STRATEGIC DOMAIN 2: OUR LEARNING</u>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
Ensure every learner/ākonga Mathematics & Statistics, Numeracy.  Targets for student achievement <b>Year 2 - Pasifika</b> <b>Year 4 - Pasifika</b>	<ul style="list-style-type: none"><li>* Know each learners' strengths and needs.</li><li>* Analyse data and plan well-scaffolded and differentiated lessons and learning experiences for ākonga alongside support staff.</li><li>* Evaluate and change assessment methods when necessary.</li><li>* Utilise Ministry of Education and other services to provide the best learning support.</li><li>* Partner with whānau and colleagues to provide sound support.</li><li>* Undertake teacher inquiry to upskill where needed.</li><li>* Use Bobby Maths - Maths Inquiry Communities MIC.</li><li>* Draw on or create ethnically diverse cultural resources and examples.</li></ul>	
Ensure every learner/ākonga gains sound skills in Digital Technology.  Targets for learning <b>Y0-3 Amataga</b> <b>Y4 Lumana'i</b>	<ul style="list-style-type: none"><li>* Know each learners' strengths and needs.</li><li>* Provide well-scaffolded procedures.</li><li>* Partner with whānau, colleagues and senior class students to provide sound support.</li><li>* Undertake further digital technology PLD when needed.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 2 : OUR LEARNING

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

**BUILDING TEACHER AND LEARNER EFFICACY**

<u>STRATEGIC</u> <u>DOMAIN 2:</u> OUR LEARNING	Goals for Improvement 2022	How did we go? What impact has this had?
<p>Ensure every learner/ākonga gains sound skills in Writing.</p> <p>Targets for student achievement Year 4 - Pasifika Year 5 - Pasifika Year 8 - Māori</p>	<ul style="list-style-type: none"><li>* Analyse research and best practice, analyse data and plan well-scaffolded and differentiated lessons and learning experiences for akonga alongside support staff.</li><li>* Know each learners' strengths and needs.</li><li>* Draw on ethnically diverse role models, authors and cultural examples in writing.</li><li>* Utilise Ministry of Education and other services to provide the best learning support.</li><li>* Partner with whānau to provide sound support.</li><li>* Undertake teacher inquiry to upskill where needed.</li><li>* Collaborate with colleagues.</li></ul>	

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## Annual Action Plan – 2022

### STRATEGIC DOMAIN 2 : OUR LEARNING

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<u>STRATEGIC DOMAIN 2:</u> OUR LEARNING	Goals for Improvement 2022	How did we go? What impact has this had?
Assess effectiveness of our current curriculum through assessment data. (PACT).	<ul style="list-style-type: none"><li>* Engage in PaCT PLD provided by the Kāhui Ako Across Schools Teachers and Kāhui Ako workshops.</li><li>* Use PaCT for Writing and Reading with small groups and reporting two times this year.</li><li>* Inform students and whānau about the effectiveness of PaCT in teaching, learning, reporting and planning for acceleration.</li></ul>	
Further develop a blended-flipped learning curriculum in line with the Digital Technology Curriculum and Hybrid Learning Framework.	<ul style="list-style-type: none"><li>* Provide Hybrid Learning PLD for all staff.</li><li>* Provide Seesaw PLD for all staff to enable all to use Seesaw App/platform as a learning loop between students, teachers and whanau.</li><li>* Provide student and whānau workshops to enable all to use Seesaw confidently.</li><li>* Design and create learning pathways for Reading using indicators from PaCT to ensure coverage.</li><li>* Design and create learning pathways for Writing using indicators from PaCT to ensure coverage.</li><li>* Design and create learning pathways for Numeracy stages, Mathematics and Statistics with clear indicators and learning outcomes to ensure scaffolded coverage.</li></ul>	

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<b><u>STRATEGIC DOMAIN 2:</u> OUR LEARNING</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
<p>Further develop a blended-flipped learning curriculum in line with the Digital Technology Curriculum and Hybrid Learning Framework.</p>	<ul style="list-style-type: none"><li>* Evaluate and refine online learning platforms/apps for Years 4-8 and review suitability.</li><li>* Evaluate and refine online apps and platforms to broaden students' knowledge and digital capabilities.</li><li>* Evaluate and refine present digital student reflection templates for Reading, Writing and Numeracy.</li><li>* Ensure Seesaw is accessible in the junior class using the Ipads, to create a learning loop between students, teachers and whānau.</li><li>* Partner with students to evaluate learning pathways and online platforms/apps.</li><li>* Seek whānau feedback regarding the blended learning programme, internet use, device use at home and the academic progress of students as a result of using the digital platforms.</li></ul>	
<p>Assess effectiveness of our current curriculum through assessment data - BSL Better Start Literacy and Maths PLD.</p>	<ul style="list-style-type: none"><li>* Review, adapt/adjust and evaluate their/its effectiveness; in collaboration with staff and PLD providers.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 3 : OUR COMMUNITY

We will continue to **DEVELOP AND STRENGTHEN CULTURAL REVITALISATION** by **PROVIDING OPPORTUNITIES FOR OUR DIVERSITY TO SHINE.**  
This will lead to further **GROWTH IN COMMUNITY VISIBILITY AND PRESENCE.**

<b>STRATEGIC DOMAIN 3: OUR COMMUNITY</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
<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</p>	<ul style="list-style-type: none"><li>* Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.</li><li>* Partner with whānau to co-design an educational programme that responds to needs, and sustains identity, language and culture.</li><li>* Provide structures for staff to share and reflect; by giving and receiving feedback as critical friends and colleagues.</li><li>* Evaluate and change assessment methods when necessary.</li></ul>	
<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	<ul style="list-style-type: none"><li>* Provide authentic opportunities for our students to be enriched through Kapa haka.</li><li>* Draw on whānau and students' knowledge and expertise.</li><li>* Utilise online resources for teaching and learning.</li><li>* Provide structures for staff to share and / or improve their knowledge and understanding; by giving and receiving feedback as critical friends.</li></ul>	

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<b>STRATEGIC DOMAIN 3: OUR COMMUNITY</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
Gagana Sāmoa taught and integrated within meaningful contexts.	<ul style="list-style-type: none"><li>* Utilise online resources for teaching and learning of Gagana Sāmoa.</li><li>* Draw on the expertise and knowledge from mātua, tamaiti and our school community.</li></ul>	
Strategically safeguard and strengthen our school roll.  Promote our school within our local and regional community.  Target areas that contribute to our combined Parish community <b>Bulls, Turakina, Whangaehu, Hunterville, Marton and Feilding.</b>	<ul style="list-style-type: none"><li>* Participate in community-organised events and activities throughout the year.</li><li>* Utilise forms of media to share and celebrate our learning and Special Catholic Character.</li><li>* Organise Open Days to showcase 'who we are' and our excellent learning programmes.</li><li>* Provide Information Packs for Early Childhood Centres and Churches, and connect with community groups.</li><li>* Invite school visits and participation in school-led events and activities.</li><li>* Meet with leaders of the parishes and churches, and organise to promote our kura after their service/s.</li><li>* Revitalise our physical environment such as new, more visible school signage in the front of the school and both fenced sides of the field.</li></ul>	<a href="#">Road safety</a>

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 4 :

Continue to **STRENGTHEN SYSTEMS FOR CONTINUOUS IMPROVEMENTS**

by **ENGAGING IN EFFECTIVE PROCESSES FOR TEACHING AND LEARNING.**

<b>STRATEGIC DOMAIN 4: OUR SYSTEMS</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<ul style="list-style-type: none"><li>*Continue to build and nurture an environment for kaupapa wananga to flourish based on manaakitanga, kaitiakitanga, ahurutanga, koha and aroha; built on the foundations of Jesus Christ, our greatest teacher and our school's Gospel Mercy Values.</li><li>* Continue Poutama Pounamu PLD for all staff.</li><li>* Provide structures for staff to share and reflect; by giving and receiving feedback as critical friends and colleagues.</li><li>* Ensure a listening ear for tamariki to voice concerns.</li><li>* Ensure an open door and listening ear for whānau to voice concerns.</li><li>* Ensure School Docs policies and school procedures are up to date and available to all.</li></ul>	

# ST MATTHEWS SCHOOL, MARTON

## Annual Action Plan – 2022

### STRATEGIC DOMAIN 4 :

Continue to **STRENGTHEN SYSTEMS FOR CONTINUOUS IMPROVEMENTS**

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<b>STRATEGIC DOMAIN 4: OUR SYSTEMS</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<ul style="list-style-type: none"><li>* Regularly review, evaluate, adjust pedagogy and systems in collaboration with tamariki, whānau and staff.</li><li>* Seek student voice and agency in decision-making and take actions to implement student agency.</li><li>* Seek input from stakeholders, review current situations and make changes where needed.</li><li>* Continue to build and nurture an environment for kaupapa wananga to flourish based on manaakitanga, kaitiakitanga, ahurutanga, koha and aroha; built on the foundations of Jesus Christ, our greatest teacher and our school's Gospel Mercy Values.</li><li>* Continue Poutama Pounamu PLD for all staff.</li><li>* Draw on our āiga knowledge and experiences for Pacific learners.</li><li>* Know each learners' strengths and needs.</li><li>* Utilise Ministry of Education and other services to provide the best learning support.</li><li>* Undertake teacher inquiry to upskill where needed.</li></ul>	

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### STRATEGIC DOMAIN 4 :

Continue to **STRENGTHEN SYSTEMS FOR CONTINUOUS IMPROVEMENTS**

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<b>STRATEGIC DOMAIN 4: OUR SYSTEMS</b>	<b>Goals for Improvement 2022</b>	<b>How did we go? What impact has this had?</b>
<p>Develop school systems that are responsive to our students.</p>	<ul style="list-style-type: none"><li>* Regularly review, evaluate, adapt or adjust pedagogy and systems in collaboration with staff and School Trustees.</li><li>* Seek student voice and agency in decision-making and take actions to implement student agency.</li><li>* Seek input from stakeholders, review current situations and make changes where needed.</li><li>* Review and update school policies when needed.</li></ul>	