

St Brigid's School - Tainui



Strategic and Annual Implementation Plan 2023

We care, we learn, we grow with Jesus.

Consultation: In a desire to collaborate with our people, to best reflect our community, and as required by the Education and Training Act 2020, we have sought the voices of our parents/whānau, staff/kaiako, learners/ākonga, local iwi and the wider community in the development of this strategic plan.



Our Core St Brigid's Values are:



Te Tapu o te Tangata Respect

Atawhaitia Care

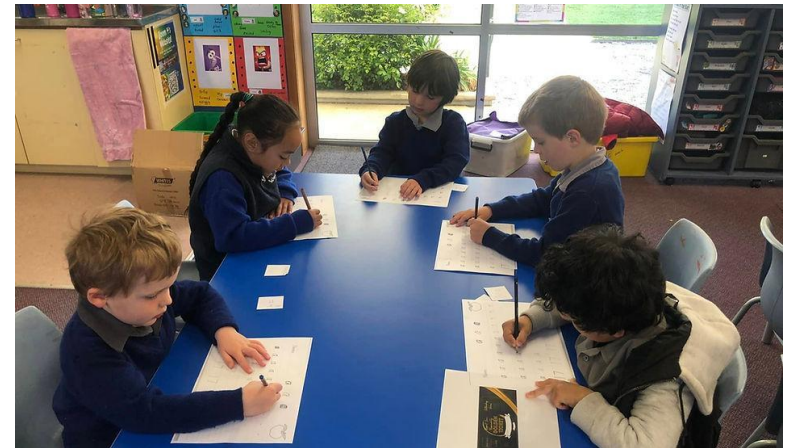
Whakahaere Responsibility

As a Catholic school with a Mercy tradition our core values reflect our Catholic Character and are an integral part of our teaching, learning and pastoral care. They contribute to the welcoming, caring atmosphere that St Brigid's has, and are embedded in everything we do.

Our values act as a guide to the behaviour and actions our community and families desire in good citizens and are acknowledged by the parents, children and staff of the school.

We also align to the values of the Dunedin Catholic Schools' Kāhui Ako, which state:

- We value our Catholic tradition and identity.
- Our children are at the heart of what we do.
- We are inclusive with decision making.
- We are future focused with vision and decisions.
- We live with honesty, integrity and humility.
- We foster wonder and awe for our learners.



Recognising our Catholic Special Character



Our Catholic Special Character is defined in the integration agreement as follows:

The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are expressed in the Scriptures, and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.

In our school, this means that:

- In 2023 we will focus on the Dimension of Growth in Knowledge.
- We support our community to grow in knowledge and understanding of Jesus Christ, His teachings and the Catholic Church.
- Gospel values and Mercy values are interwoven and reflected within our school's core values and are taught, lived and celebrated at St Brigid's.
- Catholic beliefs and traditions are taught through daily prayer, the Religious Education Programme, participation in Sacramental programmes and attending class, school, and parish Masses.
- We understand and appreciate the importance of the Mercy charism in the fabric of our school.
- We seek the guidance of the Holy Spirit in making important decisions.
- We engage in pastoral care for each other and in the community.
- We support those in need, in our community and around the world, through a variety of initiatives.
- We understand our role in caring for our world and its people.



Recognising our commitment to Te Tiriti o Waitangi



Our School honours our commitment to Te Tiriti o Waitangi in an Educational context:

Article 1: Kāwanatanga – Honourable Governance

- We understand our position as Crown agents and affirm Māori as tangata whenua.
- We govern our school honourably - decisions are made with those who are impacted the most by them.
- We share the decision making process with whānau, hapū and iwi.
- We endeavour to produce communication that is meaningful, ongoing, reciprocal and transparent.

Article 2: Rangatiratanga – Agency

- Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised and celebrated.
- We endorse Māori enjoying and achieving educational success as Māori.
- We endeavour to create systems where Māori have agency, voice and choice, the power to act.
- Māori diversity is recognised and valued and self determination is enacted.

Article 3: Ōritetanga – Equity

- In our school, in the interest of all, Māori have the same rights and opportunities as non-Māori.
- We endeavour to remove educational barriers and inequalities to ensure equitable educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), equitable representation of Māori, Reo, tikanga.
- Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: ‘The spoken promise’ the right to have cultural and religious freedom.

- Our teachers are committed to a continual professional development in Te Ao Māori, as required by the Education Council in retaining their practising certificate.



Ka Hikitia

These guiding principles, Ngā whetū hei whai, set out how we will work to support the vision of Ka Hikitia at St Brigid’s School:

Excellent Outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes,

Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging in our school,

Strengths-based: We will recognise and build on the strengths of our Māori learners and their whānau,

Productive partnerships: We will support strong relationships between learners and their whānau, hapū, iwi, educators and others to support excellent outcomes,

Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in our school.

Recognising the National Education and Learning Priorities (NELPs)



<p>Objective One: LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education.</p>	<p>1. We ensure our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying.</p> <p>2. We have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>
<p>Objective Two: BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach of every learner.</p>	<p>3. We reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.</p> <p>4. We ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p>
<p>Objective Three: QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p>	<p>5. We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6. We develop and retain our staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>
<p>Objective Four: FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>	<p>7. We collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p>



Strategic Plan 2023



Following consultation with the students, staff and whānau, and its own reflection, the board recognises that the year 2023 is a significant year strategically for St Brigid’s School, Tainui, and has determined to produce this strategic plan for 2023 only. The changes to national regulations for schools’ strategic plans, effective from 1 January 2024, also allow the board to produce a 1-year plan for this year.

A number of significant strategic matters have been identified by the board and affirmed through consultation. These strategic matters have led to the development of three strategic goals for 2023. In developing these strategic goals, careful consideration has also been given to how they deliver on National Education and Learning Priorities. These strategic goals will be reviewed in Term 4 2023 and a 3-year strategic plan developed for 2024 - 2026, based on the new regulations.

Relevant strategic matter from board and whānau survey	Strategic Goals	Relevant NELP alignment
<ul style="list-style-type: none"> ➤ Whānau acknowledgement of, and desire for, continued quality education and diverse positive learning experiences for tamariki. ➤ Curriculum delivery changes due to the NZ Curriculum refresh ➤ Ongoing development of student agency 	1. Develop whole school understanding of collective and individual wellbeing.	1, 2, 4, 5
<ul style="list-style-type: none"> ➤ Curriculum delivery changes due to the NZ Curriculum refresh ➤ Need for improved responsiveness and quality of achievement reporting ➤ New Religious Education curriculum 	2. Develop a culturally responsive and inclusive localised curriculum	1, 3, 4, 5
<ul style="list-style-type: none"> ➤ The resignation of the school principal ➤ A decline in student numbers ➤ A need to strengthen community connections and the school’s overall image ➤ A delicate financial position ➤ A statutory intervention in place ➤ Generous staffing for 2023 only ➤ Changes in teaching and support staff 	3. Develop quality teaching and leadership practice.	1, 2, 6



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Strategic Goal 1 2023	Initiatives	Actions	When	Who	Measures of Success
Develop whole school understanding of collective and individual wellbeing.	1.1 Develop understanding of personal and collective hikoi wairua spiritual journey.	<ul style="list-style-type: none"> ● Introduce Touchstones from Tō Tātou Whakapono Our Faith the new RE curriculum. 	Term 1 - 4	DRS	<ul style="list-style-type: none"> ● Touchstones of 'Welcomed', 'Loved' and 'Inspired' are introduced to staff, ākonga and community.
	1.2 Use the te whare tapa wha model to provide support and wellbeing for staff, ākonga and whānau.	<ul style="list-style-type: none"> ● Introduction of Te Whare Tapa Whā to students, staff and parents. ● Ensure wellbeing is taught as part of every class programme. 	Term 1 - 2	All staff	<ul style="list-style-type: none"> ● The wellbeing / hauora of all students / ākonga and staff are prioritised and reflected in all interactions. ● The wellbeing / hauora of all students / ākonga and staff are prioritised and reflected in all interactions.
	1.3 Create a welcoming, safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, have disabilities, have learning support needs, are neurodiverse, or are from diverse ethnic communities, know and feel they belong.	<ul style="list-style-type: none"> ● Build community and connections with our whānau, through quality communication, staff meetings, and social events across the year. ● Review our transition to school procedures for all new students and whānau to ensure they are warmly welcomed and inducted. 	Term 1 - 4	All staff	<ul style="list-style-type: none"> ● Positive responses from community – gathered anecdotally and through survey.
			Term 2-3	All staff	<ul style="list-style-type: none"> ● Ākonga, staff and whānau are welcomed into the school.

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Strategic Goal 2 2023	Initiatives	Actions	When	Who	Measures of Success
<p>Develop a culturally responsive and inclusive localised curriculum.</p>	<p>2.1 Strengthen inclusive and culturally responsive practice, assessment and pedagogy for improved learner outcomes.</p>	<ul style="list-style-type: none"> • Work with Learning Architects to improve learner agency and teacher practice and pedagogy. • Utilise 3 way interviews. 	Term 1-4	All Staff	<ul style="list-style-type: none"> • All students / ākonga are able to articulate their learning objectives and next steps.
	<p>2.2 Review reporting to parents to ensure it is clear and regular.</p>	<ul style="list-style-type: none"> • Investigate the reporting to whānau functions in Hero. • Work with staff to understand and use the “Understand, Know, Do’ Model 	Term 3	All Staff	<ul style="list-style-type: none"> • Parents / whānau will receive and benefit from regular and clear reporting of their children’s learning, progress and achievement.
	<p>2.3 Introduce Te Mataiaho to staff.</p>	<ul style="list-style-type: none"> • Teacher only days to unpack Te Mataiaho. • Teacher Only Day with COL to unpack Te Mataiaho. 	Term 2	All Staff	<ul style="list-style-type: none"> • Student target groups identified and achievement raised. (Refer to target students for achievement below.)
	<p>2.4 Implement Aotearoa Histories. (As per the required NZ Curriculum (Te Mataiaho) refresh (2022 Aotearoa NZ Histories, 2023 Maths and English))</p>	<ul style="list-style-type: none"> • Understand and plan a school-wide Aoteaora Histories unit. 	Term 2-4	All Staff	<ul style="list-style-type: none"> • The 2023 additional staffing entitlement is utilised to allow for specialist teachers and increased opportunities for the students/ākonga. • NZC stages are monitored, planned for and implemented

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Strategic Goal 3 2023	Initiatives	Actions	When	Who	How will we know we have achieved this?
Develop quality teaching and leadership practice.	3.1 Develop and maintain systems to ensure that all teachers of Religious Education have a common understanding of how the New Religious Education Curriculum is to be delivered at our school.	<ul style="list-style-type: none"> • Termly staff meetings to introduce new RE Theme and new RE curriculum. • Twilight meetings to build staff background knowledge to support the implementation of the new RE curriculum. 	Term 1-4	DRS	<ul style="list-style-type: none"> • Teachers and akonga are familiar with aspects of the new curriculum.
	3.2 Communicate to whānau about what is happening in our school and how they may support their tamariki.	<ul style="list-style-type: none"> • Parent evenings once per term. • Regular Facebook updates. • Paper copies of newsletters for parents. • Re establish an open door policy through school celebrations and whānau events. 	Term 1-4	All Staff	<ul style="list-style-type: none"> • The school has a strong public presence and reputation, telling its story, is visible, and reaching out to the Dunedin community.
	3.4 A new principal will be recruited, welcomed, and supported to lead the school.	<ul style="list-style-type: none"> • Recruitment and appointment made. • Supports put in place for new principal. 	Term 1	LSM and Board	<ul style="list-style-type: none"> • A new principal will feel welcomed and supported to lead the school.
			Term 2-4	LSM and Board	<ul style="list-style-type: none"> • Turnaround leadership will see healthy team dynamics across all staff, and in delivering quality teaching and learning for all.

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Linked to Strategic Goal 3	Annual Targets
Develop a culturally responsive and inclusive localised curriculum.	<ul style="list-style-type: none">• Reading: The targeted students will make at least one year of progress in the expected curriculum level of achievement by the end of each year at school.• Writing: The targeted students will make at least one year of progress in the expected curriculum level of achievement by the end of each year at school.• Maths: The targeted students will make at least one year of progress in the expected curriculum level of achievement by the end of each year at school. <p><i>Note:</i> All students who were judged below their respective end-of-year expectations (as of December 2022) are to make accelerated progress by the end of this year.</p>

