

# ST MARK'S CATHOLIC SCHOOL

## STRATEGIC PLAN 2024-2025



# VISION STATEMENT FOR CATHOLIC SCHOOLS

## Catholic Diocese of Auckland (2019)

Recognising that Catholic Schools are integral participants in the evangelising mission of the Church, a Catholic School will ensure students receive a quality holistic education that fosters: a genuine encounter with Christ; growth in knowledge of Christ, His teachings and the teachings of the Church; opportunities to become authentic witnesses of their faith.

Graduates from a Catholic school will therefore:

- Have a personal relationship with Jesus Christ
- Have an understanding of the teachings of Jesus Christ and His Catholic Church
- Be witnesses of the faith through an authentic integration of faith and life, a commitment to serving others recognising the face of Christ in each person and being active members of a Catholic parish or Eucharistic community
- Have the values, attitudes, knowledge/qualifications and skills that will enable them to move confidently to the next stage of their life, and become Missionary Disciples in the Catholic Church and in society



# NATIONAL EDUCATION & LEARNING PRIORITIES

The Statement of National Education and Learning Priorities (NELP) and Tertiary Education strategy (TES) sets out the Government's priorities for education to ensure the success and wellbeing of all learners (Education and Training Act 2020 ).

St Mark's is committed to enacting the NELP priorities to ensure our school is always Christ-focused, learner-centred, and a place where ALL learners, especially our Maori and Pasifika learners have equitable opportunities to experience success.

At St Mark's we will:

- ensure our school is safe, inclusive and free from racism, discrimination, and bullying
- strengthen the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborate more with whānau, employers, industry and communities
- take account of learners' needs, identities, languages and cultures in their practice, and
- incorporate te reo Māori and tikanga Māori into everyday activities

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

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

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

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

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

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

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

OBJECTIVES	OBJECTIVES				
	1	2	3	4	5
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable
PRIORITIES	1	3	5	7	8
	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/ākongā, disabled learners/ākongā and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
PRIORITIES	2	4	6		
	Have high aspirations for every learner/ākongā, 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	Ensure every learner/ākongā gains sound foundation skills, including language*, literacy and numeracy <small>*One language encompasses any method of communication the learner/ākongā uses as a first language, including New Zealand sign language</small>	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



# MISSION and VISION

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## MISSION

***Our school will provide the best education in a Catholic environment***

## VISION

***To provide a Christ-centered, challenging, safe, happy learning environment where self-confident children achieve success in all areas of the curriculum***

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St Mark's Catholic School was blessed and opened by Bishop John Mackey on 18 March 1979. The school is located in the East Auckland suburb of Pakuranga and shares a site with the Parish Church.

The school has a very proud Mission Charism and we are inspired by the life of Euphrase Barbier and the RNDM sisters to follow in the footsteps of Jesus.

# OUR VALUES

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## Our ABCs and 3Rs

**A - AROHA**

**B - BELIEF**

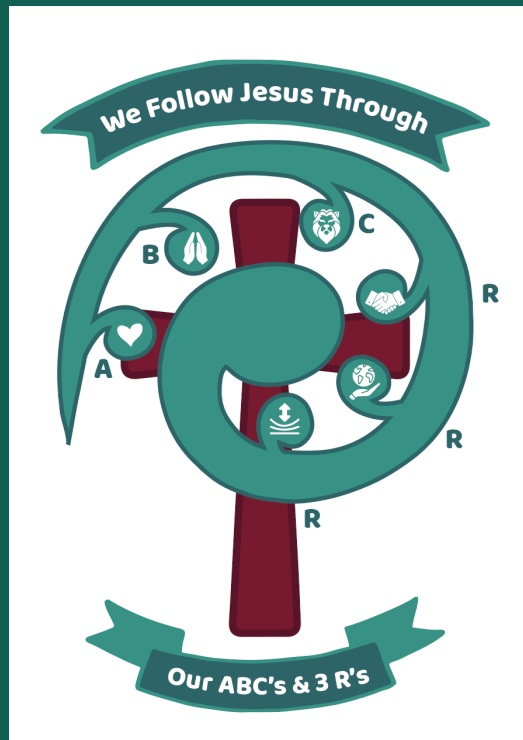
**C - COURAGE**

**R - RESPECT**

**R - RESPONSIBILITY**

**R - RESILIENCE**

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*Learners at St Mark's are encouraged to follow in the footsteps of Jesus through our school's ABCs and 3Rs. Gospel values permeate everything we do and we follow the example of Jesus to be a faith-filled, caring, inclusive and supportive learning community.*

*St Mark's is a Positive Behaviour For Learning school (PB4L) where respectful and nurturing relationships are encouraged and fostered. High expectations of learning and behaviour are clearly expressed through our weekly 'Footsteps focus' and we adopt a consistent, restorative approach to behaviour management.*

*At St Mark's we focus on doing the ordinary things, extraordinary well.*



# MAORI DIMENSIONS AND CULTURAL DIVERSITY

*Our school embraces and celebrates its rich cultural diversity. We endeavour to be culturally appropriate, respectful and inclusive in all we do. Our caring Catholic ethos and school curriculum encourages learners to understand and respect the many different cultures that make up our school, NZ and the world.*

*We respect the unique position of Maori as tangata whenua and acknowledge NZ's bicultural foundations. Our school is committed to honouring and upholding the principles of Te Tiriti o Waitangi and we take reasonable steps to provide instruction in tikanga māori and te reo māori. We will aspire to be authentically Catholic, authentically Maori. To achieve this we:*

- respond to the special qualities, needs and aspirations of our community*
- learn about, and demonstrate the concepts of turangawaewae, whanaungatanga, rangatiratanga and kaitiakitanga*
- Incorporate everyday te reo and include karakia, waiata and himene through our curriculum*
- resource a kapa haka tutor and seek opportunities to perform in different festivals/ events*
- have the highest expectations of all learners and work closely with their families*
- address any barriers to learning by working in partnership with other agencies*

# STRATEGIC PRIORITIES 2024-2025

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**Inspired by our school's MISSION  
charism, we will know, live and share  
the joy of the Gospel**



**Deliver a future-focused Catholic  
curriculum that enables ALL learners  
to achieve to the best of their abilities**



**Promotion and commitment to  
enhancing social, emotional,  
spiritual and physical wellbeing**

# GOAL #1 – FAITH FOCUS



Inspired by our school's MISSION  
charism, we will know, live and share  
the joy of the Gospel

## 2024

### INITIATIVES

1. Strengthen the Parish/School partnership through joint ventures and activities
2. Learning through our faith leads to positive and purposeful actions of love, hope, charity and service
3. Develop foundational expertise of the themes and cross themes of knowledge and learning in Level 1 of the new RE curriculum - *Tō Tātou Whakapono Our Faith*

## 2025

### INITIATIVES

1. Extend opportunities for the Parish to be involved in the life of the school and vice versa
2. Foster an attitude of service in the school and local community
3. Develop foundational expertise of the themes and cross themes of knowledge and learning in Level 2 of the new RE curriculum - *Tō Tātou Whakapono Our Faith*

### Success Indicators

A more actively engaged and connected faith community

Benefits of the Catholic parish and school working together

RE curriculum is strengthened - teachers have accessed quality PLD

# GOAL #2 – LEARNING FOCUS



**Deliver a future-focused Catholic curriculum that enables ALL learners to achieve to the best of their abilities**

## 2024

### INITIATIVES

1. Introduce 'MATH NO PROBLEM' school-wide
2. Extend opportunities for learning in the STEM subject domains

## 2025

### INITIATIVES

1. Further development of the St Mark's connected Catholic curriculum with particular focus on Tikanga/ Te Reo Maori and NZ histories
2. Develop critical thinking skills through a refreshed approach to inquiry learning and an authentic Catholic world-view perspective

## Success Indicators

**More consistency in the teaching of Mathematics across the school**

**Programmes and planned activities have supported learning in the STEM subjects**

**An authentic localised Catholic curriculum framework has been developed**

# GOAL #3 – WELLBEING FOCUS



**Promotion and commitment to enhancing social, emotional, spiritual and physical wellbeing**

## 2024

### INITIATIVES

1. Partner with "MITEY" to roll out the Mitey Mental health education programme across the school (alignment to SECKA KAHUI AKO RESILIENCE/WELLBEING goal)
2. Nominate 2024 as 'the year of gratitude' to give thanks for creation and redemption as a faith-filled Catholic christian community

## 2025

### INITIATIVES

1. Conduct community wellbeing surveys and develop an action plan based on needs
2. Nominate 2025 as 'the year of service and outreach' to demonstrate our Catholic faith through acts of love, charity and service.

## Success Indicators

**ALL staff and students feel safe, happy, valued and appreciated**

**Adequate supports are in place for learners with diverse needs**

**Mental health has been de-stigmatised and people know how to ask for help, receive help and give help**

# BUSINESS AS USUAL 2024–2025

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Throughout this strategic phase we will continue to progress and review:

- The development of our school's localised, authentic Catholic curriculum
- Our involvement in the SECKA KAHUI AKO and the shared achievement challenges
- Our partnership with 'Healthy Active Learning' (Year 2 of coaching/mentoring support in 2024) to ensure our tamariki have lots of opportunities for play and planned physical activity
- Curriculum advances through the current MOE curriculum refresh
- The implementation of the new RE curriculum - Tō Tātou Whakapono Our Faith : Level 1 in 2024; level 2 in 2025 and level 3 in 2026
- Support for priority learners and those with diverse needs
- Professional development and support for teachers, leaders and ancillary staff
- Engagement and communications between school, whanau and parish
- Property enhancements, including the re-build project as part of the Diocese of Auckland's 10YPP

