

# St Mary's College Strategic Plan 2015 – 2019



Principal's endorsement:

Board of Trustee's endorsement:

Date of submission to Ministry of Education:

## **This document sets out the Strategic Plan for St Mary's College over the next five years.**

This Strategic Plan is an important part of our School Charter. It sets out our focus and direction for the next five years. Our annual plan provides a detailed description of what we aim to achieve in each year.

This Strategic Plan comprises five parts:

<b>About St Mary's College</b>	The context for the Strategic Plan.
<b>Vision statement</b>	Our goal for the students of St Mary's College.
<b>Mission statement</b>	How St Mary's College will support our young women to achieve this Vision.
<b>Core values</b>	What guides us in our Mission
<b>Strategic focus</b>	The areas of focus to achieve our Mission.

### **This plan is a Living Document**

The Board of Trustees will continue to monitor, evaluate and review this Strategic Plan over the next five years. Ongoing review is intended to ensure that the school continues to meet the needs and expectations of the school community. Consultation with the school community will continue to be an important part of this review process.

Monitoring and evaluation will be achieved by setting targets and measurements that will be reviewed by the Board of Trustees Annually.

# About St Mary's College

"Our name is Mercy; our spirit is compassion".

St Mary's College is the oldest existing secondary school for girls in Auckland, and one of the oldest existing schools in New Zealand. The College was established in 1850 by a small group of women who belonged to the Sisters of Mercy – a Catholic order of nuns established in Ireland some twenty years earlier under the leadership of Catherine McAuley. Throughout its history, the College has been guided by the goals and values first espoused by McAuley and later brought to this country by that pioneering group of women.

McAuley was a social reformer who sought to challenge injustice and the inequalities in society, and particularly the prejudice shown to girls and young women who suffered from poverty and a lack of education. Her goal was to empower such women through education. Using her considerable leadership skills and resources, McAuley established places of shelter where young women could be protected and cared for while learning. She encouraged the pursuit of excellence - heeding all 'to be good today, but better tomorrow' – and taught of the importance of self-belief: "State your opinion and always act with courage". She instructed those teaching with her to "Be ever ready to praise, to encourage, to stimulate, but slow to censure and still more slow to condemn."

At the basis of McAuley's ministry was a strong sense of compassion and belief in social justice and a deep faith in God: "Let charity...be our badge of honour", she declared, "...so that it may truly be said, there is in us but one heart and one soul in God." With that went also a firm belief in the ability of education to realise an individual's potential and effect social change. For McAuley, "No work of charity can be more productive of good to society...than the careful instruction of women." Through her example and that of the women around her, she sought to create a shift towards a more just and equitable society: "We should be as shining lamps," she said, "giving light to all around us."

The small group of women led by Sister Cecilia Maher who established St Mary's College in Auckland were "as shining lamps". They were the first religious women to arrive in the country and immediately took over responsibility for Catholic schooling and pastoral care of those in need in the local community. Most had learnt Te Reo on the long journey out and sought to extend their faith, learning and care to tangata whenua and Pakeha alike.

The goals and values that guided those women have continued to inform and inspire the education offered at St Mary's College, and they remain as relevant today as then. The College remains committed to achieving the empowerment of young women and the pursuit of social justice. We are guided in this by faith, and by the Mercy values of service, excellence, justice, and respect and compassion for others.

# About our changing context

School Context																																																																																							
<b>Culture Diversity Population</b>	<i>St Mary's College continues to draw students from across Auckland. We do not have a Zone restricting applicants. Cultural diversity is a key characteristic and our numbers of Pasifika and Maori students remain steadily around 20 %. The overwhelming number of students enter at Year 7 though we do retain some open positions for Year 9 students</i>																																																																																						
<b>Students Learning</b>	<p>NCEA Results for 2014</p> <table border="1"> <thead> <tr> <th></th> <th>L1 total %</th> <th>L1 M+ E % endorse</th> <th>L2 total %</th> <th>L2 M+ E % endorse</th> <th>L3 total %</th> <th>L3 M+ E % endorse</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>96.9</td> <td>82.1</td> <td>99.2</td> <td>82.4</td> <td>91.2</td> <td>74.7</td> </tr> <tr> <td>2014 TARGET</td> <td></td> <td>85</td> <td></td> <td>80</td> <td></td> <td>75</td> </tr> <tr> <td>2014 Result</td> <td>96.7</td> <td>91.2</td> <td>99.2</td> <td>68.1</td> <td>100</td> <td>74.7</td> </tr> <tr> <td></td> <td></td> <td>Increase by 6%</td> <td></td> <td>Decrease by 12%</td> <td></td> <td>As target</td> </tr> <tr> <td></td> <td></td> <td><b>TargetMet</b></td> <td></td> <td>TARGET Not Met</td> <td></td> <td><b>TARGET Met</b></td> </tr> </tbody> </table> <p>National Standards Results for 2014</p> <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Maths % Result</th> <th>Target %</th> <th>Reading % Result</th> <th>Target %</th> <th>Writing % Result</th> <th>Target %</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>Year 7</td> <td>79.5</td> <td>70</td> <td>89.1</td> <td>No target set</td> <td>90.3</td> <td>80</td> </tr> <tr> <td>2014</td> <td>Year 8</td> <td>81.9</td> <td>80</td> <td>98,2</td> <td>No target set</td> <td>82,8</td> <td>80</td> </tr> </tbody> </table> <p>Maori and Pasifika students gaining Merit and Excellence Endorsements in 2014</p> <table border="1"> <thead> <tr> <th></th> <th>Maori Goal</th> <th>Maori Result</th> <th>Pasifika Goal</th> <th>Pasifika Result</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>4-5/10</td> <td>8/9</td> <td>7-8/17</td> <td>12/15</td> </tr> <tr> <td>Level 2</td> <td>2-3/6</td> <td>3/6</td> <td>10-11/24</td> <td>8/21</td> </tr> <tr> <td>Level 3</td> <td>2-3/9</td> <td>5/9</td> <td>3-4/15</td> <td>8/15</td> </tr> </tbody> </table>		L1 total %	L1 M+ E % endorse	L2 total %	L2 M+ E % endorse	L3 total %	L3 M+ E % endorse	2013	96.9	82.1	99.2	82.4	91.2	74.7	2014 TARGET		85		80		75	2014 Result	96.7	91.2	99.2	68.1	100	74.7			Increase by 6%		Decrease by 12%		As target			<b>TargetMet</b>		TARGET Not Met		<b>TARGET Met</b>		Year	Maths % Result	Target %	Reading % Result	Target %	Writing % Result	Target %	2014	Year 7	79.5	70	89.1	No target set	90.3	80	2014	Year 8	81.9	80	98,2	No target set	82,8	80		Maori Goal	Maori Result	Pasifika Goal	Pasifika Result	Level 1	4-5/10	8/9	7-8/17	12/15	Level 2	2-3/6	3/6	10-11/24	8/21	Level 3	2-3/9	5/9	3-4/15	8/15
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<p><i>Student engagement</i></p>	<p><i>Student Retention and Attendance are minor issues in the school. Of 950+ students we may have a turnover of around 10 students in a year. Attendance levels are high with most students having attendance rates of 95% plus</i></p>
<p><i>School organisation and structure</i></p>	<p><i>The school is led by senior leadership team consisting of the Principal and three Deputy Principals. Property is managed by a Board of Proprietors and the Governance of the school by a stable Board of Trustees.</i></p> <p><i>The school day runs on a 10 day timetable of five 1 hour periods a day.</i></p>
<p><i>Review of Charter and Consultation</i></p>	<p><i>Consultation with our school community formed a critical part of the review process upon which this Strategic Plan is based. Consultation identifies the needs and expectations of our community, including internal and external stakeholders, the Board of Directors, the PTFA, senior school management and parents. The vision, mission and strategic focus of this plan are a partnership between the Board of Trustees and the school community.</i></p>

# St Mary's College Vision

## 21st Century Women of Mercy

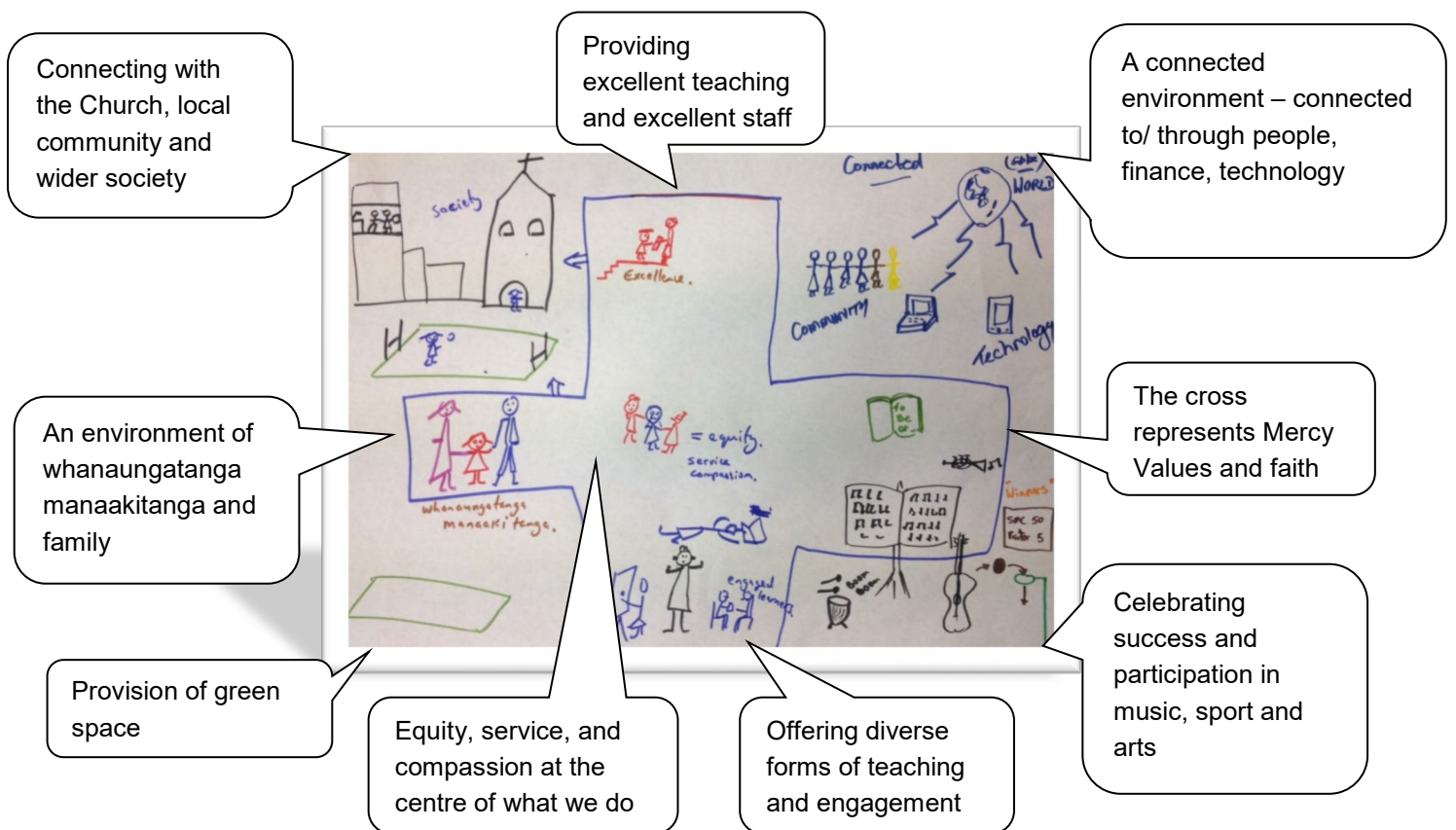


- At the centre is a cross that represents the Catholic faith and Mercy Values
- Centred on the cross is the figure of a woman who represents the students of St Mary's College
- Her head is the globe and she looks outwards, seeking to make a difference beyond herself
- Her arms hold the scales of justice and fairness
- Her skirt has many colours to represent the diversity of people, places and opportunities
- She is standing in green grass, well-grounded and respectful of her environment
- Around her is a white space that represents a blank canvas of possibilities
- She looks to a star representing aspiration

# St Mary's College Mission

## Our mission is to:

- Value and practice the teachings of the Catholic Church and the spirit of Mercy
- Nurture and engage St Mary's students in building their relationship with Jesus through the Catholic faith
- Provide an environment based on whanaungatanga (relationships) and manaakitanga (caring for each other) through which the community is connected and supported
- Foster the pursuit of excellence in all endeavours
- Inspire and assist each individual to reach their potential
- Honour the Treaty of Waitangi and the unique place of Tangata Whenua in Aotearoa New Zealand and seek to follow its principles



# We are guided by Mercy Values

## Faith

- At the heart of the school is the person of Jesus and the model of Mary. We seek to follow their example and teachings of the Catholic Church

## Justice

- We conduct our relationships and administer the school in accordance with the principles of justice, good faith and equity

## Respect

- We respect God, ourselves and all others and their views
- We recognise the Treaty of Waitangi and the unique place of Tangata Whenua in Aotearoa New Zealand and seek to follow its principles
- We welcome diversity and promote cultural identity
- We respect and seek to care for our environment

## Excellence

- We foster the pursuit of excellence in staff and students and support each in realising their potential

## Compassion

- We model and teach compassion and social justice

## Service

- We model and teach that to serve is to love



## **Nurturing the Catholic Faith in the 21<sup>st</sup> Century**

The Catholic Faith and Mercy values lie at the heart of St Mary's College. They unite and guide us and are reflected in every aspect of school life. We nurture the spiritual dimension of our students in balance with their academic, emotional, social & physical development. We seek to foster an enduring faith that can support and guide our students in what is a rapidly changing world.

### **Achieving academic and teaching excellence**

St Mary's College has a reputation for outstanding academic performance. The quality of teaching staff is a key part of this. We are committed to fostering the pursuit of excellence in staff and students and supporting each to realise their potential.

### **Support community involvement**

The St Mary's College community is strong and diverse. We are committed to protecting that diversity and to building relationships to ensure more successful educational outcomes for our students.

### **Supporting hauora of students**

St Mary's College supports the holistic development of each student. The College provides support for the spiritual and academic development of students and their emotional, social and physical well-being.

### **Managing financial constraints & resources**

The school seeks to make decisions about resource allocation transparently and in accordance with the core values of the school.

## Focus 1: Nurturing the Catholic Faith in the 21<sup>st</sup> Century

The Catholic faith and Mercy values lie at the heart of St Mary's College. They unite and guide us and are reflected in every aspect of school life. We nurture the spiritual dimension of our students in balance with their academic, emotional, social and physical development. We seek to foster an enduring faith that can support and guide our students in what is a rapidly changing world.

Goal	Strategic action/s	Performance measure / target
<b>Maintain Mercy charism in a way that is relevant to the 21<sup>st</sup> Century and promotes whanaungatanga and manaakitanga</b>	Provide varied opportunities for all students to undertake service	Number of students undertaking service Response to special character reported in faculty report
<b>Nurture an enduring faith in student</b>	Foster critical and reflective thinking	Student feedback
	Provide PD to support teachers as passionate, enthusiastic and engaging role models	Teacher feedback
	Provide and encourage opportunities for faith development and participation	Student self-reported involvement via survey
	Foster a connection between students and parishes through communication	Feedback from parishes
<b>Continue student participation in social outreach</b>	Foster class mission activities	Funds raised and number of girls involved in funding activities
	Provide opportunity with RE curriculum to develop awareness of social action as a Catholic and Mercy response	Religious Education Faculty Leaders report on activity
<b>Encourage continued student and staff development in Special Character</b>	Promote and communicate opportunities to students and staff	Number enrolled in PD special character courses
	Set leadership example	

## Focus 2: Achieving academic and teaching excellence

St Mary's College has a reputation for outstanding academic performance. The quality of teaching staff is a key part of this. We are committed to fostering the pursuit of excellence in staff and students and supporting each to realise their potential.

Goal	Strategic action/s	Performance measure / target
Pursuit of academic excellence through continual improvement for each student including priority learners	<ul style="list-style-type: none"> <li>Gather data on academic performance</li> <li>Assess and respond to data gathered in order to improve student academic outcomes</li> <li>Leverage IT to support improved teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Increase in NCEA results</li> <li>Increase in number of scholarships</li> <li>Increased number of priority learners advancing to tertiary institutions</li> </ul>
Provide a responsive academic programme that is relevant and meets the needs and interests of students	<ul style="list-style-type: none"> <li>Self-review of subjects offered and how they are offered</li> <li>Provide appropriate career education and guidance at all levels</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students and institutions</li> <li>Meet requirements of the Career Education benchmarks</li> </ul>
Equity of achievement for all Maori, Pasifika and students with special education needs, including gifted and talented	<ul style="list-style-type: none"> <li>Establish high expectations for Maori, Pasifika, and those with special learning needs and improve results</li> <li>Undertake 5-weekly monitoring of progress and respond to data through differentiated learning</li> <li>Implement a culturally responsive pedagogy in classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>Increase in NCEA results and number of scholarships of Maori, Pasifika and students with special education needs</li> </ul>
To have outstanding teachers following best practice	<ul style="list-style-type: none"> <li>Monitor developments in best practice teaching and educational research</li> <li>Embed a culture valuing professional development through effective appraisal processes</li> <li>Provide professional learning development</li> <li>Review and develop effective performance management processes</li> </ul>	<ul style="list-style-type: none"> <li>Increase in student academic results</li> </ul>
To continue to support music education as a special feature of our school	<ul style="list-style-type: none"> <li>Maintain a compulsory Music Programme from Year 7 to Year 9</li> <li>Celebrate and showcase St Mary's Music, both present and past</li> <li>Continue to resource and monitor the development of the music programme</li> </ul>	<ul style="list-style-type: none"> <li>Music Programme embedded</li> </ul>



### Focus 3: Support community involvement

The St Mary's College community is strong and diverse. We are committed to protecting that diversity and to building relationships to ensure more successful educational outcomes for our students.

Goal	Strategic action/s	Performance measure / target
Increase parent/family/whānau engagement with student learning and school life	Active communication between school and parent on individual learning through effective reporting to parents	% of parents/family/whānau attending parent-teacher meetings
	Raise the expectation of parent involvement in school activities including cultural, religious, art and sporting areas	Annual qualitative and quantitative survey of community participation in the school
	Increase student involvement in extracurricular activities	
Enhance communication with our community and place value upon kotahitanga	Review, develop and implement a communication and engagement strategy including use of IT	Annual qualitative and quantitative survey of community participation in the school
	Identify and respond to different communication needs of key cultural groups (Maori, Pasifika, Filipino)	
	Provide an opportunity for the community to engage in school activities through such things as the PTFA, Past Pupils Assoc., and Compassionate fund	
Reflect and foster the cultural diversity of the St Mary's community in the school	Create a physical and social environment that respects and celebrates diversity	Annual qualitative and quantitative survey of community participation in the school
	Develop and implement financial initiatives that support diverse needs	
	Continue to provide learning in Tikanga Māori and Te Reo Māori	

### Focus 4: Managing financial constraints and resources

The school seeks to make decisions about resource allocation transparently and in accordance with the core values of the school.

Goal	Strategic action/s	Performance measure / target
Operate prudently in a way that fulfils our charter goals and the NAG's	Develop a 5-year plan of how we will fund our operations	Annual Review of progress to plan
Provide a safe and healthy school environment	Management to provide and implement a plan that meets Health and Safety regulations Regular review of the plan by management	Monthly reporting on Health and Safety to BOT Reduction in health and safety incidences
To have systems and procedures that enable efficient school operations which enhance teaching and learning	Develop and implement an information systems strategic plan with external specialist advisers/provider Implement, plan and maintain IT capability that enables school to run efficiently	Monitor performance against plan, actions and timeline
Ensure physical learning environment is fit for purpose	Consult with BOD, staff and community on adequacy of facilities Maintain a property maintenance programme in alignment with MOE requirements ensuring adequate facilities for the present and future	Monitor maintenance records
Identify and access external sources of support	Identify financial and non-financial resources to support the full range of school activities	Increased locally raised funds Increased community involvement

## Focus 5: Supporting hauora of students

St Mary's College supports the holistic development of each student. The college provides support for the spiritual and academic development of students and their emotional, social and physical well-being.

Goal	Strategic action/s	Performance measure / target
To ensure wholeness; optimum emotional, spiritual and physical wellbeing of students	<ul style="list-style-type: none"> <li>Foster networks of communication and support through counsellor, nurse, teaching staff, students and family</li> <li>Use providers where appropriate for specialised services and promotion</li> <li>Evaluate the Health Curriculum against demand and resource appropriately</li> <li>Comply with safety legislation for students and employees</li> <li>Continue to educate on and promote physical exercise and good nutrition for all students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff, students and parents</li> <li>Academic and other performance and behaviours of students</li> <li>Annual report from key stakeholder including qualitative and quantitative reporting</li> </ul>
Low absenteeism	<ul style="list-style-type: none"> <li>Promote the school's expectation of low absenteeism to students and the school community</li> <li>Respond to poor attendance by setting appropriate action</li> </ul>	Increase attendance to 95% +
Provide an environment that encourages hauora	<ul style="list-style-type: none"> <li>Implementation of St Mary's Sports Model</li> <li>Promote participation in school sport</li> <li>Develop health promotion programme</li> <li>Celebrate success across all school activities</li> </ul>	Sport participation increased
To increase awareness of and promotion of safe usage of mobile ICT devices	<ul style="list-style-type: none"> <li>Develop and run programmes run for Cyber safety</li> </ul>	Annual report from key stakeholder including qualitative and quantitative reporting
Continue to support students engagement with music	<ul style="list-style-type: none"> <li>Increase opportunities for involvement in music outside the curriculum</li> </ul>	Increase participation