



STRATEGIC PLAN 2024-2026

School Vision Statement: *'Growing creative thinkers who, through following Jesus, are respectful, confident and successful learners.'*

Strategic Goals	Which Board Primary Objective does this strategic goal work towards? These are set out in Section 127 of the Education & Training Act 2020	Links to Education requirements Links to national priorities, NELPS, curriculum statements etc.	What do you expect to see? What is the anticipated result of successful completion of your objectives at the end of 3 years? What evidence will you see? What shifts & changes to teachers' practices?	How will we achieve or make progress towards our strategic goals? What tangible steps will you take that will work towards achieving your strat goals?	How will you measure success? How will you know you have achieved your goals? How will you evaluate the impact and learn about what worked, why it worked, and what next? What success indicators/tools will you use to measure the shift in changes to learner outcomes? What sources of evidence will you gather?
Live and learn the Catholic faith	1 (a, b, c)	NELP: 1, 2,	<p>At St Peter Chanel Religious Education permeates and guides all aspects of school life and is of paramount importance to the essence of our school</p> <p>Implementation of our school's Special Character Indicators in Religious Education teaching and learning.</p> <p>Introduction of the key elements of the New Religious Education Curriculum in year 5 & 6</p> <p>Fully implemented Tō Tātou Whakapono across years 0-6 classroom</p>	<p>New school wide Religious Education Overview to match the topics in the New Religious Education Curriculum.</p> <p>Regular professional development led by our DRS to support staff in learning the new RE Curriculum.</p> <p>Staff attend termly Diocesan Twilight meetings based on the new RE Curriculum.</p> <p>All staff to be familiar with the main Themes, Cross Themes and Touchstones in the new</p>	<p>Using REA to support and build DRS capacity alongside Principal.</p> <p>Professional Development opportunities for all staff to develop their understanding of the faith and also the teaching of Religious Education</p> <p>Purposeful assessment using catholic social teachings & Tō Tātou Whakapono achievement objectives</p> <p>Assessment information is gathered throughout each strand in a</p>

				<p>RE Curriculum.</p> <p>Sharing Te Rongopai through liturgies, whānau masses</p> <p>Training for sacramental students & alter sevres</p> <p>Each classroom has a prayer space developed for children. It has prayer cards, pictures, candles & special treasures. Each classroom has a whakamaria (calm space.)</p> <p>Young Vinnies group run internally.</p>	<p>formative way. Over a three year cycle school-wide summative assessment will be collected under the touchstones and cross themes - Welcomed, Loved, Inspired & Grace, Holiness, Wisdom, Justice, Prayer.</p>
<p>Build teaching and learning power</p>	<p>1 (a, b, c, d)</p> <p>2 (a, b)</p>	<p>NELP: 1, 2, 3, 4, 5, 6</p>	<p>A school curriculum in alignment with the refreshed NZC</p> <p>Planning and learning that is responsive to the needs of all students</p> <p>Structured literacy/Heggarty</p> <p>Aotearoa NZ Histories</p> <p>Assessment for Learning strategies</p> <p>Enhanced literacy programmes</p> <p>Ideal programme running across years 3-6</p> <p>Reduce barriers for</p>	<p>Ongoing professional development for all staff in using Structured Literacy pedagogies and the Ideal platform, supported by the Kahui Ako and Literacy Lead teacher.</p> <p>Kahui Ako PD focus on Assessment for Learning</p> <p>Intensive PD and support from Lauren Latimer for literacy with an extra focus on writing</p> <p>Ensure our planning, teaching and language for learning, is consistent across the school</p>	<p>Effective classroom teaching that is based on current practice and meets the needs of all learners.</p> <p>Achievement data outcomes increased and information used to inform next steps.</p> <p>Further development and embedding of:</p> <ul style="list-style-type: none"> -Numicon -Ideal -Aotearoa NZ Histories <p>Consistent across school planning, assessment and documentation</p>

			learning	Target learner needs register	
Foster wellbeing and community	1 (b, c, d)	NELP: 1, 2, 3, 5, 6	<p>Deeper partnerships with whānau and community and the church</p> <p>Collaboratively/collectively build a school culture which supports our teachers and students to thrive</p> <p>Our school is a happy and safe place to work and learn</p> <p>Continually enhance our culture so that students can thrive and learn in an environment safe, inclusive and free from racism, bullying and discrimination.</p>	<p>Build community and connections with our parents, through communication, meetings with staff and social events</p> <p>Incorporating wellbeing focus in class programmes, in Religious Education and Physical Education teaching</p> <p>Our shared values are lived by all</p> <p>Students and whānau have a sense of pride through the celebration of their successes</p> <p>Whānau groups created when students start school to foster across level relationships</p>	<p>Increased engagement by parents and understanding of where their child is at with their learning.</p> <p>Community engagement and input opportunities provided</p> <p>Wellbeing focus clearly planned for within local school curriculum</p> <p>A strong and robust church relationship</p> <p>All learners and staff feel a sense of belonging and have the opportunity to thrive</p>
<p><i>Ongoing consultation will continue with school and community alongside the newly appointed Principal to ensure our Strategic Goals meet our community expectations.</i></p>					
<p><i>SPC will continue to give effect to Tiriti o Waitangi and this will be further developed through ongoing consultation and we will review current plans and policies to reflect local tikanga maori</i></p>					



2025 ANNUAL PLAN

Strategic Goal 1: Live and Learn the Catholic Faith

<p>Annual Goal</p> <p>Link to Board Primary Objectives</p>	<p>Strengthen the school's Catholic identity by deepening our partnerships with mana whenua, whānau and parish community</p> <p>All of section 127 (1) and (2) of the Education and Training Act 2020 applies</p>
<p>Annual Target</p>	<p>All SPC communities to fully engage in community and parish initiatives and events.</p>
<p>Links to Education requirements</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia Child and Youth Wellbeing Strategy School Planning and Reporting regulations 2023 RE Curriculum-To Tatou Whakapono</p>

What do we expect to see by the end of the year?

- Curriculum fully implemented across all year levels
- Increase in engagement between all mentioned stakeholders
- Enhanced pastoral care networks

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
<p>Professional Development: DRS to attend the Aspiring Leaders Programme 2025-2026. Year 5 & 6 Curriculum PD day.</p> <p>X 2 CRT Days for DRS per term</p> <p>Twilight conferences termly</p> <p>Referral system for school counselor</p> <p>Goal setting interviews collaborating with whānau, students and school.</p>	<p>DRS</p> <p>Principal</p> <p>Classroom teacher</p>	<p>Staff meeting time</p> <p>External PD</p> <p>Allocated time-release/staff meetings</p>	<p>Ongoing</p> <p>End of term one</p> <p>End of term 4</p>	<p>Growth in staff knowledge and understanding of RE</p> <p>Growth in Principal/s leadership of RE</p> <p>Completion of the Aspiring Leaders Programme by the DRS.</p> <p>Evidence of new leadership skills being implemented in the school (e.g., through school-wide initiatives or improvements in Catholic identity).</p> <p>DRS reports feeling more supported and able to focus on key responsibilities (e.g., Catholic identity initiatives, staff development) during the CRT days.</p> <p>Attendance at interviews and feedback.</p>		

<p>Analyse community consultation: Religious Education Curriculum</p> <p>Community Events</p> <ul style="list-style-type: none"> - School Birthday - Presentation Day - Weekly attending masses and growing in confidence to lead the liturgies. <p>Ensure regular communication between the school and the parish, with shared events like school masses, community service projects, and faith education initiatives.</p>	<p>DRS</p> <p>Principal</p> <p>Classroom teachers</p> <p>Parish</p>	<p>Allocated time-release/staff meetings</p> <p>To be scheduled for discussion at board meetings</p>	<p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Termly community event + whānau mass.</p>		
<p>Develop and implement at least one service project or social justice initiative per term that involves the participation of mana whenua, whānau, and parish members, focusing on local community support.</p>	<p>Staff</p> <p>Young vinnies</p> <p>DRS</p> <p>Principal</p> <p>Board</p>		<p>Termly</p>	<p>Through changes in content, teaching methods, or assessment approaches that align with community input.</p>		
<p>Investigate connection with local iwi through cultural narrative, shared with school community</p>	<p>Principal</p> <p>Local Iwi</p>		<p>Term 3 & 4</p>	<p>Māori action plan developed.</p>		

Strategic Goal 2: Build Teaching and Learning Power

Annual Goal Link to Board Primary Objectives	To improve all student achievement with a focus on assessment for learning practices All of section 127 (1) and (2) of the Education and Training Act 2020 applies					
Annual Target	<ul style="list-style-type: none"> ● Raise reading achievement to 85% ● Raise writing achievement to 75% ● Raise maths achievement to 78% 					
Links to Education requirements	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia Child and Youth Wellbeing Strategy School Planning and Reporting regulations 2023					
What do we expect to see by the end of the year? <ul style="list-style-type: none"> ● Raised achievement data ● Up to date knowledge/implementation of Maths and English curriculum ● Increased use of Assessment for Learning practices in the classroom 						
Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
Unpack new English/Maths curricula through targeted Professional Development-	Principal Classroom teachers	Kāhui Ako- AFL Ongoing staff meetings Structured Literacy and	Term 1-3	Growth in staff knowledge and understanding of AFL Carry out teacher moderation and		

		Maths PD		observations (termly) Implementation of structured literacy/math practices seen through planning and assessment		
Develop consistent assessment for learning practices across the school	Principal Clare (WIST)	Ministry requirements and PD Assessment adviser	Term 3	The St Peter Chanel assessment schedule will be updated in line with Ministry requirements AFL assessment tools used Termly E-asTTle moderation		
Identify priority learners and track progress throughout the year	Principal Classroom teachers LSC	Regular document update	All year	All students will be making progress in their literacy and maths Targets will be known and monitored		
Develop SPC effective pedagogy in literacy and maths	Principal Classroom teachers	Updated planning templates and expectations Clear guidelines linked to new	All year	Effective planning Clear guidelines developed through collaboration		

		curriculum				
Strengthen Professional Growth Cycle	Principal Classroom teachers	PGC template CRT time	Term 2/3	Personal goals being supported through peers		
Review of student management system to track student progress	Principal Classroom teachers	Review of options Possible purchase of new chosen option	Term 4	Student progress/achievement tracking system plan		
Review reporting to whānau	Principal Classroom teachers Whānau/community	MOE requirements Range of updated options	Term 4	Draft reporting system		

Strategic Goal 3: Foster Well Being and Community

Annual Goal Link to Board Primary Objectives	Engaging whānau, community and iwi to support ākonga learning All of section 127 (1) and (2) of the Education and Training Act 2020 applies
Annual Target	To raise regular attendance of school to over 80%
Links to Education requirements	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Ka Hikitia Child and Youth Wellbeing Strategy School Planning and Reporting regulations 2023 Tapasa

What do we expect to see by the end of the year?

- Children's learning and successes celebrated across a range of platforms
- Whānau and parents are informed and responsive to the needs of the school and community
- Parents and the community interacting with the school through a range of platforms/events

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
Review stakeholders who can strengthen and support ākonga learning	Principal	Allocated time Collaboration with stakeholders	Term 1	Attendance plan in place Clear connection to stakeholders		
Deliver learning workshops for whānau and community	Principal Teachers	Upskilling through PD Collaboration with other schools/learning communities	Term 3	Workshops offered and attended by the community Informative updates on curriculum and the tools used in newsletter		

Develop an attendance action plan	Principal BOT	Allocated time	Term 1/2	Attendance action plan in place		
Develop a Māori action plan	Principal BOT	Allocated time Collaboration with whānau and iwi	Term 3 & 4	Māori action plan in place		
Grow understanding of ways to connect with local iwi	Principal BOT Teachers	Cultural narrative Iwi connection	Ongoing	Cultural narrative shared with community Connection to local iwi		