



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>					



2024 ANNUAL PLAN

Strategic Goal 1: Live and Learn the Catholic Faith

Annual Goal Link to Board Primary Objectives	Embed the new curriculum across all year levels All of section 127 (1) and (2) of the Education and Training Act 2020 applies					
Annual Target	Teach religious education curriculum at least 2 ½ hours per week					
Links to Education requirements	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiahō 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					
What do we expect to see by the end of the year?						
<ul style="list-style-type: none"> • Curriculum fully implemented across all year levels • Internal assessment plan • Clear timetabling across the school week 						
Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?

Professional Development: Year 1 & 2 PD Day Year 3 & 4 PD Day Year 5 & 6 Teacher + Principal attending catholic conference	DRS Principal Classroom teacher	Staff meeting time External PD	Ongoing	Growth in staff knowledge and understanding of RE Growth in Principal/s leadership of RE		
Review internal assessment systems	DRS Principal	Allocated time- release/staff meetings	Term 1-2	A St Peter Chanel assessment schedule will be developed		
Review current planning and develop long term plans to ensure curriculum content coverage	DRS Principal	Allocated time- release/staff meetings	Term 1-2	Ensure curriculum coverage in all aspects of RE are delivered		

Strategic Goal 2: Build Teaching and Learning Power

Annual Goal Link to Board Primary Objectives	Enhance Excellence in Literacy All of section 127 (1) and (2) of the Education and Training Act 2020 applies
Annual Target	To improve all student achievement in writing, with a focus on the needs of identified priority learners
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?

- Raised achievement data
- Develop our local curriculum
- Up to date knowledge/implementation ready for Mātaiaho

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
Targeted Professional Development-	Principal Classroom teachers	PD contract-Lauren Latimer Ongoing staff meetings Regular check ins	Term 1-3	Growth in staff knowledge and understanding of writing		
Review assessment practice	Principal	Allocated time	Term 1	A St Peter Chanel assessment schedule will be developed		

Identify priority learners and track progress throughout the year	Principal Classroom teachers	Regular document update	All year	All students will be making progress in their writing		
Grow teachers pedagogy in writing through professional growth cycle	Principal Classroom teachers	Updated PGC templates Planned time for obs and staff meeting time to review	All year	Teachers sharing their new learning with staff Teachers to review Te Mātaiaho and implement any changes as appropriate		
Review and develop effective pedagogy of writing at St Peter Chanel	Principal Classroom teachers	PD Staff meetings	Term 4	Teachers implementing new learning practices in writing lessons		

Strategic Goal 3: Foster Well Being and Community

Annual Goal Link to Board Primary Objectives	Foster well being through whānau and community to support ākonga All of section 127 (1) and (2) of the Education and Training Act 2020 applies
Annual Target	All members of the wider community, engaged in SPC life
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?
Whānau/parent community events hosted at school	Principal Teachers	A range of community events	Term 1-4	-Whānau and parents more comfortable being at school and higher attendance/interactions at school initiatives		
Enhanced communication networks	Principal Teachers	Consultation	Term 1-4	Communication plan in place		

Community consultation	Principal Board	A range of platforms-e mail, surveys (digital and hard copy, face to face opportunities	Terms 2-3	A greater understanding of successful communication channels between the school/whānau community/church		
Develop a transition programme at key learning stages	Principal Junior/senior teachers	Allocated time Consultation with key transition places	Term 3-4	Partnership developed with key liaisons of identified stages		
Grow a strong connection with the priest and church to foster a sense of belonging	All staff	Consultation Ongoing opportunities to connect	Ongoing	Deeper partnerships the church to support learning		