



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,	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 Implementation of our school's Special Character Indicators in Religious Education teaching and learning. Introduction of the key elements of the New Religious Education Curriculum in year 5 & 6 Fully implemented Tō Tātou Whakapono across years 0-6 classroom	New school wide Religious Education Overview to match the topics in the New Religious Education Curriculum. Regular professional development led by our DRS to support staff in learning the new RE Curriculum. Staff attend termly Diocesan Twilight meetings based on the new RE Curriculum. All staff to be familiar with the main Themes, Cross Themes and Touchstones in the new	Using REA to support and build DRS capacity alongside Principal. Professional Development opportunities for all staff to develop their understanding of the faith and also the teaching of Religious Education Purposeful assessment using catholic social teachings & Tō Tātou Whakapono achievement objectives Assessment information is gathered throughout each strand in a

				RE Curriculum. Sharing Te Rongopai through liturgies, whānau masses Training for sacramental students & alter sevres Each classroom has a prayer space developed for children. It has prayer cards, pictures, candles & special treasures. Each classroom has a whakamaria (calm space.) Young Vinnies group run internally.	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.
Build teaching and learning power	1 (a, b, c, d) 2 (a, b)	NELP: 1, 2, 3, 4, 5, 6	A school curriculum in alignment with the refreshed NZC Planning and learning that is responsive to the needs of all students Structured literacy/Heggarty Aotearoa NZ Histories Assessment for Learning strategies Enhanced literacy programmes Ideal programme running across years 3-6 Reduce barriers for	Ongoing professional development for all staff in using Structured Literacy pedagogies and the Ideal platform, supported by the Kahui Ako and Literacy Lead teacher. Kahui Ako PD focus on Assessment for Learning Intensive PD and support from Lauren Latimer for literacy with an extra focus on writing Ensure our planning, teaching and language for learning, is consistent across the school	Effective classroom teaching that is based on current practice and meets the needs of all learners. Achievement data outcomes increased and information used to inform next steps. Further development and embedding of: -Numicon -Ideal -Aotearoa NZ Histories Consistent across school planning, assessment and documentation

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