









Our Vision – ‘Growing a Heart for Living and a Heart for Learning in a Catholic Context’

| Goals |  <p>Catholic (Wairua)</p> <p>“Be an authentically Catholic school with hearts open to God and growing in our Catholic Faith”</p> |  <p>Whanaungatanga (People)</p> <p>“Build right relationships with God, self, our environment, and people”</p> |  <p>Ako (Learning)</p> <p>“Grow a culture of learning that is student centred and authentic”</p> |
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| Success looks | <p>A school community that is faithful to the Gospels in words and actions</p> <p>A sense of ‘family’ in the school</p> <p>Teachers and students who understand the history and practices of the Catholic Church</p> | <p>Māori Tikanga and Te Reo Māori visible, encouraged, and celebrated</p> <p>An inclusive culture that values diversity reflecting our charism goal – “everyone matters”</p> <p>A mindset of kaitiakitanga (guardianship) where people care for each other and the world</p> | <p>Happy students and teachers who are excited about learning</p> <p>Learning opportunities that are connected to students’ own cultures and understandings of the world</p> |
| Initiatives | <ul style="list-style-type: none"> Teach our founders’ core values to strengthen connection with our school’s whakapapa (history and foundations) Staff will begin working with the new Religious Education Curriculum for Catholic primary and secondary schools in Aotearoa. <p>NELP Priorities 1/2/6/7</p> | <ul style="list-style-type: none"> All staff engage in Te Puna Reo Māori course (2 years) Embed new Hero SMS as a communication tool to build connections between kura and whanau Engage with the Healthy Active Learning (HAL) pedagogy to improve hauora <p>NELP Priorities 1/2/3/5/6</p> | <ul style="list-style-type: none"> Using Te Puna Reo Māori resources, kaiako will grow ākongā understanding and use of both te reo Māori and tikanga Māori (over 2 years). Enquire into the effect that implementing Structured Literacy will have on Reading and Writing in Years 4 – 8 over time. Mathematics development through TLF PLD. <p>NELP Priorities 2/3/4/5/6/7</p> |

Roadmap

| Goals | Initiatives | 2024 | | | | 2025 | | | | New Strategic Plan | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----|----|----|------|----|----|----|--------------------|----|----|----|
| | | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| 1: Catholic (Wairua) “Be an authentically Catholic school with hearts open to God and growing in our Catholic Faith”  | Teach our founders’ core values to strengthen connection with our school’s whakapapa (history and foundations) | DRS | | | | DRS | | | | | | | |
| | Staff will begin working with the new Religious Education Curriculum for Catholic primary and secondary schools in Aotearoa. | DRS/Kaiako | | | | | | | | | | | |
| 2: Whanaungatanga (People) “Build right relationships with God, self, our environment, and people”  | All staff engage in Te Puna Reo Māori course (2 years) | All Staff | | | | | | | | | | | |
| | Embed new Hero SMS as a communication tool to build connections between kura and whanau | TIC / All Staff | | | | | | | | | | | |
| | Engage with the Healthy Active Learning (HAL) pedagogy to improve hauora | Team Leaders / teachers | | | | | | | | | | | |
| 3: Ako (Learning) “Grow a culture of learning that is student centred and authentic”  | All staff engage in Te Puna Reo Māori course (2 years) | All Staff | | | | | | | | | | | |
| | Enquire into the effect that implementing Structured Literacy will have on Reading and Writing in Years 4 – 8 over time. | Team Leaders / TIC Structured Literacy | | | | | | | | | | | |
| | Mathematics development through TLF PLD. | Leadership Team / TIC Mathematics | | | | | | | | | | | |

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.

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| OBJECTIVES | <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> | <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p> | <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> | <p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> | <p>OBJECTIVE 5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p> |
| | PRIORITIES | <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> | <p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p> |
| <p>2 Have high aspirations for every learner/ākonga, 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</p> | | <p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p> | <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> | <p>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.</p> <p>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.</p> | |
| <p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.</p> | | | | | |

2024 ANNUAL PLAN

Strategic Goal 1 Catholic (Wairua)



“Be an authentically Catholic school with hearts open to God and growing in our Catholic Faith”

| Initiatives | Action | Timeframe | Who driving | Resources | Success criteria |
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| <p>Teach our founders’ core values to strengthen connection with our school’s whakapapa (history and foundations)</p> | <p>Train staff as part of call back day in Term break. (Focus: founders’ intentions and aspirations for our kura.)</p> <p>All classes action research into the key charism foundation.</p> | <p>Beginning Term 1 and continued Term 2 if necessary</p> | <p>D.R.S.</p> | <p>Planning release 2 days = \$800 (DRS)</p> <p>½ day all staff PLD in Term break.</p> <p>Parish priests</p> | <p>Students able to share and model the core values of our school.</p> <p>A sense of ‘family’ in the school.</p> <p>Teachers and students who understand the history and practices of the Catholic Church.</p> |
| <p>Staff will begin working with the new Religious Education Curriculum for Catholic primary and secondary schools in Aotearoa.</p> | <p>Curriculum document shared with teachers.</p> <p>DRS lead PLD sessions where aspects of the document are clarified and discussed.</p> <p>Junior and middle school classes begin using the new curriculum for some delivery (alongside the existing curriculum). Senior teachers start incorporating some aspects of the new curriculum into their planning.</p> | <p>Term 1 – Term 4</p> | <p>D.R.S. Principal Team Leaders</p> | <p>8 x staff meetings 8 x team meetings</p> | <p>A school community that is faithful to the Gospels in words and actions.</p> <p>Kaiako increasingly familiar with the new Curriculum.</p> <p>All kaiako incorporating aspects of the document into their planning for Religious Education.</p> <p>Junior and middle classes regularly using resources from the new Curriculum.</p> |

Strategic Goal 2 Whanaungatanga (People)



“Build right relationships with God, self, our environment, and people”

| Initiatives | Action | Timeframe | Who driving | Resources | Success criteria |
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| All staff engage in Te Puna Reo Māori course (2 years) | <p>All kaiako enrolled in the course with clear guidance on the programme design across the year.</p> <p>Every staff hui starts with course progress as an agenda item.</p> <p>Kaiako commit to 30 minutes personal PLD and an hour teaching weekly.</p> | <p>Term 1 - 4</p> <p>Fortnightly</p> <p>Weekly</p> | <p>Principal</p> <p>SLT TIC Māori</p> <p>Kaiako SLT</p> | <p>Enrolment in PLD - \$12/student</p> <p>20x staff hui</p> <p>Minimum 1:30 hours weekly commitment from all kaiako and SLT</p> | <p>Māori Tikanga and Te Reo Māori visible, encouraged, and celebrated.</p> <p>All kaiako measurably growing their skills and knowledge in Te Ao Māori.</p> |
| Embed new Hero SMS as a communication tool to build connections between kura and whanau | <p>Hero installed as our student management system.</p> <p>Staff trained in how to use Hero for key tasks such as reporting, communication, and attendance.</p> <p>Whanau supported to engage with the software.</p> | <p>Pre-Term 1</p> <p>Pre-term 1 – Term 4</p> <p>Term 1 - 4</p> | <p>TIC Hero Principal</p> <p>TIC Hero Principal Admin team</p> | <p>Cost - \$18/student</p> <p>8-10x staff hui</p> | <p>An inclusive culture that values diversity reflecting our charism goal – “everyone matters”.</p> <p>Kaiako confident and increasingly skillful in all functions of Hero</p> <p>100% of families using Hero.</p> |
| Engage with the Healthy Active Learning (HAL) pedagogy to improve hauora | <p>All kaiako actively use the principles of HAL.</p> <p>Students supported to use the new learning for personal hauora.</p> | <p>Term 1 - 4</p> | <p>HAL facilitators TIC HAL Principal</p> | <p>8x release day for TIC</p> <p>Termly staff hui</p> | <p>Staff and ākonga demonstrate a mindset of kaitiakitanga (guardianship) where people care for each other and the world.</p> |

Strategic Goal 3 Ako (Learning)



“Grow a culture of learning that is student centred and authentic”

| Initiatives | Action | Timeframe | Who driving | Resources | Success criteria |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All staff engage in Te Puna Reo Māori course (2 years) | <p>All kaiako enrolled in the course with clear guidance on the programme design across the year.</p> <p>Every staff hui starts with course progress as an agenda item.</p> <p>Kaiako commit to 30 minutes personal PLD and an hour teaching weekly.</p> | <p>Term 1 - 4</p> <p>Fortnightly</p> <p>Weekly</p> | <p>Principal</p> <p>SLT TIC Māori</p> <p>Kaiako SLT</p> | <p>Enrolment in PLD - \$12/student</p> <p>20x staff hui</p> <p>Minimum 1:30 hours weekly commitment from all kaiako and SLT</p> | <p>Māori Tikanga and Te Reo Māori visible, encouraged, and celebrated.</p> <p>All kaiako measurably growing their skills and knowledge in te reo Māori, tikanga Māori, and Te Ao Māori.</p> |
| Enquire into the effect that implementing Structured Literacy will have on Reading and Writing in Years 4 – 8 over time. | <p>Kaiako continue to grow their skills and knowledge of SL.</p> <p>Data collected and analysed to determine effectiveness of the programme.</p> | Term 2 - 4 | <p>Team Leaders</p> <p>Principal</p> <p>Kaiako</p> | <p>2 x team meetings per Term.</p> <p>Seek PLD through Kahui</p> | <p>Happy students and teachers who are excited about literacy learning.</p> <p>An increased percentage of ākonga achieving at expected literacy curriculum levels.</p> |
| Mathematics development through TLF PLD. | <p>Kaiako receive mathematics PLD through -</p> <p>Selected kaiako given opportunity to attend the TLF seminars.</p> <p>All Kaiako engage with online training.</p> | Term 1 - 4 | TIC Mathematics SLT | 16x release days for seminars | <p>Happy students and teachers who are excited about mathematics learning.</p> <p>Kaiako demonstrating increased confidence and skill in teaching mathematics.</p> |