

Vision Statement:

To live, learn and love with Jesus, being the best we can be.



Summary of information used to create this plan:

- 2022/2023 schoolwide data
- 2023 community consultation
- Facilitation meeting with Mark Sweeney
- Links to Local Curriculum supported by PLD provider – Viv Aitken

Strategic Goals:

Strategic AIM 1: Faith Journey: Our faith community continues to grow as we embrace whanau.

Strategic AIM 2: Learning and Teaching: We value the building of a strong learning partnership between all akonga and strive to grow great humans.

Strategic AIM 3: Culture and Identity: We will embrace the unique diversity of our community and acknowledge and support culturally responsive practices that maintain the well-being of all.

Principles

Creativity	Balance	Relationships	Equity
We provide an innovative, creative and future-focused localised curriculum, based on researched pedagogy	We foster an environment that aligns our social, emotional, physical and spiritual needs	We ensure that the vision is lived and communicated throughout the school community	We ensure our teaching, learning and assessment are equitable, inclusive and accessible to all.

Values: Spark Values

S	P	A	R	K
Self-control	Positivity	Aroha	Respect	Kindness

Board primary objectives

A board's primary objectives in governing a school are to ensure that—

1. every student at the school is able to attain their highest possible standard in educational achievement; and
2. the school
 - a. is a physically and emotionally safe place for all students and staff; and
 - b. gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - c. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. the school is inclusive of, and caters for, students with differing needs; and
4. the school gives effect to [Te Tiriti o Waitangi](#), including by
 - a. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - b. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - c. achieving equitable outcomes for Māori students.

NELPs

The [National Education and Learning Priorities](#) (NELP) in New Zealand are a set of seven priorities designed to guide the education system. These priorities are:

1. Learners at the centre
2. Barrier free access
3. Quality teaching and leadership
4. Future of learning and work
5. World class, inclusive public education

These priorities are meant to guide those who govern schools and educational institutions, ensuring a holistic and equitable approach to education in New Zealand.

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Strategic AIM 1: Faith Journey

Our faith community continues to grow as we embrace whanau.

Initiatives	Actions	NELPs	Indicators of Progress
<p>1.1 building faith connections</p> <p>1.2 strengthen participation</p> <p>1.3 Grow community support and sustainability</p>	<ul style="list-style-type: none"> • Joeys group to be more visual • Involvement across the school in parish/school masses • Snr Students attend Leadership meetings and work on goals throughout the year • Work on specific Service Actions to support school wide focus • Grow an awareness of Catholic Social teaching principles • Vinnies put CST into action for the community 	<p>OBJECTIVES</p> <p>1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>PRIORITIES</p> <p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</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>	<ul style="list-style-type: none"> • Presenting at assembly and newsletter articles • Regular visits from parish priest to classes • Yr 5/6 Leaders working with Mentor teachers and leading initiatives • Undertaking and planning Service Actions • Meet regularly as Vinnies, visit Summerset Rest Home; singing, being company be kaitiaki for the environment, support the St Vincent de Paul shop. • Joeys:- neo-natal support for the hospital
	<ul style="list-style-type: none"> • Use of Key Competencies as part of RE teaching and assessment • Attend PD on affective assessment and integrating the new RE curriculum • Review current RE images and displays across the school • Attend PD as provided by ADW 		<ul style="list-style-type: none"> • RE strands/Key competencies visible in all classrooms and woven into assessment of other curriculum areas • All teachers attend PD to support understanding of the new RE document • Refresh and update displays and images to reflect 'Encounters with God'

			<ul style="list-style-type: none"> • Teachers working towards certification
	<ul style="list-style-type: none"> • Provide opportunities for relevant PD • Attend Catholic Character committee meetings • Continue to use expert community support for training roles • Provide opportunities for school to participate and learn about NZCEO focuses • Continue to support development of school charism 		<ul style="list-style-type: none"> • Support Catholic Character PD • Set times/ release DRS and teachers for regular coaching sessions • Report back to staff updates from Catholic Character meetings • Value Parish/School link • Regular contact with Josephite Sisters teachers to attend the Colloquium • School involvement in organised events that link to National focii • Visual displays that promote RE throughout the school

Monitoring: . Catholic Character Reviews, community, staff and students survey,

Resourcing Staff PD Budget; RE Budget

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Strategic AIM 2: Learning and Teaching

We value the building of a strong learning partnership between all akonga and strive to grow great humans.

Outcomes: all learners/akonga are supported by a curriculum that is rich in opportunity, creativity and is safe and nurturing.

Initiatives	Actions	NELPs	Indicators of Progress
<p>2.1 Grow and nurture leadership potential in all students</p> <p>2.2 Quality professional development</p> <p>2.3 Actively grow a learning community that is aware of the needs of all</p>	<ul style="list-style-type: none"> Students use Key Competencies to self-assess and reflect using the star symbols, matrices and vocabulary Able to articulate the SPARK expectation throughout the school Show leadership to others – Tuakana-Teina All teachers display an understanding of the processes used in Dramatic Inquiry 		<ul style="list-style-type: none"> Students will explain their understanding of Key Competencies and assess themselves against the matrices All students will display an understanding of the school-wide expectation for learning and behavior consistent with our PB4L framework Student leaders will be work towards Bronze, Silver and Gold leadership New teachers are supported in the DI pedagogy. Students confidently and positively respond to Dramatic Inquiry approaches to teaching and learning.

- Continue to build on understanding of the NZC and language of Key Competencies integrating these in all curriculum areas
- Engage in PD to support and implement the English and Maths areas of Te Mataiaho/Refreshed curriculum
- Ensure all across school planning is differentiated to meet the needs of our diverse learners
- Develop an understanding of the key areas of emotional regulation
- Develop the use of the PaCT in all curriculum areas
- Participate in Dramatic Inquiry PLD
- Confident in their understanding and delivery of Aotearoa/NZ histories


OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

- Key Competencies and SPARK are evident in all classrooms through displays, in books and student voice
- Staff planning meetings are based around ANZH, English and Mathematics in the Refreshed curriculum
- Participate in PD that supports NME – (Neurosequential Model for Education)
- All teachers confidently using PaCT for assessment and SeeSaw for reporting to community
- Teachers are using the learning progressions within the PaCT to assess student progress
- All teachers are using a range of processes of Dramatic Inquiry with their students
- Aotearoa/NZ histories curriculum being used as part of inquiry planning

	<ul style="list-style-type: none"> • Continue focused PD on assessment practices, learning progressions and PaCT assessment • Ensure opportunities to share learning with community • Provide resourcing and opportunities to grow PLD in Dramatic Inquiry • Engage with NZC PD and ensure this is implemented within the school • Explore other SMS providers HERO and Edge for the possibility of moving from ETAP and Seesaw. • Engage with Structured Literacy PLD to meet needs across the school. 	 <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>7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Provide ongoing support to teachers to continue the development of PaCT for assessment • Community has an understanding of what a Growth mindset is, and how the Key Competencies are used to assess learning across the curriculum • Teachers are confidently using processes within Dramatic Inquiry • All staff attend PD focused on NZC • Regular parent information evenings/sessions programmed • New SMS provider approved • All teaching staff to participate in Structured Literacy PLD
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Monitoring: reviews, staff meetings, Pod meetings, Leadership team

Resourcing Staff PD Budget

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Strategic AIM 3: Culture and Identity

We will embrace the unique diversity of our community and acknowledge and support culturally responsive practices that maintain the wellbeing of all.

Initiatives	Actions	NELPs	Indicators of Progress
<p>3.1 Commitment to Te Tiriti o Waitangi</p> <p>3.2 Value our growing and diverse community</p> <p>3.3 Build reciprocal relationships that connect and inform</p>	<ul style="list-style-type: none"> Continue to build our Kapa Haka with both teachers and tutors Learn specific aspects of Pasifika culture Develop knowledge of local Iwi through experts and attend Noho Marae Develop knowledge of the many diverse cultures within our school community 	<p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</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>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>	<ul style="list-style-type: none"> Students are leading Kapa Haka sessions and teaching younger students (Tuakana Teina) Students will be able to articulate their knowledge of the local Iwi including protocols and customs on Marae Students will participate in whanau day and other celebrations of diversity
<p>Teachers</p>	<ul style="list-style-type: none"> Continue to build on learning through Kapa Haka sessions with tutor 		<ul style="list-style-type: none"> eachers are confidently planning and facilitating Kapa Haka using students throughout the school as leaders

	<ul style="list-style-type: none"> • Ensure that Pasifika and Te Ao Maori themes are evident throughout all Inquiries • Participate in Te Reo Maori and local history PD through community experts and embed this in Inquiry planning • Participate in Te Reo Maori PD with whole staff • Develop Pasifika and Te Reo Maori prayers 		<ul style="list-style-type: none"> • Teachers are embedding Pasifika themes such as Sasa and traditional prayers into Kapa Haka, Masses and other celebrations • Teachers are confidently using a range of Te Reo Maori across all areas of school life
Leaders	<ul style="list-style-type: none"> • Organise PD in Te Reo Maori with an underlying focus on Tikanga Maori/ Te Ao Maori • Organise school Marae visit with seniors having a Noho Marae • Complete designs for mural that includes a range of cultures and perspectives • Facilitate consultation evenings with Maori and Pasifika • Investigate options for performance opportunities for Kapa Haka group • Continue to support the development of Pasifika Culture within the school 		<ul style="list-style-type: none"> • All staff continue to upskill using a range of resources such as He Reo Tupu and Kauru • Plan opportunities for Community Consultation • Whole school Noho Marae or Marae day visit completed • Locate and engage artist to support the completion of a mural/artwork • Look at the possibility of combining with other Catholic Schools to share performance • Develop stronger links with Bishop Viard College, Holy Family, Whiteria Polytech etc to celebrate specific times of the year ie Samoan Language Week etc
<p>Monitoring: . Staff meetings, POD meetings, Board of Trustees</p> <p>Resourcing: School budget,</p>			



Te Kura Katonika O Hato Terēhia