

St Peter's Catholic School 2024-2026 Strategic Plan

We walk as one with Christ –
Me Haere Tahī Tatou Me Te Ariki



'Being the best we can be'

Fruits of the Holy Spirit: love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control

Bold initiatives are ERO evaluation goals. Blue initiatives are 2024 foci

GOALS

1
Provide intentional experiences and respond to the call to bring Christ alive

2
Raise student achievement in core subjects, te reo and across the wider curriculum.

3
Build a student focused culture, where every participant feels safe, connected, valued and heard.

Initiatives

1.1 Implement the new R.E. Curriculum, (Tō Tātou Whakapono: Our Faith) and evaluate the effectiveness of R.E. learning throughout the school.

1.2 Refresh the schools' Catholic Vision and Values and weave throughout the school.

1.3 Extend opportunities for full, active engagement through masses, liturgy and Catholic Social Teaching: (including participation, stewardship, mission opportunities- locally, nationally and internationally).

2.1 Implement structured approaches to the teaching of Reading, Writing (Spelling) and Maths throughout the school and evaluate their impact.

2.2 Increase student learning opportunities in Te Reo; taking effect of Te Tiriti obligations.

2.3 Increase learning and behaviour support for students to enable greater progress for all across the curriculum, evaluating the difference made.

2.4 Increase learning opportunities across the curriculum that Challenge and broaden student understanding.

2.5 Strengthen the capabilities of leaders to drive improvements for all students; using an evidence based approach.

3.1 Implement mana enhancing ways of communicating with staff to build relational trust and a high quality team.

3.2 Improve communication with parents, (including reporting to parents/carers); evaluating the difference made.

3.3 Increase opportunities for parents/carers and the wider community to connect, engage and participate positively

St Peter's Catholic School

2024-2026 Strategic Roadmap



STRATEGIC GOAL	2024				2025				2026				WHAT IT LOOKS LIKE
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
1. Provide intentional experiences and respond to the call to bring Christ alive				1.1 Implement the new R.E. Curriculum, (Tō Tātou Whakapono: Our Faith) and evaluate the effectiveness of R.E. learning throughout the school. IDENTIFY PLAN IMPLEMENT REVIEW REVIEW									Kaiako feeling confident using Tō Tātou Whakapono: Our Faith to teach R.E. and effectiveness of R.E. learning known throughout the school. Whole school community develop, know and feel the school's Vision and Values. Ākonga are actively engaged in all aspects of R.E. and notice a difference for themselves and others in the local, national and international communities.
				1.2 Refresh the schools' Catholic Vision and Values and weave throughout the school. IDENTIFY PLAN IMPLEMENT REVIEW									
				1.3 Extend opportunities for full, active engagement through masses, liturgy and Catholic Social Teaching: (including participation, stewardship, mission opportunities- locally, nationally and internationally). IDENTIFY PLAN IMPLEMENT REVIEW IDENTIFY PLAN IMPLEMENT REVIEW									
2. Raise student achievement in core subjects, te reo and across the wider curriculum.				2.1 Implement structured approaches to the teaching of Reading, Writing (Spelling) and Maths throughout the school and evaluate their impact. PLAN IMPLEMENT REVIEW REVIEW									Student learning progress in Reading, Writing (Spelling) and Maths accelerates and achievement rises. Students know 1-3 local stories and these are taught using Aotearoa NZ Histories Curriculum. Ākonga feel well prepared and equipped with learning te reo across the school Students with specific learning needs and ESOL are well supported to make good progress for their needs. Parents and students report enjoying learning via a wide range opportunities across the curriculum. Leaders' confidence and competence to have learning focused conversations to drive improvements in student outcomes grows.
				2.2 Increase student learning opportunities in Te Reo; taking effect of Te Tiriti obligations. IDENTIFY PLAN IMPLEMENT REVIEW									
				2.3 Increase learning and behaviour support for students to enable greater progress for all across the curriculum, evaluating the difference made. IDENTIFY PLAN IMPLEMENT REVIEW									
				2.4 Increase learning opportunities across the curriculum that Challenge and broaden student understanding. IDENTIFY PLAN IMPLEMENT REVIEW									
				2.5 Strengthen the capabilities of leaders to drive improvements for all students; using an evidence based approach. IDENTIFY PLAN IMPLEMENT REVIEW									
3. Build a student focused culture, where every participant feels safe, connected, valued and heard.				3.1 Implement mana enhancing ways of communicating with staff to build relational trust and a high quality team. IDENTIFY PLAN IMPLEMENT REVIEW									All staff understand and put into practice ways to build trust and communicate effectively with each other through 'important conversations' to improve the quality of learning for students and culture across the school. Parents feel well informed on events and student learning. The parents, caregivers, whānua and wider community will engage positively with the school, increasing the quality and quantity of connections.
				3.2 Improve communication with parents, (including reporting to parents/carers); evaluating the difference made. PLAN IMPLEMENT REVIEW									
				3.3 Increase opportunities for parents/carers and the wider community to connect, engage and participate positively IDENTIFY PLAN IMPLEMENT REVIEW									

1. STRATEGIC GOAL: PROVIDE INTENTIONAL EXPERIENCES AND RESPOND TO THE CALL TO BRING CHRIST ALIVE



INITIATIVES	OUTCOME	MEASURES	ACTIONS	NHELP ACTIONS
<p>1.1 Implement the new R.E. Curriculum, (Tō Tātou Whakapono: Our Faith) and evaluate the effectiveness of R.E. learning throughout the school.</p>	<p>DRS understands and prepares to implement new curriculum across the school.</p>	<p>Action Plan is well thought out</p>	<p>1:1 Principal Discussion Action Plan Drafted and shared with Principal</p>	
	<p>Teachers understand layout of new document and how to use for planning and teaching</p>	<p>Teacher Survey Teacher planning examples Lesson observations</p>	<p>Get Curriculum documents for each teacher Plan Staff Workshops to unpack x3-5 Plan induction and transition support for new staff to the school</p>	
	<p>Students' learning reflects age appropriate learning from new curriculum.</p>	<p>Student interviews Student R.E. examples of work</p>	<p>Team Meeting - share ideas Share planning ideas of new website</p>	
	<p>DRS can accurately report on quality of learning linked to To Tatou Whakapono: Our Faith: providing an accurate picture across the school of R.E. learning from new curriculum</p>	<p>Monthly Board Report Annual Impact Summary Report Parent Survey</p>	<p>Release DRS to collect triangulated evidence and evaluate the quality of R.E. Learning Visit to another school to compare our R.E. learning DRS moderating across schools Student Learning shared with parents/whanau Reports adapted Parents kept informed of changes</p>	

1. STRATEGIC GOAL: PROVIDE INTENTIONAL EXPERIENCES AND RESPOND TO THE CALL TO BRING CHRIST ALIVE¹



INITIATIVES	OUTCOME	MEASURES	ACTIONS	NHELP ACTIONS
<p>1.2 Refresh the schools' Catholic Vision and Values and weave throughout the school.</p>	<p>Vision and values are collaboratively written and reflect our Catholic Culture</p>	<p>Vision Statement 3-5 values identified</p>	<p>Staff/Board Values work with Brother, Sr Anne, and</p>	
	<p>All staff understand what our Vision and Values mean and contribute to how these are reflected around the school.</p>	<p>Staff Survey</p>	<p>Staff PLD Values integrated across the school eg. signage, certificates, branding</p>	
	<p>Students know our vision and values and how we show these qualities</p>	<p>Student voice</p>	<p>Staff plan lessons together to integrate vision and values across the school</p>	
	<p>Our vision and values are visible and integrated across the school .</p>	<p>Agreed standards with growth objectives (rubric) Observed and demonstrated behaviours</p>	<p>Displays of vision, values and, behaviours in classes Certificates at big school assemblies given for display of values or behaviours A record kept of awards</p>	

1. STRATEGIC GOAL: PROVIDE INTENTIONAL EXPERIENCES AND RESPOND TO THE CALL TO BRING CHRIST ALIVE



INITIATIVES	OUTCOME	MEASURES	ACTIONS	NHELP ACTIONS
<p>1.3 Extend opportunities for full, active engagement through masses, liturgy and Catholic Social Teaching: (including participation, stewardship, mission opportunities- locally, nationally and internationally).</p>	<p>Ākonga are actively involved in regular Mass attendance</p>	<p>Student, teacher and parish voice Records of Mass attendance (weekday syndicate, whole school weekday and Parish Masses)</p>	<p>Simplify Weekday Mass expectations to make manageable Pre-plan/book whole school and Parish Masses each term</p>	
	<p>Teachers develop a greater understanding and respect for the parts of the mass.</p>	<p>Teacher Survey Increased personalisation of masses</p>	<p>Training for all staff on Masses Strategically include Mass parts in to liturgies Reinstate Priest visits to classes prior to masses</p>	
	<p>Students are more actively engaged in Masses and Liturgies</p>	<p>Observations/records of Mass engagement</p>	<p>Mass Music is learning prior Teachers keep a record of involvement PLD on liturgical dance Responses integrated into liturgies</p>	
	<p>Students (and Staff) engage locally nationally and internationally with Catholic Social Teaching</p>	<p>Engagement with local charitable tasks National and International fundraising</p>	<p>PLD on Catholic Social Teaching List provided to staff to make connections locally, nationally and internationally (Sr Anne). Planned fundraising and visits across the school year -integrate into planning.</p>	

2. STRATEGIC GOAL: RAISE STUDENT ACHIEVEMENT IN CORE SUBJECTS, TE REO AND ACROSS THE WIDER CURRICULUM.



INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
<p>2.1 Implement structured approaches to the teaching of Reading, Writing (Spelling) and Maths throughout the school and evaluate their impact.</p>	School wide structured approaches to teaching Maths (Numicon) agreed and in place	Planning Examples of student work Observations of teaching Teacher questionnaire	Numicon Whole-School PLD Numicon Staff meeting follow-up PAC focus on Maths	<p>Objective 1, Priority 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>Objective 2, Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>
	School wide structured approaches to teaching writing (Writer's Toolbox) are in place Year 3+		PLD for staff in Writer's Toolbox Year 7/8, Year 5/6 then Year 3/4 PLD in Structured Liz Kane Literacy to fine-tune Induction and transition plans for new staff in place.	
	School wide structured approaches to teaching literacy (Liz Kane) are in place across the school.			
	Structured approaches to teaching RWM are linked to planning, assessment and reporting tools (progressions, etap)	Community Consultation/questionnaire	Progressions reviewed to integrate with Structured Approach (eg. Code, Writer's Toolbox) Assessment Map updated Reporting to Parents updated	
	Student learning progress in Reading, Writing (Spelling) and Maths accelerates and achievement rises.	Student Progress Data Student Achievement Data	Displays of vision, values and, behaviours in classes Certificates at big school assemblies given for display of values or behaviours A record kept of awards	

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
2.2 Increase student learning opportunities in Te Reo; taking effect of Te Tiriti obligations.	<p>Ākonga feel well prepared and equipped with learning te reo across the school</p>	<p>student pre-post test on te reo</p>	<p>Develop progressions in te reo and support staff to teach these PLD on Wai Ako Staff te reo PLD Apply for MoE funding</p>	<p>Action 3.5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.</p> <p>Objective 3, Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
	<p>There is a shared understanding of tikanga and staff are pronouncing te reo Māori correctly and confidently using common phrases and waiata throughout the day.</p>	<p>Community consultation Kawahaka performance at the festival and end of term events</p>	<p>Introduce Kapa Haka school-wide Marae Visits for whole school every year (different focus, different marae) Whole school learn a new waiata each term and sing in assembly</p>	
	<p>Strengthen adult understanding of how to take effect of te tiriti</p>	<p>Community Consultation Pre and post te tiriti understanding gathered</p>	<p>Staff Meeting/PLD on te tiriti (Charles Rolleston?) Staff to revisit, share and plan ways to take effect of te tiriti Each class to teach unit on te tiriti</p>	<p>Action 1.1.3 Create a safe and inclusive environment where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+ are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>
	<p>Students know 1-3 local stories and these are taught using Aotearoa NZ Histories Curriculum</p>	<p>Student work Local stories learning reflected in our school environment.</p>	<p>NZ Histories PLD linked to a local story 2 more staff attend Te Matai Aho Local stories workshops Whole class visit to Rangiaowhai 2025 Seniors bus tour of local historical sites with Mana Whenua.</p>	<p>Action 1.1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p>

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
2.3 Increase learning and behaviour support for students to enable greater progress for all across the curriculum, evaluating the difference made.	Students with specific learning needs are well supported to make good progress for their needs.	Student progress and achievement data IEPs Examples of student work	Clear processes put in place to identify and list students and specific needs. Collaborative IEPs and other supports put in place and monitored for effectiveness SENCo PLD as required Regular meetings/support from RTLB Specific training for Teacher Aide Observation and feedback of teacher aid	
	Students with ESOL (English as an additional language) are well supported to make accelerated progress	Student progress and achievement data	Clear processes put in place to identify and list students and ESOL Specific programmes of support investigated and appropriate programme selected. PLD for ESOL teachers Whole class measures put in place in every class to support students with ESOL.	
	% of students making accelerated progress increases across the school	Student progress data	Students targeted for accelerated progress selected and tracked each term. Specific discussion in team and PAC to raise expectations and challenge Celebrate successes with staff and wider community.	
	Clear and supportive measures are in place to strengthen support for student behaviour	etap records staff survey	Review and update behaviour management in class and playground. Review consequences to ensure student mana maintained. Readings/PLD on positive behaviour management strategies	

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
2.4 Increase learning opportunities across the curriculum that Challenge and broaden student understanding.	Students attend 1 trip per term that enhances learning outside the classroom to give purpose and depth to class learning.	RAMS completed Student Survey/interviews	Expectations of learning trips to enhance curriculum made clear. eachers investigate appropriate trips, book and travel.	
	Students have additional opportunities with Science and Technology	student survey/interviews community consultation	Book and accomodate students to Science workshops a CPS. Evaluate effectiveness via visit and student voice. Senior teacher PLD with EPRO8-leading to increased student opportunities.	
	Students receive high quality Health, P.E. and sport education that excites and challenges them	timetables student survey/interviews	Coaches booked at least 1x per year. Plans for progressive learning shared and monitored by PE leader. Life Education, John Parsons, Wonderfully Made in God's Image all consolidated.	
	Opportunities for learning through the Arts are increased.	student survey/interviews Community consultation Production reviews	Increase instrumental lesson by adding Ignite Arts. Production every 2nd Year School singing prepared to support in Masses.	

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
<p>2.5 Strengthen the capabilities of leaders to drive improvements for all students; using an evidence based approach.</p>	<p>Progress and Achievement data rises</p>	<p>Progress and Achievement data for all students and groups.</p>	<p>Identify students to target for acceleration from across the levels.</p> <p>Set up groups on ETAP to track</p> <p>Designate team meeting time. for teachers use progress data to inform focused teaching of students for acceleration.</p> <p>Focus in PAC on these students and PGC.</p> <p>Track termly.</p>	
	<p>Leaders confidently have learning focused conversations to drive improvements in student outcomes.</p>		<p>SLT and team meetings drive student's academic improvements</p> <p>Agenda/minutes reflect a focus on raising standards.</p>	
	<p>Leaders feel well - mentally, physically, spiritually to inspire and support staff.</p>	<p>staff survey</p>	<p>PLD on 'important conversations' to support addressing achievement data.</p> <p>Regular check-ins with wellbeing and addressing small steps to support overwhelm.</p>	

3. STRATEGIC GOAL: BUILD A STUDENT FOCUSED CULTURE, WHERE EVERY PARTICIPANT FEELS SAFE, CONNECTED, VALUED AND HEARD.



INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
<p>3.1 Implement mana enhancing ways of communicating with staff to build relational trust and a high quality team.</p>	<p>Staff will go to source and have 'important' conversations with each other, leaders, and parents.</p>	<p>staff report using these skills to resolve conflict and concern.</p>	<p>PLD and 1:1 coaching Recording and evaluating conversations and Role play Sharing the difference made, in teams Go to source</p>	
	<p>All staff will feel respected and trusted through understanding and putting into practice ways to build trust: integrity, respect, personal regard and competence.</p>	<p>staff report feeling greater trust and recognise their part in this across the school culture.</p>	<p>PLD and 1:1 coaching Focus areas for action and reflection Actively check /invite disagreement, doubt, conflict Staff are held account professionally but with personal regard Timely decision making Bottom lines/non-negotiables agreed Walk the talk</p>	<p>Objective 1, Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>
	<p>Staff will feel listened to, heard and understood by leaders and colleagues.</p>	<p>staff report feeling listened to</p>	<p>summarise back what is heard. Check for clarity. allow pause Get curious not furious - 'Can you explain more?' Follow-up and follow-through If you don't feel heard, say so</p>	
	<p>Teams will strengthen the impact they are making on student's learning by implementing Schwarz' ways of communicating.</p>	<p>Team Evaluations</p>	<p>fine-tune meeting agendas Encourage testing of assumptions, share all relevant information, state views and ask genuine questions, discuss undiscussables, and use specific examples</p>	

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NEMP ACTIONS
<p>3.2 Improve communication with parents, (including reporting to parents/carers); evaluating the difference made.</p>	<p>Parents feel well informed about their child's learning</p>	<p>Parent/Whanau annual survey</p> <p>Evaluation forms following parent events/conferences.</p>	<p>Interview parents what they'd like on reports, learning conversations, communication and workshops with teachers eg. structured literacy and create action list from this.</p>	
	<p>Various ways we report to parents/whanau, meets the needs of parents</p>		<p>Revisit Report layout</p> <p>Evaluate Learning conferences</p>	
	<p>Parents report communication is good in the school</p>		<p>Prioritise Consistent communication in hubs</p>	
	<p>Staff understand what constitutes effective reporting and communication from parents point of view.</p>		<p>Use evidence from parents to inform how we communicate and report to parents.</p>	

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INITIATIVES	OUTCOME	MEASURES	ACTIONS	NELP ACTIONS
3.3 Increase opportunities for parents/carers and the wider community to connect, engage and participate positively	Increased parent/ community engagement at school	count parents/carers attending events	Plan ahead events with the PTFA which enable parents to mix. Evaluate every event. Ask parents what they'd like then plan parent events each term, planned by school.	Action 2.3.3 Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families
	Less parent complaints	count	Support parents to go to the school first meet with specific parents so they can raise their concerns and get involved positively Clarify policies and procedures with parents eg. behaviour Management	
	Increased positive work with parish	Parish questionnaire count the events	Undertake a survey with the parish and priest to ascertain what more we could do to work together eg. Alpha course for families. Increase frequency and quality of masses.	
	Increased events and mixing with the local, national and international community		Revisit having international students. Take a sports team on a tour to other Catholic Schools (2 nights?) Increased work with Mission schools overseas. Increased work with local businesses for career learning. etc...	