


Ss Peter & Paul 2024-2025 Strategic Plan

Strategic Goals	Links to Board Primary Objective and Education requirements		What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)		Refer Regulations 7(g)	Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
Support students to learn and grow in understanding of what it means to be disciples of Jesus	Integration Act Canon Law Integration Agreement Schedule 6 of the Education & Training Act		<p>Students are moved and challenged to respond to gospel teachings as a model for their own lives.</p> <p>Students and staff reflect the values of our school.</p> <p>Staff are supported in their understanding of Special Catholic Character, and its long-term plan</p>	<p>We will continue to draw on a variety of resources and activities to bring the gospel teachings to life within the classroom.</p> <p>The values of our school will provide a supportive and positive framework for behaviour resolution. (see later)</p> <p>Through prayer, liturgies, Mass, music and formal teaching, students and staff will continue to celebrate the beauty, joy, and positivity of the message of Jesus.</p> <p>Resources and timetabling for Special Character will be well organised and readily available for staff to access.</p> <p>We will provide support for all teachers of RE to build awareness and grow in understanding of the new Religious Education Curriculum document, To Tatou Whakapono.</p>	<p>Observations in classrooms and playground during class and non-class time</p> <p>E-Tap (behaviour)</p> <p>School surveys</p> <p>Evaluation data in RE</p> <p>Participation in professional learning opportunities</p> <p>Annual tracking of accreditation and certification levels.</p>
Nurture whole-child development to enable students to reach their highest possible standard in education achievement	All of Section 127 (1) applies. NELP Priorities: 1-6		<p>Students receive structured teaching time for reading, writing and mathematics.</p> <p>Learning in the foundation areas is effectively integrated into the wider curriculum.</p> <p>Students are stretched to extend the depth and complexity of their critical and creative thinking.</p> <p>Teachers understand what constitutes rigorous tasks and beneficial instructional material.</p> <p>Teachers explicitly plan to meet the specific requirement of the NZC and reflect on how these have been met.</p> <p>Students experience a full, broad, and rich curriculum.</p>	<p>We will continue to strengthen our junior structured literacy programme to ensure an all-encompassing systematic approach to reading and writing.</p> <p>For older children who have struggled with literacy acquisition, a structured approach to literacy will be used to accelerate their learning.</p> <p>Our mathematics programme will clearly sequence the learning for foundation knowledge to be solidly acquired, and to ensure it continues to deepen.</p> <p>We will provide both discipline based and integrated approaches to our curriculum delivery to ensure maximum opportunities for skills acquisition, content knowledge, ongoing practice, engagement, and enjoyment across Literacy and Numeracy. (see later)</p> <p>Through professional learning and collaboration, we will build teacher capacity to support cohesive and challenging learning opportunities for all our students.</p> <p>We will continue to extend our Depth & Complexity framework to build conceptual understanding through the use of big ideas across all curriculum areas.</p> <p>Throughout the year and across the school, we will develop a single school wide universal concept to deepen students' thinking skills and enrich their understanding of content.</p>	<p>Annual akonga progress and achievement data.</p> <p>Evaluation data</p> <p>Observations of engaged and learning focused classrooms.</p> <p>Overarching research by staff with specialty areas</p> <p>Participation in professional learning opportunities</p> <p>Tracking data across teams by lead teachers of Depth & Complexity.</p>

<p>Work in partnership with whanau to build healthy relationships for the safety and well-being of all students and staff.</p>	<p>127 1 (b)</p> <p>NELP Priorities: 1,2,5,6</p> <p>Attendance & Engagement Strategy</p>		<p>Our school environment is peaceful and respectful to ensure it is conducive to quality learning and teaching.</p> <p>Our school environment is welcoming and understanding to promote supportive and ongoing conversations for our students with whanau.</p> <p>Assessment and reporting practices continue to strengthen.</p> <p>Attendance levels show steady and consistent improvement.</p>	 <p>We will strengthen our students' learning and social behaviours with clear expectations and a consistent approach throughout the school, informed by the framework of our school values.</p> <p>We will offer professional development opportunities to support staff with positive behaviour management.</p> <p>We will continue to apply restorative resolutions underpinned by our school values to ensure whanau and students are able to look forward with optimism rather than disengaging through shame, frustration, or fear.</p> <p>We will continue to refine communication about assessment between school and whanau to maximize understanding of and support for student learning.</p> <p>We will develop messaging about the importance of attendance and work with whanau to overcome possible barriers.</p>	 <p>Informal pastoral reporting in team meetings</p> <p>Participation in professional learning opportunities</p> <p>Informal and formal reporting regarding restorative practice E-Tap (behaviour)</p> <p>Effective sharing of students' progress and achievement</p> <p>Attendance at learning conferences</p> <p>Students' survey</p> <p>Termly attendance data</p>
<p>Ensure our educational practices are inclusive and meet the differing needs of our students.</p>	<p>127 1 (c)</p> <p>NELP Priorities:3</p>		<p>The cultural diversity of our students and staff is valued and celebrated.</p> <p>A range of assessment practices ensure student needs are identified and met in a timely fashion.</p> <p>Students enjoy their school life and experience a range of engaging experiences that support their holistic development.</p>	 <p>We will provide a multicultural transformational approach to embrace our school's cultural diversity.</p> <p>We will enable students to appreciate and view concepts, issues, events, themes, and knowledge from the perspective of diverse ethnically cultural groups.</p> <p>The implementation of our tiered learning support delivery model will improve the learning outcomes for all identified students at tier level 2 & 3.</p> <p>We will use a multi layered approach to track the progress of students identified on our learning support register</p> <p>We will provide enriching physical activity experiences to support high levels of engagement and wellbeing for all students.</p> <p>We will provide an enriching Arts programme to increase student engagement, creativity, and a sense of community for all students.</p> <p>We will provide opportunities for exploration in science and social sciences to enhance student engagement, critical thinking, and curiosity for all students.</p>	 <p>Observation</p> <p>Documentation of initiatives</p> <p>Tracking of individual student progress</p> <p>Tracking of interventions</p> <p>Observation of student interests as a springboard to increased success in foundation skills areas.</p>
<p>Give practical effect to Te Tiriti o Waitangi and its principles evidenced by our decisions and actions.</p>	<p>127 1 (d)</p> <p>NELP Priorities:1-6</p> <p>Te Tiriti o Waitangi and its Articles and Principles</p>		<p>Increased proficiency in reo Māori to enhance classroom experience.</p> <p>A deepening understanding of Te Tiriti articles and principles and how they impact on teaching practice.</p> <p>Students have a meaningful awareness of Te Ao Māori that links their understandings of faith, culture, diversity, and identity.</p>	 <p>We will provide professional development opportunities to support staff in their own journey towards proficiency in Te Reo Māori, and to deepen their understanding of Te Ao Māori and Te Tiriti in a way that has meaning for their practice.</p> <p>We will develop rich integrated plans weaving Te Ao Māori through all curriculum areas to ensure it is thought provoking, relevant and meaningful rather than superficial and tokenistic.</p> <p>We will extend use of everyday te reo Māori in the classroom and continue to include learning in te reo Māori in our curriculum.</p> <p>We will provide deliberate access and support to create opportunities for Māori students to be leaders.</p>	 <p>Participation in professional learning opportunities</p> <p>Identification of Te Ao Māori in curriculum planning</p> <p>Observation of classroom practice</p> <p>Survey of Māori students.</p>