

## Ss Peter & Paul Implementation Plan 2026

<p><b>Strategic Goal 1</b>  <a href="#">Support students to learn and grow in understanding of what it means to be disciples of Jesus.</a></p>			
<p><b>Annual Target/Goal:</b>            Staff are supported in their understanding of Special Catholic Character, and the Bishops' goals for Catholic Education.</p>			
<p><b>What do we expect by the end of the year?</b>            Completion of planned PLD flows through to confident delivery of new RE curriculum.            The new RE curriculum is further supported by outreach programmes aligned with our school vision and values</p>			
Actions	Who is responsible	Resources required	How will we measure success?
<p>Ensure that intentional planning results in the effective implementation of the To Tatau Whakapono curriculum</p> <p>Increase staff's familiarity and confidence navigating the To Tatou resources</p>	<p>DRS            Liturgy team            Lead team</p>	<p>Release time</p>	<p>Teachers understand the overarching principles and objectives of To Tatau Whakapono, and how they relate to their particular level</p> <p>Teachers are supported to use the To Tatou resources to enhance the delivery of a rich and relevant Catholic education that furthers the holistic development of all students</p> <p>Schoolwide cohesive planning aligns with To Tatau Whakapono</p>
<p>Put systems and support in place to ensure all teachers and leaders are working towards appropriate levels of certification</p>	<p>DRS</p>	<p>PLD opportunities &amp; funds            Release time</p>	<p>The purpose of the Certification System is communicated to our teachers</p> <p>The database clearly records the professional development of all teachers and leaders annually so supports the cumulative recording of study undertaken in relation to certification.</p>
<p>Continue to provide opportunities for students and staff to participate in engaging and meaningful outreach programmes</p>		<p>PLD            Release time</p>	<p>Students and staff are aware of all the opportunities for outreach programmes</p> <p>Outreach programmes clearly link with our school vision and values</p> <p>Students and staff are motivated and empowered by participation in a wide range of outreach programmes across the school and the wider community</p>

<b>Strategic Goal 2</b>			
Nurture whole-child development to enable students to reach their highest possible standard in education achievement.			
<b>Annual Goal:</b> Students receive quality, structured teaching time for reading, writing and mathematics, which is integrated into a rich curriculum within a stimulating learning environment.			
<b>What do we expect by the end of the year? (Targets)</b> Staff continue to be supported in their understanding of new curriculum requirements The Depth & Complexity framework is embedded across the school and shared with our parent community Schoolwide reading supports wider learning skills and is extended in capacity and depth through active library inquiry Overall progress data is supported by a range of high-quality evidence, effective moderation and involves students and parents			
<b>Actions</b>	<b>Who is responsible</b>	<b>Resources required</b>	<b>How will we measure success?</b>
Continue to provide a structured and responsive approach to teaching the English, and Mathematics and Statistics Curriculum.	Lead team Classroom teachers	Curriculum Documents & supporting resources  Specialist advisers PLD  Time	Teachers are well supported to deliver the curriculum with confidence  Teachers have the capacity for flexibility to meet individual student needs within a structured approach  Teachers and students have a clear understanding of the roadmap of their ako journey  Increased student engagement, enjoyment and confidence in literacy and numeracy
Be mindful in our selection of assessment and monitoring tools to ensure teachers can make informed decisions about progress and achievement	Lead team Classroom teachers	Current tools  PAT tests Phonics check Year 2 maths check	Teachers use curriculum documents to monitor progress and achievement  Evidence of student work aligns with intended outcomes  Through a range of assessment practices, students are able to think critically and independently about their learning with particular focus on Literacy and Mathematics  Teachers observe increased student engagement, enjoyment and confidence <b>should this be in the box below?</b>

<p>Ignite further engagement, understanding and passion through rich learning in all areas of the curriculum</p> <p>Deepen learning in literacy and mathematics through integration in all curriculum areas</p>	<p>Lead team Classroom teachers</p>	<p>Inquiry group time</p> <p>PLD Specialist advisors</p> <p>Time for collaborative planning</p>	<p>Teachers have time and space to unpack requirements and possibilities for new learning areas</p> <p>Students engage with rich activities across the whole curriculum that link with their interests and passions, and challenge them to explore new opportunities for learning</p> <p>Students have many opportunities to extend numeracy and literacy learning across the wider curriculum</p>
<p>Develop guidelines for the ethical use of AI in teaching and learning</p>	<p>Lead team Classroom teachers</p>	<p>Focus group on AI Staff meetings PLD</p>	<p>The use of AI is approached with caution, mindful of the wider implications for our learners</p> <p>Where AI is utilised for any aspect of the teaching and learning process, its efficacy will be reviewed against relevant practice, curriculum criteria, and the specific needs of our students.</p>
<p>Continue to design a curriculum that is supported by the Depth &amp; Complexity framework to ensure all students have opportunities to extend and enhance their learning</p>	<p>Lead team Classroom Teachers Parents</p>	<p>PLD and release as required, particularly for new teachers and students</p> <p>Release for lead teachers for planning time</p> <p>Depth &amp; Complexity framework and support materials</p> <p>Teacher expertise Student expertise Parent engagement</p>	<p>Teachers understand the requirements and benefits of a successful embedding of the Depth &amp; Complexity framework</p> <p>Through professional development, collaboration and expertise amongst our staff are supported to strengthen their learning programmes by embedding the Depth &amp; Complexity framework into all areas of the curriculum</p> <p>The universal concept is integrated into all curriculum areas</p> <p>Teachers are aware of resources that support Depth &amp; Complexity</p> <p>All students are familiar with the Depth &amp; Complexity tools and are utilising them at the appropriate level for their learning</p> <p>Through peer and self-assessments, students are able to think critically about achievement in their learning</p>
<p>Broaden the love of reading within the classroom and beyond for pleasure</p>	<p>Library team (Anna/Victoria) Principal Classroom teachers</p>	<p>Newsletter Librarian: Anna Library resources</p>	<p>The importance of reading at home continues to be communicated in multiple ways.</p> <p>Through the library, all readers have strategies and resources to extend their reading.</p>

	Parents	Collaborative planning during staff meetings	Formal data and anecdotal evidence show reading is embraced for pleasure over a wider range of texts at school and at home.
		Release time for Fiction Inquiry	Formal data and anecdotal evidence show students read more widely in their reading choices across fiction and non-fiction.
Support the development of critical and creative thinking for all areas of the curriculum through the library	Library team (Anna/Victoria)	Library budget	The library catalogue reflects the interests, needs and cultures of our school community.
	Classroom teachers	Release time for library research and book buying	Students, staff and the library team work collaboratively to build a range of engaging resources to support classroom programmes.
	Team leaders	Teacher expertise	Library resources support learning, thinking and research skills within class library time underpinned by Depth and Complexity.
	Parents	Student expertise	Over time, increasing numbers of students ask questions, make connections, take risks, and are able to navigate information from books and digital platforms independently.
		Student librarian input	

**Strategic Goal 3**

Work in partnership with whanau to build healthy relationships for the safety and well-being of all students and staff.

**Annual Goal/s:**

A cohesive working environment and sustainable approaches to support deep learning ensure our students and staff continue to thrive.

**What do we expect by the end of the year? (Targets)**

Achievement and attendance data, together with the documentation of initiatives show continued improvement in how we meet new challenges and complexity  
All behaviours that are identified beyond minor incidents are accounted for in a consistent way across the school

Communication with parents is clear, evidence-based and linked where relevant to school values or moderated assessment

Overall attendance data improves from 2025 results

<b>Actions</b>	<b>Who is responsible</b>	<b>Resources required</b>	<b>How will we measure success?</b>
<p>Continue to implement a cohesive behaviour management approach through the school values framework</p>	<p>Lead team Lead teacher Classroom teachers Parents</p>	<p>Release time Induction of new staff, students &amp; families</p>	<p>All staff understand the school values framework and how it operates across all age levels</p> <p>New staff are well-briefed in the school values framework processes for behaviour management</p> <p>Parents are informed of expectations through newsletters and conversations and know how our expectations are linked to our school values</p> <p>Students know expectations and understand how they are linked to our school values</p> <p>Across areas behavioural playground support is communicated and supported by behaviour guidelines to ensure fairness, and follow up supports our school values</p> <p>Further reduction in time spent on dealing with behaviour and its consequences.</p>
<p>Provide multiple opportunities for parents to engage in and support their children’s learning and development</p> <p>(See assessment in Goal 2)</p>	<p>Lead Team Classroom teachers</p>	<p>PD</p>	<p>Parents/whanau are satisfied with the quality and quantity of information they receive about their children’s progress and achievement</p> <p>Students are assessment capable</p>

			Community consultation provides opportunities for parents to review effectiveness of assessment information
Implement and monitor Stepped Attendance Response (STAR)	Office team Lead team Classroom teachers Parents	Allocated office time Attendance data Time for meetings	All families are aware of and support attendance management

<b>Strategic Goal 4</b>			
Ensure our educational practices are inclusive and meet the differing needs of our students.			
<b>Annual Target/Goal:</b> Practices and programmes of learning ensure all students make appropriate progress and their differing needs are met			
<b>What do we expect by the end of the year? (Targets)</b> Students demonstrate increasing levels of engagement and enjoyment of school life Our formal and anecdotal evidence indicate this high level of engagement and enjoyment results in improved learning outcomes Students identified for targeted support demonstrate accelerated progress			
<b>Actions</b>	<b>Who is responsible</b>	<b>Resources required</b>	<b>How will we measure success?</b>
Continue to refine the learning support model and processes to further enhance outcomes for students	Deputy Principal /Learning Support Lead	Local Cluster Meetings - Puni Kura	Documentation and process are valued by teachers and parents
Share learning support process with parent community via a range of sources including a piece for the school website	Lead Team Classroom Teachers	Time allocated to set up, review & critique goals within a semi-structured model	Our achievement and attendance data, along with student surveys, focus groups and teacher observation indicate a high level of engagement and enjoyment of school life
Continue to strengthen the school wide interventions in the foundation areas to support acceleration for struggling learners - quality literacy interventions & Spring into Maths	Lead team Classroom teachers	Specialist advisers Professional Development for teachers	Progress, increased participation and feelings of success for our diverse learners.
Continue to provide quality professional learning to refresh and refine current practice		Specialist teachers  Teacher Aides  Parents	Evidence of differentiated learning, milestone checks and feedback for students  Development and use of IEPs, IAPs and APs are valued by teachers, students and parents  Assessment and evidence of learning demonstrates that targeted support is making a positive difference.
Adopt a multicultural transformative approach to promote cultural diversity, strengthen school values and culture, and challenge discrimination by sharing	Lead teacher Lead team Cultural leaders	Release time  budget for cultural day	Students are seen planning, advertising and leading cultural activities at our school.

<p>cultural heritage and traditions, showcasing cultural performances, and providing alternative classroom learning experiences.</p>			<p>Our cultural diversity is increasingly represented and celebrated in ways all students can see, hear and experience, both informally and through the school curriculum and the library.</p> <p>Student surveys indicate students feel connected to and valued for their culture at our school. Teachers invite and observe students sharing aspects of our school's cultural diversity.</p>
<p>Implement a cohesive physical activity strategy that enhances students' wellbeing, engagement, and enjoyment of sport and physical education.</p>	<p>Lead teacher Sports Team Classroom Teachers Sports Ambassadors</p>	<p>Kiwisport &amp; PE Budgets Sports Specialist Expertise LHPSSA events SHC students</p>	<p>Students participate in sports and PE sessions Student surveys show students feel supported and challenged in P.E.</p> <p>Student self-assessments show students can think critically about their progress in physical education and they find it safe, confidence-building and enjoyable. Teachers observe full participation and willingness to give it a go!</p>
<p>Continue to develop a cohesive Arts programme across the school that provides rich and diverse opportunities for all students to experience creativity, critical thinking, collaboration and independence.</p> <p>Continue to utilise the Arts as an engaging platform for learning in literacy and all other areas of the curriculum.</p> <p>Continue to foster inclusiveness, aroha and our Catholic character through the Arts.</p>	<p>Lead teacher Lead team inquiry team</p>	<p>Visual Arts materials Instruments</p> <p>Technology (filming, soundtrack, music, Youtube, research etc)</p> <p>Music expertise</p> <p>Teacher expertise</p> <p>Student expertise</p> <p>Release for teachers leading significant Arts projects eg production,</p>	<p>Teachers understand the requirements of the Arts curriculum.</p> <p>Through professional development, collaboration and expertise amongst our staff, teachers are supported to offer a rich Arts programme across the Arts, and to integrate the Arts into other areas of the curriculum.</p> <p>Teachers are aware of our Arts resources.</p> <p>Students have opportunities to participate in a wide range of Arts activities which extend their understanding, skill and creativity.</p>

		concerts, dance choreography, Artsplash  External opportunities	Students feel empowered to shape the direction of our Arts programme.  Through peer and self-assessments, students are able to think critically about achievement in the Arts and develop their capacity.  Students feel recognised for individuality, special interest and ability in the Arts.  The Arts provide opportunity for cultural inclusion and joy.
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<b>Strategic Goal 5</b>			
Give practical effect to Te Tiriti o Waitangi and its principles evidenced by our decisions and actions.			
<b>Annual Target/Goal:</b>			
We will provide professional development opportunities to support staff in their own journey towards proficiency in Te reo Māori, and deepen their understanding of Te ao Maori and Te Tiriti in a way that has meaning for their practice.			
<b>What do we expect by the end of the year?(Targets)</b>			
Increase proficiency in te reo Māori to enhance classroom experience, and use of functional reo organically by both kaiako and akonga. Continued building of teacher capability in teaching the pūrākau linking to Aotearoa New Zealand Histories and wider social sciences, waiata, te reo me tikanga.			
<b>Actions</b>	<b>Who is responsible</b>	<b>Resources required</b>	<b>How will we measure success?</b>
Identify teachers who have skills in Pūrākau, Te reo Māori, and kapa haka who can lead and share within their own Area and build capability.	Lead teacher & Toa Lead team Teachers	Release time  PLD	Teachers from across the school feel capable to lead Pūrākau, Te reo Māori and kapa haka in their Areas.
Provide resources that connect and engage akonga from within the new curriculum framework.	Library team	Kura Ahurea shared drive  kapa haka time	Students recognise and can use words and phrases of Te reo Māori in appropriate contexts, and engage with Te ao Māori with increasing knowledge and more complex connections.
Empower teachers to self-evaluate their understanding and use of Pūrākau, Te reo Māori, and Te ao Māori.		language resources Phrases of te wiki	Teachers and students have a developed understanding of the
Provide opportunities for Māori students to come together as Māori, being inclusive of others.			

		<p>Connections with mana whenua, using their expertise</p> <p>Ōhaki</p> <p>Evaluation</p>	<p>Te reo Māori, and Te ao Maori is integrated into planning across the wider curriculum.</p> <p>Assessment data and artefacts for learning show engagement and increasing proficiency.</p> <p>Evaluation of teacher progress indicates where to target support for teachers.</p>
Provide opportunities to connect with whānau Māori	Lead teacher, Toa & Principal	Release time	<p>Responses demonstrate Māori whānau feel connected, heard and valued.</p> <p>Increased participation of Māori whānau</p>
At a strategic level, further develop work in the area	Lead teacher & Toa	Release time Surveys	Strategic plan demonstrates next steps built on meaningful progress