



Our School is a Roman Catholic School in which the whole School community through the general School programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship, and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Dunedin.

### Mission Statement

*"Like St Theresa we do small things well to make a big difference"*

*"Ahakoa he iti, he pounamu"*

## Strategic Plan 2024 – 2025

### School Vision

To provide a learning community in a catholic environment, where children can achieve their full potential and learn to be true to God, to others and to themselves.

### Values

In consultation with our community, these gospel values are our deeply held beliefs about what is important.

- Truth (Pono) to be accountable and act ethically.
- Respect (Tapu) for our faith, self, others and human rights
- Perseverance (Hiringa) to aim high, to be innovative and inquire, participation for the common good
- Courage (Maia) to give things a go
- Love (Aroha) for our faith, self, our achievement, for others and the environment

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The vision was redeveloped after consultation with the school whānau and in 2023. The consultation encapsulates what our community wants for their tamariki.

### Background Information

Goals are as a result of the following in the 2023 year:

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|---|--|
| - Data collection and analysis about learning/ curriculum | - Meetings with specific targeted groups |
| - Student voice surveys                                   | - Board self-review processes            |
| - Whānau general survey                                   | - Kahui Ako                              |
| - Teacher self-review processes                           | - Special Character Review               |
|   | - ERO                                    |

The two school goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2024 and 2025.

**Strategic Goal Alignment  
Education and Training Act 2020**

	Goal 1	Goal 2
<b>s127 – Objectives of boards in governing schools</b>		
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school:		
<ul style="list-style-type: none"> <li>is a physically and emotionally safe place for all students and staff</li> <li>gives effect to relevant student rights</li> <li>takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</li> </ul>		✓
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi by:		
<ul style="list-style-type: none"> <li>working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</li> <li>taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>achieving equitable outcomes for Māori students.</li> </ul>	✓	✓

**Strategic Goal Alignment  
National Education Learning Priorities**

	Goal 1	Goal 2
<b>1 LEARNERS AT THE CENTRE</b> – Learners with their whānau are at the centre of education		
1 Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying		✓
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	✓	✓
<b>2 BARRIER FREE ACCESS</b> – Great education opportunities and outcomes are within reach for every learner		
3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	✓	✓
4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy	✓	✓
<b>3 QUALITY TEACHING AND LEADERSHIP</b> – 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	✓	✓
<b>4 FUTURE OF LEARNING AND WORK</b> – Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge, and pathways to succeed in work	✓	✓

<b>STRATEGIC GOAL 1:</b>		<b>Te Tiriti o Waitangi</b>		
That all ākonga will be given opportunities to achieve their highest potential through high quality teaching and student engagement.		Art 1	Art 2	Art 3
2024	<b>STRATEGY:</b> Develop school wide oral language, progressions, strategies and resources to support teaching and learning		✓	✓
2025	<b>STRATEGY:</b> Review mathematics programmes and delivery		✓	✓

<b>STRATEGIC GOAL 2:</b>		<b>Te Tiriti o Waitangi</b>		
To strengthen and celebrate the positive nature of our Special Character		Art 1	Art 2	Art 3
2024	<b>STRATEGY:</b> Implementation of the new Catholic curriculum (Tō Tātou Whakapono - Our Faith)		✓	✓
2025	<b>STRATEGY:</b> Continued implementation of our new Catholic curriculum		✓	✓

**Te Tiriti o Waitangi:** Article 1 Kāwanatanga/Governance – Article 2 Rangatiratanga/ Agency – Article 3 Ōritetanga/ Equity

## ANNUAL PLAN 2024

**STRATEGIC GOAL 1:** That all ākonga will be given opportunities to achieve their highest potential through high quality teaching and student engagement.

<b>Strategy – Develop school wide oral language, progressions, strategies and resources to support teaching and learning</b>	
<b>Outcomes Expected</b>	
<i>Ākonga will</i>	<i>Kaiako will</i>
<ul style="list-style-type: none"> <li>Actively participate in group discussions</li> <li>Effectively communicate in a range of situations</li> <li>Attempt to use new language</li> <li>Use specific topic based language</li> <li>Ask open and closed ended questions</li> </ul>	<ul style="list-style-type: none"> <li>Observe the integration of oral language across the curriculum</li> <li>Be observed teaching using oral language strategies and resources</li> <li>Undertake PLD in the teaching of oral language</li> <li>Begin implementing the teaching of the oral language progressions</li> <li>Reflect on their own teaching</li> <li>Analyse data patterns at a class/school wide level</li> <li>Model oral language strategies</li> <li>Maintain the schoolwide expectations</li> <li>Collaboratively plan and moderate</li> <li>Review and implement the schoolwide delivery plan</li> </ul>

Targets are highlighted

**STRATEGIC GOAL 2:** To strengthen and celebrate the positive nature of our Special Character

<b>Strategy – Implementation of the new Catholic curriculum (Tō Tātou Whakapono - Our Faith)</b>	
<b>Outcomes Expected</b>	
<i>Ākonga/ whānau will</i>	<i>Kura/ kaiako will</i>
<ul style="list-style-type: none"> <li>Actively participate in RE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the new structure, lessons and resources associated with the revised RE curriculum</li> <li>Develop and teach engaging lessons in RE</li> </ul>

- Learn about our Catholic faith in the context of our new curriculum
- Express how our values are lived daily
- Link the stories of the Gospel to their own lives
- Teach the gospel stories that help children make connections to their lives
- Investigate how we assess effectively in RE

Targets are highlighted

Baseline Data	Achievement Target
Goal 1: Teacher OTJ's from 2023 EoY Reports	Within the key competency of 'Actively participates in learning' 47% of students from the 231 were identified as either 'working on this' or 'Does this well' on the OTJ continuum.
Goal 2: Student voice surveys	

Actions	
Use of school documentation Ākonga surveying Teacher meeting content prioritised Sharing of practice Feedback on practice Data analysis Ongoing tracking of progress Action plans developed and implemented Teacher professional development Timetabling for priorities in classrooms	Use of school documentation Ākonga surveying Teacher meeting content prioritised Sharing of practice across Kahui Ako Feedback on practice Ongoing tracking of engagement and progress Action plans developed and implemented Teacher professional development Timetabling for priorities in classrooms

**Timelines** - all actions will run all year

**Resourcing** - budget, staffing, prioritised to meet actions above

**Priority** given to learners' whose needs have not yet been met within the actions and resourcing above

## Annual Targets 2025

### Strategic Goal **STRATEGIC GOAL 1:**

That all ākonga will be given opportunities to achieve to their highest potential through high quality teaching and student engagement within literacy and mathematics

**Strategy** – Review mathematics programmes and delivery

### Outcomes Expected

#### Ākonga will

- Use specific topic based language
- Ask open and closed ended questions
- Actively participate in group discussions

#### Kaiako will

- Be observed teaching using maths strategies and resources
- Undertake PLD in the teaching of maths
- Implementing the teaching of the maths progressions
- Reflect on their own teaching
- Analyse data patterns at a class/school wide level
- Model effective maths strategies
- Maintain the schoolwide expectations
- Collaboratively plan and moderate
- Review and implement the schoolwide delivery plan

### Strategic Goal

### **STRATEGIC GOAL 1:**

That all ākonga will be given opportunities to achieve to their highest potential through high quality teaching and student engagement within literacy and mathematics

**Strategy** – Embedding of oral language practises

### Outcomes Expected

#### Ākonga will

- Ask open and closed ended questions

#### Kaiako will

- Observe the integration of oral language across the curriculum

- Actively participate in group discussions
- Attempt to use new language
- Use specific topic based language
- Effectively communicate in a range of situations
- Be observed teaching using oral language strategies and resources
- Undertake PLD in the teaching of oral language
- Begin implementing the teaching of the oral language progressions
- Reflect on their own teaching
- Analyse data patterns at a class/school wide level
- Model effective oral language strategies
- Maintain the schoolwide expectations
- Collaboratively plan and moderate
- Review and implement the schoolwide delivery plan

**Strategic Goal**

**STRATEGIC GOAL 2:**

To strengthen and celebrate the positive nature of our Special Character

**Strategy** – Implementation of the new Catholic curriculum (Tō Tātou Whakapono - Our Faith)

**Outcomes Expected**

*Ākonga will*

*Kaiako will*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Learn about our Catholic faith in the context the new curriculum</li> <li>• Be able to express how our values are lived daily</li> <li>• Be engaged in RE lessons</li> <li>• Be able to link the stories of the Gospel to their own lives</li> </ul> | <ul style="list-style-type: none"> <li>• Learn about the new structure, lessons and resources associated with the revised RE curriculum</li> <li>• Develop and teach engaging lessons in RE</li> <li>• Teach the gospel stories that help children see the links to their lives</li> <li>• Investigate how we assess effectively in RE</li> </ul> |
|---|---|