



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

STRATEGIC PLAN MAHERE RAUTAKI

VISION: A school that provides a localised, bilingual and research based learning environment that grows each learner to show GRIT . Gospel values Respect Inclusivity Team Player Attributes	TŪRUAPO: Ka hoatu te kura i tētahi marautaka ā-rohe, marautaka reorua, marautaka whai taunaki hai tipu i ia ākoka kia whakaturia te NIWHA. Whakapono Whakaute Kauawhi Kotahitaka
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GRIT / NIWHA Courageous Resilient Confident Determined Perseverance	Gospel Values / Whakapono Love of God Love of others Service Respect Forgiveness	Respect / Whakaute Care for others Care for property Pride in school Respect of elders Thankful	Inclusivity / Kauawhi Involving Culturally aware Helpful of others Open to other cultures Open to other languages	Team Player Attributes / Kotahitaka Relates well to others Supports and encourages others Good communication skills
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VALUES At our school we encourage and model the values, principles and intent of the New Zealand Curriculum. We place a particular emphasis on the Gospel Values of Jesus Christ. We aim to 'live our faith through our actions'.	KĀ UARA Kai tō mātou kura, ka akiaki, ka whakatauiria mātou i kā uarataka, i kā mātāpono me te take o te Marautaka o Aotearoa. Ko te mea nui mā mātou, ko kā uara rokopai o Ihu Karaiti. Ko tā mātou whāika 'Mā te mahi e whakatinana ai te whakapono'
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We do this by; Doing what Jesus said / Āna kōrero Through study of the parables, sermons, statements and answers Jesus made throughout his ministry and putting these values into action. Doing what Īhu did / Āna mahi Through study of Jesus' actions of healing, forgiveness, standing up for others and service, and putting these values into action. Doing what Jesus told us to do / Āna whakahau Through study of Jesus' commandments of love, Eucharist and evangelisation, and putting these values into action.	Our kura (school) takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for ngā ākonga (the students). When developing policies and practices we reflect New Zealand's cultural diversity and the unique position of the Māori culture. The NELP priorities have been considered and weaved throughout this document and will also weave through day to day work in the school including policy updates, curriculum, Board agenda and other relevant documents, work and updates. The Strategic Goals are not ordered in any priority.
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SUMMARY OF THE CREATION OF THIS PLAN
TE WHAKARĀPOPOTO O TE HANGA A TĒNEI MAHERE RAUTAKI

Over the last year, we have been continuously collating and consulting in the general direction of the school. We have used consultation from:

- Feedback from our Consultation Day/Classroom Opening Day (June 2023) *Community consultation including Special Character, health and sexuality, values/vision, events, curriculum, language and culture, policies and communication*
- Feedback and consultation from Whānau Hui and Talanoa. (August 2023)
- Feedback and responses to bilingual classrooms and education. (September 2023)
- Feedback from consultation with Healthy Active Learning (June/December 2023).
- Feedback from students from Wellbeing at School surveys (November 2023).
- Consultation with proprietor via proprietor's representatives (December 2023)
- Consultation with Kāhui principals (December 2023) and Kāhui Teachers (February 2024).

STRATEGIC GOALS KĀ WHĀIKA RAUTAKI	OBJECTIVES KĀ WHĀIKA NUI REQUIREMENTS KĀ WHAKATURE	EXPECTATIONS KĀ KAWATAU	ACTIONS KĀ MAHI	MEASURING SUCCESS WAITOHU TUTUKIKA
PASIFIKA / TE MOANA NUI A KIWA				
To increase/enrich our pasifika community through development of language and culture.	Primary Objectives: 1a, 1b ii, 1c NELP: - Objective 1, 2 - Priority: 1, 2, 3, 4 TAPASĀ Tura 1, 2, 3	<ul style="list-style-type: none"> - Increased school attendance for Pasifika students. - Teachers are confident to use Gagana Samoa. - Pasifika students feeling confident and knowledgeable in their culture. - Learners see themselves in the learning. - Increase language ability in students and family members. 	<ul style="list-style-type: none"> - Developing a cultural enrichment role within the school to connect with Pasifika students and whānau. - Create language/culture classes progressing Gagana Samoa with Samoan students. - Strengthen the whole school's understanding and celebration of Pasifika culture through weekly timetabled lessons. - Increase staff's cultural competence with Pasifika culture. -Participation and work with Tautai o le Moana and NZPPA. -Supporting pasifika families in their growth. 	<ul style="list-style-type: none"> - Feedback at Fono / Talanoa. - Increased participation in Fono / Talanoa. - Student skills in Gagana Samoa (both Pasifika students and non-Pasifika). Assessed using our own assessment tool in March and November. - Staff feedback around ability. - Student feedback - My School survey.
BILINGUAL EDUCATION / MĀTAURAKA REORUA				
To implement a new bilingual curriculum and class approach using and assessing localised and research based learning.	Primary Objectives: 1a, 1d i, ii, iii NELP: - Objective 1, 2, 3 - Priority: 2, 3, 5 KA HIKITIA Principles 1, 2, 3, 4, 5	<ul style="list-style-type: none"> - Students are closer to fluency in the target language. - Students are more knowledgeable in the area they live (turakawaewae). - Students have strong knowledge of culture and traditions. - Students are comfortable walking between worlds (cultures/languages). 	<ul style="list-style-type: none"> -Implement a school wide bilingual strategy and increase the number of resources to support it. . -Measure the impact of the bilingual classes against the partly bilingual classes using data from reading, writing, maths and te reo Māori assessments -Complete te reo Māori section of our St Anne's curriculum, outlining a consistent approach to bilingual teaching. -Strong connection to local Iwi/Hapū - Put the local curriculum into action by visiting and learning about the local environment. 	<ul style="list-style-type: none"> -Through assessment in both target language and base language (E-asttle, NZSTA, St Annes assessment-co-constructed with UC) -Comparison of effects of bilingual classes against partly bilingual classes. -Feedback from students and community.
CURRICULUM AND ASSESSMENT / MARAUTAKA ME TE AROMATAWAI				
To successfully implement the revised New Zealand Curriculum and increase teacher	Primary Objectives: 1a, 2a, 2b i, ii, iii NELP - Objective 2, 3	<ul style="list-style-type: none"> - A revised local curriculum that reflects our community. - An embedded revised curriculum. 	<ul style="list-style-type: none"> - Complete localised curriculum including clarity on Overall Teacher Judgement in assessments. 	<ul style="list-style-type: none"> - Teacher feedback and confidence in entering assessment results.

knowledge and understanding of it and best assessment practices (this includes new RE curriculum).	- Priority: 4, 6	- Strong assessment schedule with relevant and meaningful assessments gathered.	- Staff PD on the new 'Know, Understand, Do' model and progress indicators for the Mathematics and English curriculum areas. - Improved and updated assessment schedule. - Improved and updated data collection using the shared drive.	- Improved data analysis by SLT particularly in literacy and numeracy.
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VALUES AND FAITH / KĀ UARA ME TE WHAKAPONO

To strengthen the understanding and living of our values statement to ensure students feel safe at our kura. <i>'Living our faith through our actions'</i>	Primary Objectives: 1b i, ii, iii NELP - Objective: 1, 2 - Priority: 1, 3	- Students demonstrating their faith in their day to day actions i.e. care for others, living things, social justice. - Increase in positive behaviours and a decrease in negative behaviours (verbal/physical) of students (and the same of community).	- Increase participation in Catholic Character of the school, including attendance at mass. - Upskill teacher knowledge of Jesus in the Gospels and teacher confidence to explicitly teach students this. - Collaborate with outside agencies (Sports Canterbury, Mana Ake) to deliver effective and meaningful instruction of the Health Curriculum. - Work with whānau and support agencies to deliver information around cybersafety.	- Student feedback - My School survey. - Decrease in the number of anti-social and aggressive behaviours from students, particularly in unstructured parts of the day (lunch time). - Increased student knowledge and confidence to explain the school values of what Jesus said, did and told us to do.
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TRANSITIONS (KĀHUI) / WHAKAWHITIKA KURA (KĀHUI)

To strengthen our transition programme from pre school to primary school and primary to high school. (Kāhui Hub Goal)	Primary Objectives: 1a, 1b i, 1c, 2d NELP: - Objective: 2, 4 - Priority: 4, 7	- Regulated and supported learners who feel safe and welcome in their new kura. - Parents/caregivers feeling welcome and clear in the process of transition. - Staff with a strong understanding of effective transitions.	- Collaborate and share teacher expertise in supporting New Entrants and Year 7's / Year 9's transition. - Strengthen the administration process between kaiako to improve data sharing and targeted teaching, especially for students with additional needs. - Collaborate with whānau and akonga to hear their experiences of starting at a new school.	- Seek whānau feedback on new processes that are implemented. - Seek kaiako feedback on new processes that are implemented. - Discussion at SENCo cluster hui (once a term).
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LITERACY (KĀHUI) / REO MATATINI (KĀHUI)

To strengthen our teaching of literacy throughout our hub. (Kāhui Hub Goal)	Primary Objectives: 1a, 2a 2d NELP - Objective: 2, 3 - Priority: 4, 6	- Strong understanding between primary and secondary in terms of literacy expectations. - Teachers with increased knowledge of research based strategies. - Higher achievement throughout the kāhui hub.	- Continued upskilling of teachers in the pedagogy of structured literacy, particularly in spelling using 'The Code'. - Collaborating with teachers from all schools to identify needs and interest for Professional Development in literacy. - Share research in first and second language acquisition.	- Spelling assessment completed using the Code tracking in term 1 and 4 for students. - Teacher confidence and feedback after staff PD.
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