ST PATRICK'S SCHOOL INGLEWOOD
STRATEGIC PLAN 2026

USING OUR **FAITH** VALUES WE WALK IN THE FOOTSTEPS OF JESUS JUST AS EUPHRASIE BARBIER DID



OUR VISION

A Christ centred education uplifted through our relationship with God, others and the environment.

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OUR STRATEGIC GOALS	GROWING FAITH - WHAKAPONO 1.Safeguard and strengthen our Catholic Character **by** fostering a culturally responsive and inclusive environment for all.	GROWING LEARNING - AKO 2. As a Catholic School in New Zealand, students will experience an inclusive, student-centered, and culturally connected curriculum that prioritises high achievement through the Science of Learning and the structured teaching of foundational skills.	GROWING PEOPLE - TANGATA 3. All ākonga will progress and achieve their highest potential through future-focused teaching, responding to student needs and enabling them to be the best possible version God created them to be.
OUR INITIATIVES	**1.1** Engage in the new curriculum and develop a delivery and implementation plan **1.2** All teachers engage in Catholic Character professional development **1.3** Safeguard and strengthen the school roll	2.1 Implementation of the Refreshed NZ Curriculum (Te Mātaiaho) 2.2 Staff engage in evidence-based, explicit teaching methods to ensure learning is effective for all ākonga. 2.3 Review and refresh our school curriculum including assessment, reporting and pathways	3.1 Engage in explicit PLD to help support teachers teaching capability in math and literacy 3.2 Use the STAR (Stepped Attendance Response) framework to ensure students attend school regularly. 3.3 Create a safe, inclusive environment where every child is supported to be present and ready to learn.
OUR SUCESSES	• Akonga will experience a Religious Education using themes and cross themes in Tō Tātou Whakapono - Our Faith • Confident kaiako and leaders engaging and using Tō Tātou Whakapono - Our Faith • Responsive school transition plan that provides all akonga opportunities to have a genuine encounter with Jesus Christ	• A school curriculum that reflects Te Mātaiaho and community aspirations • Explicit teaching methods ensure learning is effective for all ākonga. • Strong, coherent schoolwide approaches to teaching and learning within real world contexts	• Increased student engagement leading to improved learning outcomes for all curriculum areas • Accelerated learning for our priority learners • Barriers to attendance are reduced through strong school-whānau partnerships and pastoral care.

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Information informing this plan :

Our strategic plan has been formed through our consultation processes and a diverse range of data sources including collaboration with parents, teachers, parish and local stakeholders through hui, survey and perspectives. Key themes highlighted from this engagement were:
- A supportive learning environment where students feel safe, included and where their individual needs are met successfully.
- Opportunity for a more engaging curriculum with learning opportunities that our students can connect with.
- Our Catholic Faith and special Character guide and underpin all actions.

The prioritisation of strategic goals was achieved through considering the collective needs and aspirations of our community.

Strategic Goal:	Initiatives: *Define one to three high level tangible steps for each strategic goal to inform the annual targets.*	Success: *Define what you expect to see at the end of three years.*	Board Primary Objectives
GROWING FAITH - WHAKAPONO **1**.Safeguard and strengthen our Catholic Character by fostering a culturally responsive and inclusive environment for all.	**1.1** Engage in the new curriculum and develop a delivery and implementation plan **1.2** All teachers engage in Catholic Character professional development **1.3** Safeguard and strengthen the school roll	• Akonga will experience a Religious Education using themes and cross themes in Tō Tātou Whakapono - Our Faith • Confident kaiako and leaders engaging and using Tō Tātou Whakapono - Our Faith • Responsive school transition plan that provides all akonga opportunities to have a genuine encounter with Jesus Christ	**127** (a) (b) (d)
GROWING LEARNING - AKO **2.** As a Catholic School in New Zealand, students will experience an inclusive, student-centered, and culturally connected curriculum that prioritises high achievement through the Science of Learning and the structured teaching of foundational skills.	**2.1** Implementation of the Refreshed NZ Curriculum (Te Mātaiaho) **2.2** Staff engage in evidence-based, explicit teaching methods to ensure learning is effective for all ākonga. **2.3** Review and refresh our school curriculum including assessment, reporting and pathways.	• A school curriculum that reflects Te Mātaiaho and community aspirations • Explicit teaching methods ensure learning is effective for all ākonga. • Strong, coherent schoolwide approaches to teaching and learning within real world contexts	**127** (a) (b)(c) (d)
GROWING PEOPLE - TANGATA 3. All ākonga will progress and achieve their highest potential through future-focused teaching, responding to student needs and enabling them to be the best possible version God created them to be.	**3.1** Engage in explicit PLD to help support teachers teaching capability in math and literacy **3.2** Use the STAR (Stepped Attendance Response) framework to ensure students attend school regularly. **3.3** Create a safe, inclusive environment where every child is supported to be present and ready to learn.	• Increased student engagement leading to improved learning outcomes for all curriculum areas • Accelerated learning for our priority learners • Barriers to attendance are reduced through strong school-whānau partnerships and pastoral care.	**127** (a) (b) (c) (d)
Evidence: *Success towards the strategic goals will be measured through annual targets, planning and reporting. There will be ongoing ākonga learning and progress achievement data tracking and analysis alongside the collation and tracking of stakeholder feedback.*			

Strategies for giving effect to Te Tiriti o Waitangi

Tikanga Māori, mātauranga Māori, and te ao Māori will be woven through the curriculum. The whakapapa of Te Mātaiaho will provide the foundation for learning.
Kaiako will engage with cultural capabilities PLD. Kura will consult with Tangata whenua to ensure that the aspirations of Māori are being delivered through the schools implementation of Te Mātaiaho.

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Year	2026			
Term	**1 2**	**3 4**	**1 2**	**3 4**
GROWING FAITH - WHAKAPONO **1.**Safeguard and strengthen our Catholic Character by fostering a culturally responsive and inclusive environment for all.	**Embed Tō Tātou Whakapono - Our Faith,** focus on planning and Health curriculum		**Embed Tō Tātou Whakapono - Our Faith,** focus on reviewing, reflecting and assessment	
	Professional Development, conferences, workshops, staff PLG, Special Character Review			
	Safeguard and Strengthen - Develop and implement Roll Growth Plan			
GROWING LEARNING - AKO **2.** As a Catholic School in New Zealand, students will experience an inclusive, student-centered, and culturally connected curriculum that prioritises high achievement through the Science of Learning and the structured teaching of foundational skills.	Implementation of the refreshed NZ Curriculum (Te Mātaiaho)			
	Structured Math (MNP) & Structured Literacy (IDEAL) implemented			
	Development of new SMS / student learning progressions aligned with the refreshed curriculum			
GROWING PEOPLE - TANGATA 3. All ākonga will progress and achieve their highest potential through future-focused teaching, responding to student needs and enabling them to be the best possible version God created them to be.	Use STEP attendance plan to reduce Barriers for attendance			
	Professional Growth Cycle -Teaching as inquiry - Math & Literacy priority students			
	Update/review SENCO and schoolwide Behaviour management systems.			
	Explicit Social skills teaching - Empowering Tamariki, IY, Circle Time			

Strategic Mapping

Strategic goal: GROWING FAITH - WHAKAPONO

Safeguard and strengthen our Catholic Character by fostering a culturally responsive and inclusive environment for all.

Rationale: Our unique identity is focused on living the values and beliefs consistent with the Catholic Faith. It is important, above all else, to nurture this and to lift our commitment to this.

Annual Target:

- Imbed and use Tō Tātou Whakapono - Our Faith for years 0-8 by the end of 2026
- Grow our student roll by 15% by the end of 2026

Success Statement: St Patrick's will provide students with a genuine encounter with Jesus Christ, help grow their knowledge of Christ, His teachings, and his Church, bringing Catholic faith, culture and life into harmony.

Initiative	Actions	Evidence/Measures of success	Timeframe	Personnel
1.1 Engage in the new curriculum and develop a delivery and implementation plan	• Provide ongoing mentoring and coaching opportunities for teachers to refine their integration of RE into planning and teaching. • Strengthen curriculum mapping to ensure consistent coverage of the achievement objectives. • Strengthen shared planning templates and exemplars to support teachers in making meaningful connections. • Incorporate more experiential and inquiry-based learning activities to deepen students' understanding and connection to RE themes. • Develop and use schoolwide implementation plan	• Classroom observations showing improved RE delivery and integration. • A completed and regularly updated curriculum map covering all achievement objectives. • Teacher planning documents aligning with the mapped objectives. • End-of-term curriculum reviews ensuring consistency across year levels. • Collaborative planning meetings where templates are discussed and refined. • Student work samples, reflections, or feedback demonstrating deeper engagement. • A documented implementation plan shared with all staff. • Regular progress checks and staff meetings discussing implementation. • Adjustments made to the plan based on feedback and review.	Twice a year Termly Termly End of term Ongoing Ongoing Ongoing Termly Ongoing	Principal Principal, DRS & staff Teachers Principal, DRS and teachers Teachers Principal and DRS Principal and DRS Principal and DRS
1.2 All teachers engage in Catholic Character professional development.	• Continue targeted professional development to deepen teachers' understanding and application of the RE curriculum. • DRS attending face to face conferences. • Principal attending the Catholic Principals convention and Catholic Principals hui • Deliberate staff PLG focus on an area within our special character, scripture, professional development, new curriculum. • All staff engage in study/literature to support and facilitate individual growth. • All teachers will create and reflect on a special character goal as part of their professional growth cycle.	• Teacher reflections indicating increased confidence and understanding. • Evidence of PD learnings applied in lesson planning and classroom practice. • Evidence of Charism being integrated into classroom teaching and school life. • Sharing of insights with staff through meetings or professional development sessions. • Implementation of new strategies or learnings from the conference. • Regular PLG meetings with recorded discussions and action points. • Evidence of PLG focus areas being incorporated into teaching and school life. • Community consultation regarding Health and Sexuality programme undertaken. • Updated school Health Curriculum statement completed	Ongoing Termly Termy Ongoing Ongoing Ongoing Ongoing Term 3/4 Term 4	Teachers Teachers Teachers Principal and DRS DRS & Principal Teachers Principal and BOT Principal
1.3 Safeguard and strengthen the school roll	• Invite/develop new entrant enrollment programme for 4 yr olds to come in to school for programmes - build relationships with local ECE's • Update transition book/enrolment pack and school website around special character of our school and preference information. • Scheduled open evenings/events - Gather community consultation • Foster stronger communication between the school and parish through regular updates, joint initiatives, and shared resources.	• Increased enrollment of students from participating ECEs. • Strengthened relationships with local ECEs through ongoing communication and visits. • Completion and distribution of updated enrollment packs. • Website updates reflecting clear information on the school's special character and preference criteria. • Increased inquiries and positive feedback from prospective families regarding the clarity of information. • Regular newsletters or parish bulletins featuring school updates. • Evidence of joint school-parish initiatives, such as liturgies, service projects, or celebrations. • Increased participation of parish members in school events and vice versa.	Ongoing Ongoing Term 1 Term 1 Ongoing Fortnightly Ongoing Ongoing	Principal and new entrant teacher Principal Principal Principal and staff DRS and Principal Staff Staff and Parish

Strategic goal: GROWING LEARNING - AKO

As a Catholic School in New Zealand, students will experience an inclusive, student-centered, and culturally connected curriculum that prioritises high achievement through the Science of Learning and the structured teaching of foundational skills.

Rationale:
We uphold the bi cultural heritage of Aotearoa New Zealand, facilitating opportunities to participate in lifelong learning that enables equal access to quality education and training opportunities.

Annual Target:

- Implement and consistently use refreshed NZ Literacy and Numeracy Curriculum
- Increased academic evidence in numeracy and literacy for all our learners

Success Statement: Our school curriculum, planning, learning and teaching will authentically reflect a Catholic school in Aotearoa New Zealand.

Initiative	Actions	Evidence/Measures of success	Timeframe	Personnel
2.1 Implementation of the Refreshed NZ Curriculum (Te Mātaiaho)	• Facilitate regular staff workshops to unpack the principles, structure, and progression of Te Mātaiaho. • Engage experts/facilitators to support deeper understanding and application. • Establish curriculum teams/leads to align current teaching and learning plans with Te Mātaiaho progressions. • Use staff meetings and Teacher Only Days (TODs) for collaborative planning and sharing of best practices. • Establish clear milestones and review points to evaluate progress in implementation. • Use student voice, whānau voice, and teacher reflections as part of review. • Learn, trial and implement consistently new structured math and structured literacy programmes.	• Teachers can articulate the principles and structure of Te Mātaiaho and how it connects to their teaching. • Teacher observations and reflections show increased confidence in planning and delivering learning aligned with Te Mātaiaho. • Curriculum plans and unit designs demonstrate clear alignment with Te Mātaiaho progressions. • Evidence of collaborative planning sessions with shared outcomes and learning experiences documented. • Student work samples and learning inquiries reflect progression and engagement with the refreshed curriculum. • Adjustments to teaching and planning based on review data are evident in practice.	Ongoing Termly Termly Termly Termly Ongoing	Teachers & leadership Teachers & leadership Teachers & leadership Teachers & leadership
2.2 Staff engage in evidence-based, explicit teaching methods to ensure learning is effective for all ākonga.	• Staff receive training and PLD on the Science of Learning to understand how the brain learns and retains information. • Staff will use the IDEAL scope and sequence to provide daily, explicit instruction in phonological awareness, spelling, and decoding. • Staff will use the "Concrete-Pictorial-Abstract" (CPA) approach for daily maths lessons to ensure deep conceptual understanding. • The school will ensure every classroom is fully equipped with IDEAL decodable texts and *Maths — No Problem!* workbooks and manipulatives. • Staff will use IDEAL and *Maths — No Problem!* diagnostic data to create flexible, needs-based groups for targeted support.	• All staff use consistent terms (e.g., "cognitive load," "retrieval practice") when planning and discussing student progress. • Student results in the IDEAL assessment tools show a clear upward trend in reading accuracy and spelling fluency. • Students can explain their mathematical thinking using various methods, showing a move from rote learning to true mastery. • Classroom observations show 100% of students are actively participating in structured, resource-led learning sessions. • Progress reports show that even our most vulnerable learners are making measurable gains against their specific learning milestones.	Term 2 Term 2&3 Ongoing Ongoing Ongoing Ongoing	Teachers & Leadership Teachers and leadership
2.3 Review and refresh our school curriculum including assessment, reporting and pathways.	• Review existing curriculum documents, teaching practices, and assessment tools and check fit for purpose • Review current classroom practices to ensure they align with the Science of Learning and explicit instruction models. • Implement the new required assessments, such as the Year 1 Phonics Check and Year 2 Maths Check, to track foundational progress. • Update school reports to be clear, concise, and focused on student achievement against national expectations and foundational milestones.	• Development of SMS system to align with new curriculum progressions and goals. • Teachers learning and using new curriculum progressions with students and whanau - evident in planning, learning and teaching. • Assessment tools and reporting practices are reviewed and aligned with the refreshed curriculum — documented in revised assessment schedules and guidelines. • Teachers demonstrate consistent use of updated assessment tools and practices, evidenced in planning and moderation documentation.	Ongoing Ongoing Termly Termly End of year	Admin, Principal and teachers Teachers & leadership Principal Teachers & leadership Principal & BOT

Strategic goal: GROWING PEOPLE - TANGATA

All ākonga will progress and achieve their highest potential through future-focused teaching, responding to student needs and enabling them to be the best possible version God created them to be.

Rationale:
We believe foundational knowledge and skills underpinned by our Gospel 'FAITH' values are the building blocks for future success.

Annual Target:

-To foster a kura that upholds and supports the social, emotional and physical wellbeing and learning for all tamariki and kaiako.

- 80% of our students will be attending school at least 90% of the time.

Success Statement: Our learners will reach their full potential enabling them to be the best possible version God created them to be.

Initiative	Actions	Evidence/Measures of success	Timeframe	Personnel
3.1 Engage in explicit PLD to help support teachers teaching capability in math and literacy	• Curriculum Alignment: Develop a scope and sequence for learning aligned with Te Mātaiaho, IDEAL Literacy, and Maths — No Problem! • Professional Learning: Commit to ongoing PLD (workshops and staff PLGs) to deepen application of structured literacy and maths progressions. • Achievement & Equity: Identify priority learners and implement targeted action plans to accelerate progress in core foundational skills. • Professional Growth: Engage in a formal Professional Growth Cycle to monitor the implementation and impact of new evidence-based teaching actions.	• All teaching staff attend and actively participate in scheduled PLD sessions • Evidence of structured math and literacy approaches are consistently visible in classroom planning, teaching, and assessment (observations, planning checks). • Improved student outcomes in math and literacy for target groups, as seen in assessment data over time. • Clear identification of target/priority learners is documented and updated in school and classroom planning. • Scope and sequence align with Te Mātaiaho progressions and are used consistently in planning across classrooms and year levels. • Regular observation and feedback cycles are completed for all staff, focused on these goals (documented observation notes and feedback). • Improvement in overall student achievement data in math and literacy, especially for priority learners.	Ongoing Ongoing Termly Ongoing Ongoing Ongoing	Teachers and leadership Teachers and leadership Teachers and leadership Teachers and leadership Teachers and leadership
3.2 Use the STAR (Stepped Attendance Response) framework to ensure students attend school regularly.	• Tiered Intervention (STAR): Use the STAR framework to apply specific interventions at each threshold (e.g., 90%, 80%, 70%) to address absences early. • Daily Monitoring & Fast Follow-up: Teachers and admin staff monitor daily attendance and contact whānau immediately when a student is absent without explanation. • Attendance Management Plan (AMP): Create and share a clear school-wide plan that outlines attendance expectations and the support available to families. • Celebrating Presence: Implement school-wide systems to acknowledge and celebrate high and improved attendance in a way that aligns with our Catholic values.	• School records show that every student falling below 90% has a documented intervention plan aligned with the STAR steps. • Data shows a significant decrease in "unjustified" codes and an increase in the speed of whānau communication. • Parents and caregivers can articulate the "90% target" and understand the steps the school takes to support regular attendance. • Students show a strong sense of belonging and can explain why being "present and engaged" helps them reach their God-given potential.	Ongoing Ongoing Ongoing	Principal, teachers, admin
3.3 Create a safe, inclusive environment where every child is supported to be present and ready to learn.	• Work with and engage with outside support agencies to make improvements for akonga who require additional support. • Integrate our school values through all areas of learning • Review and adapt current school wide behaviour management systems. • Create clear school wide behaviour expectations and consequences chart for consistency. • Teachers will explicitly teach, model and reward desired student behaviours • Continuation of positive behaviour for learning and IY staff refresher courses.	• Increased collaboration with external agencies (e.g., RTLB, MOE specialists, public health, etc.), with regular meetings and documented action plans. • Identified ākonga receiving tailored support and intervention plans that are regularly reviewed and adjusted. • School values are clearly visible in learning spaces, school documentation, and classroom practices. • Teachers intentionally incorporate school values into planning and classroom discussions across different curriculum areas. • Students can articulate school values and demonstrate them in their interactions and learning (evidence from student voice and teacher observations). • A completed and updated behaviour management system document is shared with all staff. • Students can articulate the expectations and consequences, demonstrating understanding and ownership of behaviour expectations.	Ongoing Termly Ongoing Ongoing Ongoing End of term 1 End of year	Teachers and leadership Principal and teachers Teachers and leadership Teachers and leadership Teachers and leadership Teachers and leadership

Wha