

SPC STRATEGIC AIMS 2024-2026

*In accordance with our School Community Consultation of November 2023
St Peter Chanel School Board undertake to:*

AIM 1: Implement Tō Tātou Whakapono (the new Aotearoa-New Zealand Religious Education Curriculum published 2023) to further enhance our engagement with our school whānau reinforcing our school values and learning and raising student achievement.

NELP Objective 2, Priority 4

Learners gain sound foundational skills – spiritual literacy through the new RE Curriculum

NELP Objective 3, Priority 5

Incorporate te Reo Māori and tikanga in everyday life

AIM 2: Develop explicit teaching models for our core curricular of Religious Education, Literacy and Mathematics, developing scope and sequence lessons to facilitate optimum learning.

NELP Objective 2, Priority 4

Learners gain sound foundational skills

- develop sustainable scope and sequence programs throughout the school.

AIM 3: Honour Te Tiriti by continuing to develop our bicultural competency and related teaching and learning practises, through meaningfully incorporating te Reo Māori and tikanga and refining our local curriculum content.

NELP Objective 1, Priority 2

Respond to learner and whānau aspirations

NELP Objective 3, Priority 5

Incorporate te Reo Māori and tikanga in everyday life

NELP Objective 3, Priority 6

Develop staff to strengthen teaching

AIM 4: Put into effect the Aotearoa-New Zealand Curriculum Refresh, aligning our practices accordingly.

NELP Objective 2, Priority 4

All learners have ongoing opportunities to develop key capabilities

NELP Objective 3, Priority 6

Develop staff to strengthen teaching

St Peter Chanel Strategic Plan 2024-2026

STRATEGIC AIM 1:

Implement Tō Tātou Whakapono (the new Aotearoa-New Zealand Religious Education Curriculum published 2023) to further enhance our engagement with our school whānau, reinforcing our school values and learning and raising student achievement.

2024	2025	2026
1.1 Teachers become familiar with <i>Tō Tātou Whakapono</i> content and resources, using these to effectively develop conceptual and perceptual knowledge of Catholic tradition, values, Catholic Social Teaching in our students and encourage them to apply these understandings to their everyday life.	1.1 Teachers embed <i>Tō Tātou Whakapono</i> content and resources, using these to effectively develop conceptual and perceptual knowledge of Catholic tradition, values, Catholic Social Teaching in our students and encourage them to apply these understandings to their everyday life.	1.1 Teachers sustain <i>Tō Tātou Whakapono</i> content and resources, using these to effectively develop conceptual and perceptual knowledge of Catholic tradition, values, Catholic Social Teaching in our students and encourage them to apply these understandings to their everyday life.
1.2 Teachers incorporate relationship-based teaching practices and positive behaviour for learning systems and processes into their student interactions, to facilitate a positive, family-like learning environment where CLEAR values are a teaching focus aligned with our Special Catholic Character, Religious Education teaching, Inquiry learning and school culture.	1.2 Teachers embed relationship-based teaching practices and positive behaviour for learning systems and processes into their student interactions, to facilitate a positive, family-like learning environment where CLEAR values are a teaching focus aligned with our Special Catholic Character, Religious Education teaching, Inquiry learning and school culture.	1.2 Teachers embed relationship-based teaching practices and positive behaviour for learning systems and processes into their student interactions, to facilitate a positive, family-like learning environment where CLEAR values are a teaching focus aligned with our Special Catholic Character, Religious Education teaching, Inquiry learning and school culture.
1.3 Regularly monitor, analyse and reflect on school reward and behaviour management systems and processes to ensure that learning and behaviour expectations are actively taught and modelled, with Jesus as our model of loving compassion and social action.	1.3 Regularly monitor, analyse and reflect on school reward and behaviour management systems and processes to ensure that learning and behaviour expectations are actively taught and modelled, with Jesus as our model of loving compassion and social action.	1.3 Regularly monitor, analyse and reflect on school reward and behaviour management systems and processes to ensure that learning and behaviour expectations are actively taught and modelled, with Jesus as our model of loving compassion and social action.
1.4 Use Assessment for Learning systems and processes and to ascertain our success with our teaching and effectively identify next learning steps and share these with our students, empowering and encouraging them to be self-managed learners.	1.4 Use Assessment for Learning systems and processes and to ascertain our success with our teaching and effectively identify next learning steps and share these with our students, empowering and encouraging them to be self-managed learners.	1.4 Use Assessment for Learning systems and processes and to ascertain our success with our teaching and effectively identify next learning steps and share these with our students, empowering and encouraging them to be self-managed learners.

1.5 Develop priority goals with our community that will improve our students learning and physical environment, making the most of our school's assets. Create plans that will achieve these goals.	1.5 Consult with our community on our how we have actioned priority goals with our community that will improve our students learning and physical environment, making the most of our school's assets. Create plans that will achieve these goals. Plan new goals if all have been achieved.	1.5 Consult with our community on our how we have actioned priority goals with our community that will improve our students learning and physical environment, making the most of our school's assets. Create plans that will achieve these goals. Plan new goals if all have been achieved.
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STRATEGIC AIM 2:
Develop explicit teaching models for our core curricular of Religious Education, Literacy and Mathematics, developing scope and sequence lessons to facilitate optimum learning.

2024	2025	2026
2.1 Develop effective systems to track and record student learning ad achievement in Religious Education (develop a cyclical program that caters for our multi-level classrooms).	2.1 Embed effective systems to track and record student learning ad achievement in Religious Education (develop a cyclical program that caters for our multi-level classrooms).	2.1 Sustain effective systems to track and record student learning ad achievement in Religious Education (develop a cyclical program that caters for our multi-level classrooms).
2.2 Implement a common approach to teaching literacy by using a Structured Literacy approach to learning, using a scope and sequence methodology so that all students are given multiple opportunities to gain all necessary understandings and skills. (Aligning with Kahui Ako Goals and PLD)	2.2 Embed a common approach to teaching literacy by using a Structured Literacy approach to learning, using a scope and sequence methodology so that all students are given multiple opportunities to gain all necessary understandings and skills. (Aligning with Kahui Ako Goals and PLD)	2.2 Sustain a common approach to teaching literacy by using a Structured Literacy approach to learning, using a scope and sequence methodology so that all students are given multiple opportunities to gain all necessary understandings and skills. (Aligning with Kahui Ako Goals and PLD)
2.3 Implement a common approach to teaching Mathematics that incorporating a balanced program including mathematical skills, knowledge, problem-solving, critical thinking from a culturally appropriate perspective for our learners. (Aligning with Kahui Ako Goals and PLD).	2.3 Embed a common approach to teaching Mathematics that incorporating a balanced program including mathematical skills, knowledge, problem-solving, critical thinking from a culturally appropriate perspective for our learners. (Aligning with Kahui Ako Goals and PLD).	2.3 Sustain a common approach to teaching Mathematics that incorporating a balanced program including mathematical skills, knowledge, problem-solving, critical thinking from a culturally appropriate perspective for our learners. (Aligning with Kahui Ako Goals and PLD).
2.4 Develop and strengthen our relationships with our contributing early childhood centres, kindergartens and high schools, so that we are familiar with students' foundation learning and that our teaching is purposeful and preparatory for secondary education success. (Aligning with Kahui Ako Goals and PLD)	2.4 Embed and strengthen our relationships with our contributing early childhood centres, kindergartens and high schools, so that we are familiar with students' foundation learning and that our teaching is purposeful and preparatory for secondary education success. (Aligning with Kahui Ako Goals and PLD)	2.4 Sustain and strengthen our relationships with our contributing early childhood centres, kindergartens and high schools, so that we are familiar with students' foundation learning and that our teaching is purposeful and preparatory for secondary education success. (Aligning with Kahui Ako Goals and PLD)

2.5

Incorporate the AREA (Attendance, Retention, Engagement, Achievement) and Step Data evaluation analysis to identify trends that can then be addressed through changes and improvements to our management systems and processes, to maximise learning engagement and opportunities. (Aligning with Kahui Ako Goals and PLD / PB4L).

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Sustain the AREA (Attendance, Retention, Engagement, Achievement) and Step Data evaluation analysis to identify trends that can then be addressed through changes and improvements to our management systems and processes, to maximise learning engagement and opportunities. (Aligning with Kahui Ako Goals and PLD / PB4L).

STRATEGIC AIM 3:

Honour Te Tiriti by continuing to develop our bicultural competency and related teaching and learning practises, through meaningfully incorporating te Reo Māori and tikanga and refining our local curriculum content.

2024	2025	2026
3.1 Continue to develop our local curriculum that focuses on the unique history, industry, geography, resources and taonga of Motueka, using the Inquiry learning method and linking it to our Catholic Special Character, paying special attention to the history of mana whenua and current issues affecting them. (Aligning with Kahui Ako Goals and PLD)	3.1 Embed our local curriculum that focuses on the unique history, industry, geography, resources and taonga of Motueka, using the Inquiry learning method and linking it to our Catholic Special Character, paying special attention to the history of mana whenua and current issues affecting them. (Aligning with Kahui Ako Goals and PLD)	3.1 Sustain our local curriculum that focuses on the unique history, industry, geography, resources and taonga of Motueka, using the Inquiry learning method and linking it to our Catholic Special Character, paying special attention to the history of mana whenua and current issues affecting them. (Aligning with Kahui Ako Goals and PLD)
3.2 Develop our relationships with mana whenua through increasing our contact with our Marae, honouring the whenua (land) and involve our school community where possible in the design of our local curriculum, linking it back to our Catholic values, traditions and innovative actions. (Aligning with Kahui Ako Goals and PLD). Apply this to our through developing a "Garden to Table" program	3.2 Embed our relationships with mana whenua through increasing our contact with our Marae, honouring the whenua (land) and involve our school community where possible in the design of our local curriculum, linking it back to our Catholic values, traditions and innovative actions. (Aligning with Kahui Ako Goals and PLD). Apply this to our through developing a "Garden to Table" program	3.2 Sustain relationships with mana whenua through increasing our contact with our Marae, honouring the whenua (land) and involve our school community where possible in the design of our local curriculum, linking it back to our Catholic values, traditions and innovative actions. (Aligning with Kahui Ako Goals and PLD). Apply this to our through developing a "Garden to Table" program
3.3 Increase our use and understanding of te Reo Māori and tikanga in our classrooms, developing our cultural competency and enhancing our relationships with mana whenua and tangata whenua. (Aligning with Kahui Ako PLD)	3.3 Increase our use and understanding of te Reo Māori and tikanga in our classrooms, developing our cultural competency and enhancing our relationships with mana whenua and tangata whenua. (Aligning with Kahui Ako PLD)	3.3 Increase our use and understanding of te Reo Māori and tikanga in our classrooms, developing our cultural competency and enhancing our relationships with mana whenua and tangata whenua. (Aligning with Kahui Ako PLD)
3.4 Establish regular Kapahaka lessons run by expert, developing our staff's and students cultural competency and enhancing the mana of our students	3.4 Embed Kapahaka lessons run by expert, developing our staff's and students cultural competency and enhancing the mana of our students	3.4 Establish regular Kapahaka lessons run by expert, developing our staff's and students cultural competency and enhancing the mana of our students

STRATEGIC AIM 4:

Put into effect the Aotearoa-New Zealand Curriculum Refresh, aligning our practices accordingly.

2024	2025	2026
4.1 Develop our knowledge in regard to: the Understand, Knows and Dos of the Aotearoa-New Zealand Curriculum. Adapt our current teaching and learning programs to incorporate these. (Aligning with Kahui Ako Goals and PLD).	4.1 Embed our knowledge in regard to: the Understand, Knows and Dos of the Aotearoa-New Zealand Curriculum. Adapt our current teaching and learning programs to incorporate these. (Aligning with Kahui Ako Goals and PLD).	4.1 Sustain our knowledge in regard to: the Understand, Knows and Dos of the Aotearoa-New Zealand Curriculum. Adapt our current teaching and learning programs to incorporate these. (Aligning with Kahui Ako Goals and PLD).