

SPC ANNUAL PLAN FOR 2026 (INCLUDING PRINCIPAL NOTES FOR FEBRUARY 2026)

The format of the Principal's Report to the School Board will be refined as we move our School Board documents onto a Google Drive. I will be working with staff to adapt the Annual Plan and Principal's Report into a more streamlined format.

Strategic Aim 1. Sustain 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.

1.1 Teachers sustain Tō Tātou Whakapono 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.

Actions for 2026	Responsibility	Date – Review	Progress Notes
A) New teachers become conversant with each aspect of the Relationship Based Teacher's Profile (RBTP) and incorporate these practices in their teaching / linking this to our Positive Behaviour for Learning (PB4L) policies and procedures.	All Teachers		
B) Student voice is collected regularly to check that students know the purpose of their learning, what is to be learnt and their next steps.			
C) Student Voice for Religious Education could be sampled in a variety of ways, for example <i>Affective Domain</i> at the end of a Strand / Inquiry unit, through journaling and through direct questioning. This will then direct us in making decisions around our RE Assessment. We will record using photos, examples of student learning and student voice.			
D) Develop sound assessment for learning and evaluation practices for Religious Education so we can effectively monitor the success of our teaching and learning programs for R.E.			

1.2 Teachers incorporate relationship-based and positive behaviour for learning systems and processes into their teaching and learning programmes, to create positive, family-like learning environment where CLEAR values are a teaching focus and aligned with our Religious Education teaching, Inquiry learning and school culture.			
A) Teachers review the RBL (Relationship Based Learning) and RBTP (Relationship Based Teacher Profile) with new teachers to the school being introduced to this approach.			
B) Regular Buddy visits and observations between associate teachers and new teachers to SPC to be documented with modelling sessions offered when and where and for what as deemed appropriate for individual teachers.			
C) CRT to be used effectively by teachers to further enhance our relationships with students, our classroom practice and our use for assessment for learning. The principal is available to assist with any extra CRT required to facilitate best practice.			
1.3 Regularly monitor 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.			
A) Use Assessment for Learning practices to identify target students, conduct regular monitoring meetings to plan interventions and to evaluate effectiveness of teaching as Inquiry planning.			
B) Track assessment achievement / progress for our core curriculum areas of Writing, Reading and Mathematics at the end of each term and report these regularly to the Board.			
C) Use our Term Inquiries to create purposeful teaching and learning programmes, and to direct our assessments.			
D) Writing assessments will be a writing sample for Year 1 and 2. Year 3-8 will use <i>e-aTTle</i> writing assessment in Term 2 and Term 4 (becoming familiar and using the SMART assessment tool when this is made available to us – expected to be from the beginning of Term 2 2026)			
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.			
A) The principal to consult with Motueka Principals' Association, Hieke and Attendance Officer around raising and maintaining attendance.			
B) Once significant trends are identified, responsive action plans are developed and implemented.			

C) Data tracked to evaluate the effectiveness of actions taken.			
D) Implement the Attendance Management Plan and STAR as per Ministry of Education guidelines			
1.5 Establish and implement effective assessment and evaluation practices for Catholic Character by our School Board.			
A) Continue to develop the annual Catholic Character internal evaluation cycle at the Board level and staff level.			
B) Base our internal evaluation of our Catholic Character on Inquiry into one aspect of a Dimension.			
C) Catholic Character internal evaluation becomes part of the Board three year work plan.			
D) Internal evaluation of Catholic Character is used for school improvement, in that any identified areas for development become part of the Strategic Plan.			
1.6 Focus on Attendance to improve educational achievement and engagement.			
A) Concrete our attendance processes so they are clear for everyone.			
B) Communicate our effective attendance processes to our school community.			
B) Implement our attendance processes, analysing our attendance data to effectively target those who are not regularly attending.			
D) Address any issues that have been identified through our data analysis.			
E) Work with Attendance Services to support our school whanau to all achieve regular attendance.			

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, putting into effect the Curriculum Refresh.

2.1 Develop effective systems to track and record student learning and achievement in Religious Education (develop a cyclical program that caters for our multi-level classrooms).

Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Religious Education – tracking achievement objectives taught over the last 3 years and creating a cyclic programme to serve our multi-year classroom format.			

B) Review and brainstorm assessment opportunities during planning meetings – “begin with the end in mind” using achievement intentions.			
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.			
Actions for 2026	Responsibility	Date – Review	Progress Notes
A) MOE PLD Co-Hort 3, 3 Teachers to participate in PLD			
B) Senior Teacher Implement the Structured Literacy Approach in each class. Literacy will be taught, including Handwriting, Spelling, Morphology. In 2026 we will develop our whole class Writing instruction and Reading instruction further. Teachers will become familiar with what the expectations are for the different phases and what resources and planning, and implementation is needed to achieve aims.			
C)			
2.3 Implement a common approach to teaching Mathematics incorporating a balanced program including mathematical skills, knowledge, problem-solving, critical thinking from a culturally appropriate perspective for our learners.			
Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Teachers to attend two teacher only days for Mathematics Refresh in 2026 as mandated by Ministry of Education to use this time to explore the refreshed curriculum and align our teaching, learning, assessment and reporting practices accordingly			
B) Teachers to evaluate current Mathematics resources available to their students and formulate what new resources could be sourced to enhance their teaching and learning programs, putting to use any new resources introduced into their classrooms			
C) New teachers to SPC will become familiar and use new textbooks and online support programme for Maths, Oxford Mathematics and Statistics for Aotearoa-New Zealand. Teachers attend PLD sessions introducing resource.			
D) Regularly review our Mathematics curriculum content, planning and assessment practices this year to identify areas for improvement and share best practice strategies at our staff meetings.			

2.4 Develop and strengthen our relationships with our contributing early childhood centers, 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 Kāhui Ako Goals and PLD).

Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Junior classroom teacher visits ECCs before the beginning of our school year to drop off information and promotion material.			
B) Junior classroom teacher in regular communication with early childhood centers, in discussion with ECC staff regarding transition of students from ECC to school (<i>Learning Support Coordinator will be involved with priority learners' transition</i>).			
C) Junior classroom teacher to invite visits from ECC as is where and when appropriate.			
D) Senior classroom teacher establishing and maintaining communication and relationships with High School teaching staff (Year 9 Deans) of Motueka High School and Garin College.			
E) Senior classroom teacher shares data and information with High School teaching staff to facilitate the most positive transition of our Year 8 students to Year 9 (<i>Learning Support Coordinator will be involved with priority learners' transition</i>).			

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 maximize learning engagement and opportunities.

Actions for 2026	Responsibility	Date – Review	Progress Notes
A) National focus on Attendance – work with Attendance Officer to analyse attendance data.			

Strategic Aim 3: *Honour Te Tiriti by continuing to develop our bicultural competency and related teaching and learning practices, through meaningfully incorporating Te reo Māori and Tikanga and refining our local curriculum content.*

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.			
Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Placed-based education opportunities planned and implemented for example: during overnight camps, EOTC trips to places of cultural significance and or historical importance.			
B) NZ School Journal, Connected Journal / content focused on Māori stories used through our Literacy program (especially local history, pūrākau and articles).			
C) Incorporate learning about the history of St Peter Chanel School, St Peter Chanel Church and the local history of the evangelization of Te Tau Ihu. Special celebrations and learning around the feast days of St Peter Chanel April 28 th and St Mary MacKillop 9 th August.			
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 Kāhui Ako Goals and PLD).			
A) Arrange a visit to Te Awhina Marae to view the taonga of the hikoi of Te Atiawa to our Rohe. Year 5-8? Whole school? Inquire about also visiting the Church during the visit and the history and significance for the Marae of having its' own Church.			
B) Year 8's visit the Resurgence (Puna) at end of the year for blessing.			
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 Kāhui Ako PLD).			
Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Te Reo Māori taught and used within classrooms along with tikanga to enhance our students learning, language skills and identity.			
B) Classroom displays and environment reflect the bicultural nature of Aotearoa.			

Strategic Aim 4: Give effect to our school community consultation, being responsive to their expressed needs and wants.			
4.1 Embed the priorities of our school community into our strategic planning to better reflect their stated needs and wants, incorporating these into our annual planning.			
Actions for 2026	Responsibility	Date – Review	Progress Notes
A) Cultural competency, continue staff and students' growth and development			
B) New Uniform rolled out and consistently worn correctly.			
C) Develop our playground further to engage our students.			
D) Develop more shade areas in the playground.			
E) Develop our school garden so it is fully functioning and easier to manage.			
4.2 Embed actions to bring about the stated educational needs and wants of our school community.			
A) Continue to invest in our Kapahaka group with expert support, developing our cultural competency and Te reo Māori.			
B) Share with our community the ways in which we provide extension for students.			
C) Ensure that our community is fully informed of all aspects of our Health programme and how Religious Education fits into this curriculum.			
D) Source and resource a Te Reo Māori expert tutor employed for staff and students.			
F) Ensure that Science features as part of our Inquiry learning.			

Student Achievement Targets for our core learning subjects of RE, Reading, Writing and Mathematics will be prepared by the senior management team and will be shared at the next School Board Meeting.

<i>Student Achievement Target 2026 – Special Character</i>	
Annual Target We aim for 90% of our students to be achieving at the expected curriculum level in Religious Education.	
Historical Position Data from end of 2025 91% of student are achieving at or above the expected curriculum level, 9% with achieving below. Achievement remained close to Term 3 – but we had more students achieving Above the expected level by the end of the year. As we have students who have not attended a Catholic school before, they are doing very well with increasing their understanding of and engagement in the RE learning offered to them. Of the 9 students achieving below the expected curriculum level, no Māori or Pacifica students were achieving below.	
<i>Actions for 2026</i>	Progress Notes

<i>Student Achievement Target – Literacy – Writing</i>	
Annual Target This year we are aiming for 85% of our students to be achieving at the expected level in Writing.	
Historical Position from end of year data 2025 77%% of students are achieving at or above the expected curriculum level, with 23% of students achieving below. A slight increase in achievement from Term 3. Out of the 18 students achieving below, 4 are Māori (3 male and 1 female), equating to 22% of the students below, falling within the expected parameters within our school community. Continued targeted acceleration programs for Māori will be required for us to maintain our equity. Out of the 18 students achieving below, 1 was Pacifica (female) representing 5% of those below. We will continue to target priority learners to improve their achievement in Writing.	
<i>Actions for 2026</i>	Progress Notes
To collect writing samples and evidence across the whole-school and analyse them to inform explicit teaching and regularly monitor students’ learning and rates of progress.	

Student Achievement Target – Literacy – Reading

Annual Target

- This year we are aiming for **90%** of our students to be achieving at the expected level in Reading.

Historical Position Reading from end of year data 2025

83% of students are achieving at or above the expected curriculum level, **17%** with achieving below.

An increase in achievement from Term 3. Our target of 85% or above is still achievable by the end of the year.

Of the **13** students achieving below the expected curriculum level, 2 are Māori (one male, one female) representing 16% of those below and **1** was Pacifica (female), indicating 16% of those below, were Māori, and 8% below were Pacifica. Of those achieving 20 students achieving above in Reading, there were 2 Pacifica students (female), representing 10% of those above and one Māori student (male), representing 5% of those above. These results indicate that our Māori and Pacifica students are being offered equitable teaching and learning programs and materials in Reading.

Actions for 2026

Progress Notes

Student Achievement Target – Mathematics

Annual Target

This year we are aiming for **90%** of our students to be achieving at the expected level in Mathematics.

Historical Position Mathematics 2025

84% of student are achieving at or above the expected curriculum level, with **16%** achieving below.

A small decrease in achievement from Term 3. Teachers are mastering their knowledge of the new Mathematics curriculum as we are developing our resource base as we implement it.

Of the 12 below students, **3** were enrolled Māori, (two male, one female), representing 25% of those below and 1 student (female) who was enrolled as Pacifica. We also had 2 enrolled Māori students (male) achieving above (representing 18%) and one enrolled Pacifica student (female) achieving above in Mathematics (representing 9% of those above).

This suggests that the majority of our students see themselves as Mathematicians.

Actions for 2026

Progress Notes

To collect Math assessment data regularly and analyse it to inform explicit teaching and monitor students' learning and rates of progress.