

2024-2026 Strategic Plan

TE KURA O TE MANAWA TAPU

WHAKAUTE- RESPECT | MANAWAROA- RESILIENCE | WHANAUNGATANGA- RELATIONSHIP



THROUGH CHRIST
we are COMMITTED to
TE TIRITI O WAITANGI

SPECIAL CHARACTER

- LIVING AND
LEARNING OUR
CATHOLIC FAITH

TEACHING AND LEARNING

- STRENGTHEN PRACTICE
AND PEDAGOGY FOR
IMPROVED LEARNER
OUTCOMES

BELONGING

- DEVELOP A
CULTURALLY RESPONSIVE
AND INCLUSIVE LOCALISED
CURRICULUM

OUR VISION:
BUILDING A FUTURE
THROUGH FAITH, LEARNING
AND COMMUNITY.



Annual Plan 2026

THROUGH CHRIST WE ARE COMMITTED TO TE TIRITI O WAITANGI AND WE DEVELOP OUR:

Special Character- Living and Learning our Catholic Faith

Goals:

-Ensure Catholic Character is embedded, valued and visible

-Undertake Special Character review

Goals	Actions	When	Who	Measures of Success
1.1 Ensure Catholic Character is embedded, valued and visible	Continue to celebrate, include and support our ethnic diversity; meeting their needs.	Term 1-4	Director of Religious Studies Ellen	<ul style="list-style-type: none"> -All families feel a sense of belonging and all ethnic voices are acknowledged. -Self-review of the effectiveness and growing knowledge of the wider school community. -All teachers use the new RE curriculum and support materials to inform planning and teaching. -The Catholic worldview continues to be a key aspect of curriculum planning and is reflected in learning contexts as appropriate. -Children and the community can recall the values and vision
	The school environment fosters successful opportunities for all people to grow in faith.	Term 1-4	DRS Ellen	
	Enrich our knowledge and teaching of To Tatou Whakapono Our Faith (RE curriculum Year 1-6).	Term 1-4	DRS Ellen	
	Our school values and vision are known throughout the school community.	Term 1-4	ALL	
1.2 Undertake Special Character review	Complete self-review on effective assessment using To Tatou Whakapono, Our Faith, with an Assessment For Learning lens.	Term 3/4	DRS Ellen	-Self review is completed, analysed and reported back to Board and Bishop
	Review of school policies to ensure Catholic Character underpins all policies and procedures	Term 1-4	Board	-All relevant policies and procedures have been reviewed by the Board and Principal

Teaching and Learning

Goals:

-strengthen practice and pedagogy for improved learner outcomes

Goals	Actions	When	Who	Measures of Success
1.1 strengthen practice and pedagogy for improved learner outcomes	Embed Structured Literacy to raise reading and writing achievement in Years 1-6. Continue using Ideal (Learning Matters) for spelling which will support literacy learning.	Term 1-4	ALL	PLD is provided to all teachers as appropriate to ensure they have a shared understanding of the approach and practice is consistent across the school. Achievement data shows improved outcomes for learners. Observations, walk-throughs, learner voice and planning show that Structured Literacy is being implemented across the school.
	Raise achievement levels in Mathematics, Begin to implement the new Curriculum. Use a variety of resources to support delivery of the new curriculum.	Term 1-4	ALL	PLD is provided to all teachers in the new Mathematics Curriculum. Achievement data shows improved outcomes for learners. Observations, walk-throughs, learner voice and planning show that a successful mathematics programme is being implemented across the school.
	Embed key assessment for learning strategies to grow teacher practise and pedagogy and develop student agency	Term 1-4	ALL	Learner voice demonstrates that they are familiar with the self-review of learning. Growth of student agency seen in our ākongā.
	Continue to unpack relevant and current Te Mataiaho new curriculum documents.	Term 1-4	ALL	PLD is conducted with all teachers. The curriculum is a guiding document around our approaches to teaching and learning for all ākongā. Planning and reporting show that the curriculum is being implemented across the school and is informing teaching and learning decisions. All teachers use the new RE curriculum and support materials to inform planning and teaching. The Catholic worldview continues to be a key aspect of curriculum planning and is reflected in learning contexts as appropriate.
	Implement a coaching model for professional development and professional growth cycles.	Term 1-4	Principal	PLD is conducted with the Principal All teachers to learn how to coach through staff meetings

Belonging

Goals:

-Ensure all families have a sense of belonging by developing a culturally responsive and inclusive localised curriculum

Goals	Actions	When	Who	Measures of Success
1.1 Develop a culturally responsive and inclusive localised curriculum	Grow a deeper understanding of Sacred Heart Schools local history through connections with Parish, Iwi, Community.	Term 1-4	ALL	Links to Parish, Iwi and Community visible. Shared whānau and school understanding of our local history.
	Use Sacred Heart Schools Cultural Narrative to support our local curriculum development.	Term 1-4	Ellen	Visible in Local Curriculum document.
	Strengthen Whanau engagement and understanding of local curriculum through educating around the changes and refreshments	Term 1-4	ALL	Shared whānau understanding of the changes to the curriculum.
	Continue with the use of Te-Reo, Tikanga and Waiata within the class and whole school.	Term 1-4	Ellen/Staff	Culturally responsive practice is evident in all classrooms.
	Whanau voice is sought through consultation to inform our local curriculum	Term 1-4	ALL	Shared whānau understanding of our assessment and reporting system. Parents, whānau and the community voice is increasingly visible in school as it contributes to the learning outcomes.
	All cultures and voices are recognised and consulted on to ensure full engagement and learning for all of our students	Term 1-4	ALL	Culturally responsive practice is evident in all classrooms.
	Monitor and understand attendance rates with a view to assess areas of potential improvement, using our AMP.	Term 1-4	ALL	Attendance numbers improve

Annual Target 2026 Learning and Teaching- Literacy and Mathematics

Strategic Goal

- strengthen practice and pedagogy for improved learner outcomes

Annual Target

That overall 80% of all our students will achieve at or above their New Zealand Curriculum Level in Reading, Writing and Mathematics.

Specific Target(s)

- To raise achievement for identified target groups of learners who did not achieve at or above their New Zealand Curriculum Level including a specific target on our Māori and Pacifica learners.
- To maintain the number of students achieving above their New Zealand Curriculum Level.

Baseline Data

- See bottom of document

Key Improvement Strategies

Throughout the year the following will be used to achieve targets:

Literacy:

- Professional development for all staff to continue to confidently use Structured Literacy pedagogies, with emphasis on writing.
- Baseline and post data collected to see any impact.
- Improved support programmes and teacher practice having an impact on student outcomes.
- ESOL programmes to align with class teaching.
- Meetings to track interventions throughout each term.
- Target Student meetings to monitor progress and interventions.
- Assessment For Learning implemented across the school

Numeracy:

- Professional development for all staff
- A school wide review of our Mathematics programme looking at best fit using effective teacher practice, achievement data and research.
- Baseline and post data collected to see any impact.
- Meetings to track interventions throughout each term.
- Target Student meetings to monitor progress and interventions
- Assessment For Learning implemented across the school

Monitoring:

Ideal platform spelling testing, Probes, PMs, E-asTTle, SMART tool

Resourcing:

Ideal structured literacy platform and PLD, TA time for 1-1 support, Professional development in Mathematics, specifically Numicon.

Sacred Heart School Board - Action Plan 2026

Key responsibilities	Term 1	Term 2	Term 3	Term 4
Meeting dates	<p>Wednesday 25th February – 5:30pm Final strategic review and adoption-send agree, plan out for parent consultation Wed 25th March 5:30pm Analysis of variance for 2025</p>	<p>Wed 20th May 5:30pm Wed 24th June 5:30pm Student achievement data (mid year progress data)</p>	<p>Wed 5th August 5:30pm Wed 16th September 5:30pm</p>	<p>Wed 4th November 5:30pm Wed 9th December 5:30pm 2026 annual budget approved student progress and achievement presented to Board in draft</p>
Curriculum	<p>Principal to report on curriculum review and development as part of report to Board</p> <p>Principal to report on PLD as part of report</p>	<p>Principal to report on curriculum review and development as part of report to Board</p> <p>Principal to report on PLD as part of report</p>	<p>Principal to report on curriculum review and development as part of report to Board</p> <p>Principal to report on PLD as part of report</p>	<p>Principal to report on curriculum review and development as part of report to Board</p> <p>Principal to report on PLD as part of report</p>
Student achievement reviews Reporting student progress and achievement	<p>2026 targets for raising student achievement presented to Board as part of annual plan – March meeting</p> <p>Three way conferences and goal setting interviews held across the school.</p> <p>Review any relevant Board policies as per the review cycle</p>	<p>Reports to parents</p> <p>Review any relevant Board policies as per the review cycle</p>	<p>Progress report on student achievement</p> <p>Review any relevant Board policies as per the review cycle</p> <p>Three way conferences and goal setting interviews held across the school.</p>	<p>2025 school wide student achievement data against curriculum expectations presented to Board</p> <p>Review any relevant Board policies as per the review cycle</p> <p>Reports to parents</p>

<p>Planning and policy reviews</p> <p>School self review</p>	<p>Annual plan (inclusive of school wide targets for raising achievement presented to Board, MoE (May 31st) and finally the wider school community (consultation evening)</p> <p>Board Governance policies and procedures reviewed and agreed at Feb meeting</p> <p>Review and plan consultation meetings and school survey programme for 2025</p> <p>Review Board policies and procedures as per the review cycle</p>	<p>Progress report on 2026 strategic aims</p> <p>Annual Financial report for 2025 to MoE by 31st May</p> <p>Assurance reports completed and presented for Sections 1,2,3</p> <p>2027 strategic plan review process – including consultation (refer to expectations received from MOE)</p> <p>Review Board policies as per the review cycle</p>	<p>Progress report on 2026 strategic aims</p> <p>2027 strategic plan review process – including consultation (refer to expectations received from MOE)</p> <p>Review Board policies as per the review cycle</p>	<p>Progress report on 2026 strategic aims</p> <p>Revisit 2027 annual plan development Present the draft 2027 revised strategic and annual plan for review at December meeting.</p> <p>Assurance reports completed and presented for Sections 4,5,6</p> <p>Review Board policies as per the review cycle</p>
<p>Community Consultation</p>	<p>2025 Student achievement data presented to the school community</p>	<p>Curriculum consultation evening</p>	<p>Strategic plan review process – including consultation strategy</p> <p>Maori / Pasifika hui on student achievement with whanau.</p> <p>Wellbeing at School Survey completed (students and staff)</p>	<p>Strategic plan review process – including consultation strategy completed</p>
<p>BOT- Professional Development</p>			<p>Student achievement - How we plan to meet the needs of all students.</p>	
<p>Personnel</p>	<p>Principal's professional growth cycle agreed and signed off by Board Chair</p> <p>Principal meeting with appraiser</p>	<p>Staff Professional Growth Cycle ongoing</p> <p>Principal meeting with appraiser</p>	<p>Staff Professional Growth Cycle ongoing</p> <p>Principal meeting with appraiser</p>	<p>Principal's appraisal final report presented to the board</p> <p>Principal's report to include confirmation that staff appraisal has been completed</p> <p>Present draft staff Professional development programme for 2027</p>

Finance and property	<p>Begin the audit process</p> <p>Present monthly budget reports at each meeting.</p> <p>Present property reports at each meeting.</p> <p>Review relevant Board policies and procedures as per the review cycle</p> <p>Review delegations and committees as per procedures manual at Feb meeting</p>	<p>Budget review and forecasting for second half of the school year.</p> <p>Present monthly budget reports at each meeting.</p> <p>Present property reports at each meeting.</p> <p>Review relevant board policies and procedures as per the established review cycle.</p>	<p>Present monthly budget reports at each meeting.</p> <p>Present property reports at each meeting.</p> <p>Review relevant BOT policies and procedures as per the established review cycle</p>	<p>Commence budget process for 2027</p> <p>2027 draft budget presented and accepted at Nov BOT meeting.</p> <p>Present monthly budget reports at each meeting</p> <p>Present property reports at each meeting</p> <p>Assets reconciliation completed</p> <p>Review relevant BOT policies and procedures as per the established review cycle</p>
Health and safety	<p>Refer to property report for any environmental health and safety reports</p> <p>Health and Safety Report presented at each meeting</p> <p>Review relevant Board policies as per established policy review cycle.</p>	<p>Refer to property report for any environmental health and safety reports</p> <p>Health and Safety Report presented at each meeting</p> <p>Review relevant Board policies as per established policy review cycle</p>	<p>Refer to property report for any environmental health and safety reports</p> <p>Health and Safety Report presented at each meeting</p> <p>Review relevant Board policies as per established policy review cycle</p>	<p>Refer to property report for any environmental health and safety reports</p> <p>Health and Safety Report presented at each meeting</p> <p>Review relevant Board policies as per established policy review cycle</p>
Administration /legislation	<p>Board Annual Financial Report for 2025 year presented and adopted / submitted to MoE by 31st May Put on website as legislated</p> <p>Term four 2025 attendance report tabled at March meeting</p> <p>March roll return to be signed and submitted to MoE</p> <p>Review relevant Board policies as per established policy review cycle.</p>	<p>July roll return to be signed and submitted to MoE</p> <p>Term one review and report on attendance presented to Board</p> <p>Term report on teacher registrations presented in Principal's report</p> <p>Review relevant Board policies as per established policy review cycle</p>	<p>Start and end dates for 2027 – set by Board</p> <p>Term two review and report on attendance presented to Board</p> <p>Term report on teacher registrations presented as part of Principal's report</p> <p>Review relevant Board policies as per established policy review cycle.</p>	<p>Board meeting dates for 2027 set in November meeting</p> <p>Term three review and report on attendance presented to Board</p> <p>Term report on teacher registrations presented as part of Principal's report</p> <p>Review relevant Board policies as per established policy review cycle.</p>

End Year Achievement data 2025

Percentage of students 'proficient and exceeding'

	READING	WRITING	MATHS
All Students	75%	75%	61.11%
Gender			
Female (42)	78.57%	78.57%	61.90%
Male (30)	70%	70%	60%
Year Level			
1 (8)	37.5%	62.5%	62.5%
2 (13)	61.5%	53.84%	38.46%
3 (7)	85.7%	57.14%	42.85%
4 (14)	78.57%	78.47%	57.14%
5 (7)	85.7%	85.71%	28.57%
6 (17)	82.35%	88.23%	88.23%
Ethnicity			
Asian (42)	64.29%	59.52%	59.52%
Maori (4)	60%	60%	40%
NZEuro (19)	94.74%	94.74%	73.68%
Pasifika (6)	100%	83.33%	16.6%
Other (1)	100%	100%	100%

Comparing Mid to End data shift

Reading	Mid	End	Shift
	75.38%	75%	-0.38%
Writing			
	66%	75%	+9%
Maths			
	60%	61.11%	+1.11%