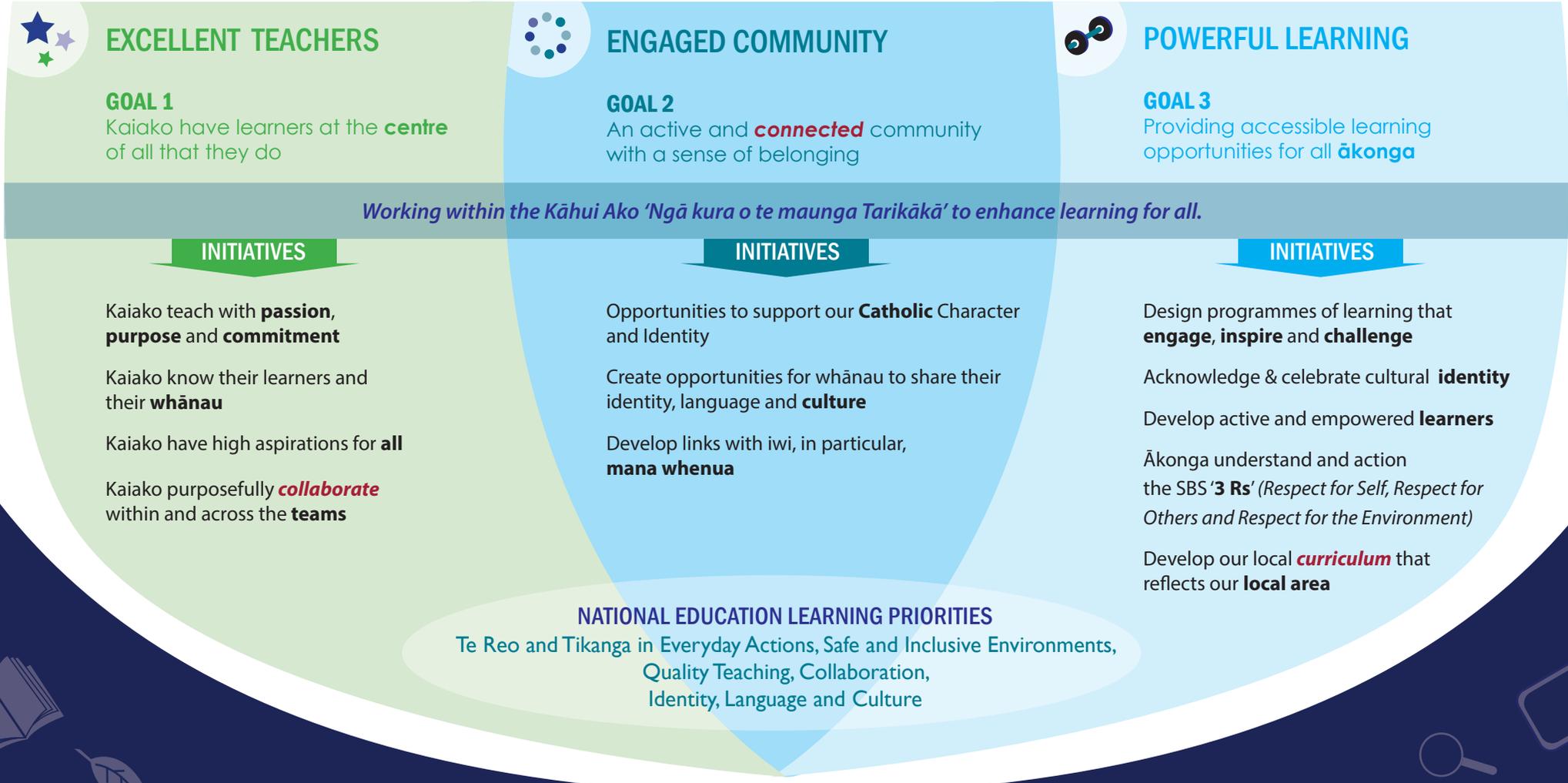




St Brigid's School Strategic Plan 2024-2025

Honouring our Commitment to Te Tiriti o Waitangi





GOAL 1 - EXCELLENT TEACHERS

Kaiako have learners at the **centre** of all that they do

| INITIATIVES | 2024 ACTIONS | SUCCESS MEASURES |
|---|---|---|
| <p>1.1 Kaiako teach with passion, purpose and commitment</p> | <ul style="list-style-type: none"> ▣ Kaiako attend Hubs of Interest regularly (Kāhui Ako) ▣ Wellbeing tools are explored (Kāhui Ako) ▣ Kaimahi engage in Professional Development opportunities and implementing best practice (e.g. IYT, ASD, etc) | <ul style="list-style-type: none"> ▣ Kaiako will increase capabilities with noticing and addressing all ākonga needs ▣ Kaiako feel supported and confident in their practice through collaborating with their team and the wider staff |
| <p>1.2 Kaiako know their learners and their whānau</p> | <ul style="list-style-type: none"> ▣ Strengths-based approach to understanding student needs ▣ Kaiako seek out and use innovative assessment tools ▣ Kaiako use achievement and progress data to effectively evaluate the impact of teaching and learning interventions ▣ Focused attention on our priority learners and target cohort | <ul style="list-style-type: none"> ▣ Priority students are well-known and their needs and progress is effectively tracked and discussed ▣ Kaiako will increase their knowledge of best practice with the professional learning opportunities on offer ▣ All ākonga are known, seen and celebrated for who they are and what they contribute as a valued member of our kura |
| <p>1.3 Kaiako have high aspirations for all</p> | <ul style="list-style-type: none"> ▣ Kaimahi further develop in cultural competency ▣ Teams work together to ensure equity for students ▣ Kaimahi ensure that programmes of learning are flexible, responsive and inclusive and students can achieve to their potential | |
| <p>1.4 Kaiako purposefully collaborate within and across the teams</p> | <ul style="list-style-type: none"> ▣ Provide effective induction for new staff ▣ Build relationships across the staff, practising gratitude ▣ Regular team and staff reflection on collaborative practices ▣ Embed the “our children” mindset ▣ Plan for purposeful engagements across the kura (buddy reading, whole-kura events) | |



GOAL 2 - ENGAGED COMMUNITY

An active and **connected** community with a sense of belonging

| INITIATIVES | 2024 ACTIONS | SUCCESS MEASURES |
|---|--|--|
| <p>2.1 Opportunities to support our Catholic Character and Identity</p> | <ul style="list-style-type: none"> ▣ Strengthening our relationships with St Benedict’s School, St Mary’s College, St Patrick’s College, Bishop Viard ▣ Establishing a relationship with our new Parish Priests ▣ Maintaining our relationship with Challenge 2000 ▣ Community Outreach - Strengthen connection with St Vincent de Paul ▣ Building Families of Faith Programme for Years 0-3 parents with ADW | <ul style="list-style-type: none"> ▣ Effective transition for our ākongā moving to College ▣ Relationships are strengthened with the Parish, Challenge 2000 and St Benedict’s School ▣ Participation of whānau in programmes offered to build families of faith |
| <p>2.2 Create opportunities for whānau to share their identity, language and culture</p> | <ul style="list-style-type: none"> ▣ Strengthening the sense of identity of Māori learners, as well as broadening opportunities for students to learn, participate and understand Aotearoa New Zealand’s dual culture (e.g. annual whole kura Matariki Celebration, te Wiki o te reo Māori) ▣ Provide the opportunity for kaimahi and whānau to engage together in te reo Māori learning (e.g. Kāuru) ▣ Strengthening the sense of identity of Pasifika learners (e.g. Tapasā and Pasifika Action Plan PD, HOI) ▣ Re-establish a Friends and Whānau Group that supports community connection and fundraising initiatives (e.g. St Brigid’s Kapa Haka Festival, Colour Run) | <ul style="list-style-type: none"> ▣ We have a proactive community who feel valued and belong ▣ Whānau have the opportunity to engage in te reo Māori learning together with the staff to develop their knowledge and ability speaking te reo ▣ Our participation in the Kāhui Ako supports the strengthening of relationships with mana whenua |
| <p>2.3 Develop links with iwi, in particular, mana whenua</p> | <ul style="list-style-type: none"> ▣ Kaiako embrace the 2nd year of the Kura Ahurea Programme (Kāhui Ako) ▣ Consult with mana whenua and whānau in preparation for creating a kura haka and the kura motto in te reo Māori | |



GOAL 3 - POWERFUL LEARNING

Providing accessible learning opportunities for all ākonga

| INITIATIVES | 2024 ACTIONS | SUCCESS MEASURES |
|--|---|--|
| <p>3.1 Design programmes of learning that engage, inspire and challenge</p> | <ul style="list-style-type: none"> □ Knowing our learners’ needs and interests, and implementing appropriate and timely interventions □ Developing consistency around Inquiry pedagogy □ A structured literacy approach across the school □ Murray Gadd Writing Professional Development for our Y4-8 kaiako □ Continue to embed the Maths DMIC approach across the school | <ul style="list-style-type: none"> □ Increased opportunities for ākonga to be agentic |
| <p>3.2 Acknowledge & celebrate cultural identity</p> | <ul style="list-style-type: none"> □ Our Units of Inquiry have a cultural lens for students to build further understanding of their own culture and that of others □ Ākonga design and create visual representation to celebrate the cultures of kura | <ul style="list-style-type: none"> □ Ākonga are actively involved in their learning, identifying goals and next steps |
| <p>3.3 Develop active and empowered learners</p> | <ul style="list-style-type: none"> □ Seek opportunities for successful cultural role models to work with ākonga (sport, the arts, science, etc) □ Teach ākonga the skills of collaboration so that they can effectively contribute □ Kaimahi collect student voice to co-construct the learning in order to improve engagement and participation | <ul style="list-style-type: none"> □ Who we are as a school community is visible around the school □ Our classrooms and playground will be more respectful and inclusive |
| <p>3.4 Ākonga understand and action the SBS ‘3 Rs’ (Respect for self, others and the environment)</p> | <ul style="list-style-type: none"> □ With their classes, Kaimahi explore the meaning of respect in the school and classroom contexts, upholding our kura’s respect expectations □ Ākonga demonstrate daily understanding of respect of self, others and environment | <ul style="list-style-type: none"> □ Whānau and community have a greater understanding of the school’s local curriculum through platforms such as Seesaw, Open afternoons |
| <p>3.5 Develop our local curriculum that reflects our local area</p> | <ul style="list-style-type: none"> □ Action the feedback received from the community (Health Consultation, 2023 Whānau Survey, Fono and Hui Whānau) □ Kaimahi learn about the historical landmarks of the local area in order to teach ākonga about our local history □ Expose our ākonga to the rich historical stories, waiata, karakia and stories of the local area (Kura Ahurea) | <ul style="list-style-type: none"> □ Feedback from our community is embedded and visible □ Opportunities are created for ākonga to experience authentic place-based learning |