



Vision – Core Values, Purpose & Mission

Core Values



Purpose

Learning Together with Strength of Character and Gentleness of Heart



Mission



M1 - EXCELLENT TEACHERS

Kaiako have learners at the centre of all that they do



M2 - ENGAGED COMMUNITY

An active and connected community with a sense of belonging



M3 - POWERFUL LEARNING

Providing accessible learning opportunities for all ākonga



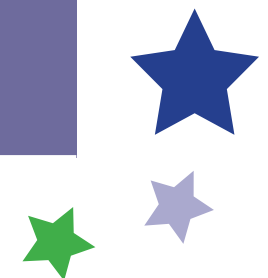
Strategic Goals (2026 – 2028)



M1: EXCELLENT TEACHERS

Kaiako have learners at the centre of all that they do

To achieve this we will		Our measures, evidence and process
A	Kaiako knowledge and practice aligns with the new curriculums and assessment tools	<ul style="list-style-type: none"> Student progress and achievement data Classroom programmes aligned to NZC and differentiated to meet the diverse needs of ākonga Data-informed decision making
B	Kaimahi deepen understanding of how they meet the needs of neurodivergent ākonga	
C	Attendance initiatives are embedded	<ul style="list-style-type: none"> Implementation of Attendance Management Plan Regular student attendance at or above 85%
Foundation curriculum policy statements SchoolDocs curriculum policy		National curriculum statements NZC
		National Education Strategies Ka Hikitia, Pacific Education Plan, Oranga Tamariki Action Plan, Learning Support Action Plan





Strategic Goals (2026 – 2028)



M2: ENGAGED COMMUNITY

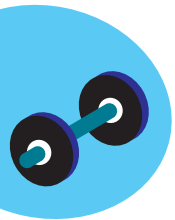
An active and connected community with a sense of belonging

To achieve this we will		Our measures, evidence and process
A	Strengthen our community service framework	<ul style="list-style-type: none"> Scope and sequence
B	Grow key connections	<ul style="list-style-type: none"> Productive relationships with other Catholic schools, our Parish, Challenge 2000 and Tarikākā Cluster Schools Effective transition for our ākonga moving to College
C	Strengthen the sense of belonging for Māori and Pacific learners	<ul style="list-style-type: none"> Kura haka as a significant part of school culture Kura motto developed in consultation with iwi
D	Acknowledge and celebrate all cultures within the school	<ul style="list-style-type: none"> Opportunities for whānau to come together regularly Cultural visibility around the school including bringing the language weeks of our students’ cultures to life
Foundation curriculum policy statements SchoolDocs curriculum policy		National curriculum statements NZC
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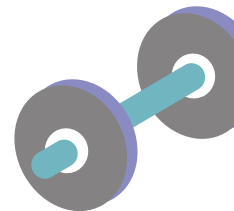
Strategic Goals (2026 – 2028)



M3: POWERFUL LEARNING

Providing accessible learning opportunities for all ākonga

To achieve this we will		Our measures, evidence and process
A	Implement a Graduate Profile	<ul style="list-style-type: none"> Aligned understanding of Graduate Profile expectations
B	Ensure our high expectations are the heartbeat of our kura	<ul style="list-style-type: none"> Everyone intrinsically meeting high expectations
C	Develop a discovery / prayer garden for our kura	<ul style="list-style-type: none"> Garden being actively used and maintained
D	Embed our pūrākau, waiata and karakia	<ul style="list-style-type: none"> Ākonga can recall and make links to pūrākau, waiata and karakia Pūrākau visible around the school
Foundation curriculum policy statements SchoolDocs curriculum policy		National curriculum statements NZC
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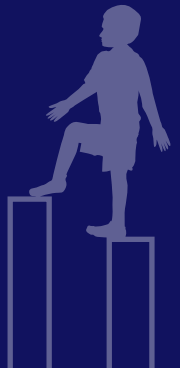
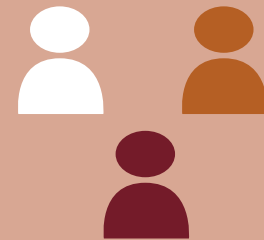
Priorities



Priority 1 Use the implementation of the new curriculum to grow existing practice



Priority 2 Build a school culture that fosters a sense of belonging for all





Priority 1 Use the implementation of the new curriculum to grow existing practice

Success is...

Teachers utilising a common approach when planning and delivering learning. They are drawing on their professional knowledge and skills to meet the diverse needs of ākonga.

Coherent and consistent learning programmes contributing to increased levels of student achievement.

The English Language Learning Progressions (ELLP) fully utilised to support and respond to the needs of ākonga.

Strategic Links

M1 - A, B

M2 - C, D

M3 - A, B, C



INTERNAL THREATS

Change can be challenging - especially for those who have been successful with the status quo.

Staff feeling overwhelmed by the speed of the curriculum changes.

People coming on board at differing rates.

Professional learning not translating into classroom practice.



EXTERNAL THREATS

The significant investment required to implement the continuously changing government priorities and initiatives.

Ongoing mandated use of a 'programme' for teaching Mathematics and Literacy.



WAYPOINTS

Curriculum overview for every learning area completed. Planning expectations revised and aligned to curriculum overview.

Reporting to parents reflecting government expectations and aligned to curriculum overview.

Teachers are effectively using the Maths No Problem Scope and Sequence to guide high-quality Mathematics instruction.



BUILDING ON VICTORIES

High levels of compliant student behaviour.

Staff who are highly committed to their jobs.

Teachers demonstrate a strong culture of collaboration and mutual support when implementing change.

The changes introduced so far have been successful, contributing to positive expectations for future initiatives.



RESOURCES

Tarikākā Cluster initiatives focused on 'Inclusion' in 2026

PLD facilitators

PD Budget

Curriculum resources

Leadership Team



TACTICS

Giving Effect to Te Tiriti o Waitangi.

All teachers complete Massey University's Structured Literacy programme.

Teacher Only Days, Staff Meetings and Team Meetings



Priority 2 Build a school culture that fosters a sense of belonging for all

Success is...

Whānau acknowledged as valued partners in the learning process with regular updates about what their children are learning and the progress being made.

Strong community involvement, with meaningful contributions to the school across all aspects of school life.

Students engaged in their learning with improved attendance as evidence.

Strategic Links

M1 - B, C

M2 - A, B, C, D

M3 - B, C, D



INTERNAL THREATS

Kaimahi not acknowledging the important role of whānau in children's learning.

Kaimahi and whānau not valuing and supporting the school's direction and focus on culture.

Kaimahi reluctance to optimise whānau connection opportunities.



EXTERNAL THREATS

Stakeholders being unavailable as opportunities arise.

The significant investment required to implement the continuously changing government priorities and initiatives.



WAYPOINTS

Why / How / What developed for Kia Mau, whānau hui and Pasifika groups.

The pūrākau is woven into the curriculum.

The pūrākau is visible in classrooms, corridors and staffroom

Regular whole school attendance at or above 85%.



BUILDING ON VICTORIES

A positive culture is evident within the school and extends into the wider community.

Change initiatives underpinned by stakeholder feedback.

Students are able to articulate school values.

School values are central to the way we do things.



RESOURCES

Tarikākā Cluster initiatives

Seesaw subscription

School communication systems and practices

School budget for hospitality / hui opportunities

Leadership Team



TACTICS

Giving Effect to Te Tiriti o Waitangi.

Celebrate and encourage high attendance, focusing on reducing unjustified absences.

Teacher Only Days, Staff Meetings and Team Meetings