

St Michael’s Catholic School – Strategic, Annual Implementation, and Success Plan 2026

Principal: Rachael McLanachan | Board Chair: Angela Smith-Bigwood | Review Date: December 2026

1. Vision & Mission

St Michael’s Catholic School provides a Christ-centred education where students are nurtured to grow in faith, learning, and service. Guided by the Mercy Charism, our mission is to empower every learner to reach their potential through excellence, equity, and love.

School Values: Service | Tika | Aroha | Respect|

2. Strategic Goals (2023–2025 Framework continued into 2026)

- 1. **Special Character** – Strengthen our Catholic faith and Mercy Charism through authentic experiences of prayer, service, and reflection.
- 2. **Learners at the Centre** – Deliver structured, high-impact teaching that accelerates achievement in Reading, Writing, and Mathematics.
- 3. **Barrier-Free Access** – Ensure equitable learning opportunities and wellbeing for all learners. (Attendance management plan)
- 4. **Quality Teaching & Leadership** – Build teacher capability and leadership through collaboration and evidence-based practice.
- 5. **Community and Cultural Partnerships** – Deepen relationships with whānau, iwi, and parish to create belonging and shared responsibility.

3. Annual Implementation Plan 2026

Goal 1 – Special Character

Action	Responsibility	Resources	Timeline	Measure
Embed the new Religious Education curriculum Tō Tātou Whakapono Our Faith	DRS, Principal	Diocesan PLD, Teacher Guides	All year	Evidence/Impact

Integrate Mercy Charism & Catholic Social Teaching.	All staff	Charism resources/ Staff Retreat	Ongoing	Evidence/Impact
Strengthen parish–school connection.	Principal, DRS	Parish partnership	Termly	Evidence/Impact

2026 Key Initiatives:

1. Faith in Action Programme: Launch 'Faith in Action Fridays' — student-led initiatives supporting parish outreach, service projects, and community partnerships reflecting the Mercy Charism.
2. Liturgical Leadership Development: Train student Liturgical Leaders to co-lead Masses, school prayers, and Catholic feast days, embedding daily spiritual practice and faith leadership.
3. Staff Spiritual Formation: Provide regular staff formation sessions with the DRS and Diocese focused on Catholic Character, Mercy spirituality, and prayerful reflection.

Goal 2 – Learners at the Centre

Action	Responsibility	Resources	Timeline	Measure
Implement BSLA (Years 1–6) with fidelity.	Literacy Lead, Principal	BSLA PLD	T1–T4	Data outcomes
Introduce Oxford Maths school-wide.	Maths Lead, Principal	Oxford resources, PLD	T1	Data outcomes
Use Maths Whizz for targeted learners.	Teachers	Digital licences	Ongoing	Acceleration data
Integrate Ochre Education units and Knowledge Rich units (Literacy/Science/Humanities).	Team Leaders	Ochre resources	All year	Evidence/Feedback

2026 Key Initiatives:

1. Full Implementation of Oxford Maths: Use Oxford Maths across all year levels, with PLD and coaching focused on structured mathematical reasoning and discourse.
2. Extend BSLA to Years 4–6: Ensure structured literacy continues into senior classes, integrating phonological awareness, morphology, and fluency to close learning gaps.
3. Ochre Education Curriculum Integration: Implement Ochre Education units to strengthen cross-curricular learning (Literacy, Science, Humanities) and align with Te Mātaiaho progression.

Goal 3 – Barrier-Free Access

Action	Responsibility	Resources	Timeline	Measure
Collaborate with RTLB, ORS, and LSC.	SENCO, Principal	MOE agencies	Ongoing	Student IEP/ IBP completed
Implement Attendance Management Plan (STEP Framework).	Principal, DP	Etap analytics Parents are sent weekly updates through Etap	T1	% Attendance Working document to keep track of attendance Review attendance termly
Apply UDL classroom strategies.	All teachers	Teacher PLD	T1–T4	Professional Growth Cycle Observation notes
Use wellbeing data for early intervention.	Wellbeing Team	PB4L surveys	Termly	Wellbeing metrics

2026 Key Initiatives:

1. Targeted Learning Support Framework: Use a data-driven approach to identify Tier 2 and Tier 3 learners early, developing Individualised Education Plans (IEPs) with RTLB, ORS, and LSC collaboration.
2. Attendance Improvement Initiative (STEP Plan): Implement proactive attendance tracking through Etap analytics, whānau engagement, and weekly attendance reports to identify barriers early. Make sure all stakeholders are involved.
3. Wellbeing and Inclusion Programme: Continue PB4L, Zones of Regulation, and schoolwide SEL (Social and Emotional Learning) sessions to strengthen resilience, behaviour management, and sense of belonging.
4. Embed Universal Design for Learning (UDL) principles across teaching and learning to ensure all ākonga can access, engage with, and succeed in the curriculum through flexible, inclusive, and culturally responsive learning design.

Goal 4 – Quality Teaching & Leadership

Action	Responsibility	Resources	Timeline	Measure
Professional Growth Cycles aligned with school goals.	Principal, DP	PGC templates	All year	PGC summaries
Provide PLD in Ochre Education & Oxford Maths.	Principal/ DP/ MOE	PLD funding	Termly	PLD evaluations
Leadership coaching for team leaders.	Principal/ DP	PLD	All year	Coaching feedback
Embed HITP schoolwide	Principal/ DP/ staff	PLD	All year	Coaching feedback/ observations

2026 Key Initiatives:

1. Professional Growth Cycle Alignment: Link all PGC goals to Oxford Maths, BSLA, High Impact Teaching Strategies and Ochre Education implementation to ensure direct impact on student achievement.
2. Instructional Coaching Programme: Establish internal coaching where team leaders observe, model, and provide feedback using Rosenshine's Principles of Instruction and HITS strategies.
3. Middle Leadership Development Pathway: Provide leadership mentoring and PLD for aspiring leaders, focusing on data literacy, mentoring skills, and faith-based leadership.
4. Develop and embed High Impact Teaching Practices (HITP) schoolwide to ensure high-quality, consistent, and culturally responsive teaching that improves student outcomes in literacy, mathematics, and across the curriculum.

Goal 5 – Community & Cultural Partnerships

Action	Responsibility	Resources	Timeline	Measure
Embed Ngāti Whakaue partnership projects.	Principal, DP	Ngāti Whakaue Trust	T1–T4	Partnership evidence

Hold termly whānau hui & information nights.	Principal, DP, DRS Teachers	School communication tools	Termly	Attendance logs
Collaborate with parish for faith events.	DRS, Principal	Parish network	Ongoing	Event records

2026 Key Initiatives:

1. Ngāti Whakaue Partnership Projects: Co-design local curriculum experiences with Ngāti Whakaue educators to embed mātauranga Māori and local histories in learning programmes.
2. Whānau Engagement Hui: Host termly hui and workshops focused on supporting learning at home, particularly in literacy, maths, and faith development.
3. Parish and Community Connections: Partner with St Mary of the Cross Parish, St Vincent de Paul, and community groups to provide faith, service, and cultural opportunities for students and families.

4. Attendance Management Plan (STEP Framework)

Goal: At least 80% of students attend school regularly (90%+ attendance rate). The STEP Framework provides a tiered system of response to student absences.

Process:

Teachers contact whānau for absences under 10 days.

DP meets whānau at 15 days.

Attendance Service referral at 15+ days.

Support: Gradual reintegration plans, pastoral mentoring, and ongoing family partnership.

Review: Data analysed termly with progress reported to the Board.

5. Assessment & Reporting Schedule 2026

Senior School (Years 4–6):

- Term 1: e-asTTle Reading & Maths (Phase 2 Snapshot), PAT Listening, BSLA PHOM.
- Term 2: e-asTTle Writing/Maths progress checks, Maths Whizz analysis, mid-year reports.
- Term 3: Ongoing tracking with DIBELS and fluency tests.
- Term 4: End-of-year e-asTTle and BSLA assessments.

Junior School (Years 0–3):

- Term 1: BSLA baseline & 10-week phonics check.

- Term 2: 20-week BSLA progress; Maths snapshot.
- Term 3: 30-week BSLA review; e-asTTle Reading (Y3).
- Term 4: 40-week BSLA and Maths snapshot.
- All OTJ data entered into eTap by end of Week 8 each term.

6. Academic Excellence with Heart – Success Plan 2026

This section integrates the school's holistic vision for academic achievement, wellbeing, and service,

Focus Areas:

1. Academic Success through structured teaching – BSLA, Oxford Maths, Maths Whizz.
2. Caring and responsive teaching culture – emphasis on teacher wellbeing, mentoring, and professional collaboration.
3. Balanced curriculum implementation – phased Te Mātaiaho rollout with clear teacher voice.
4. Holistic faith-based development – integration of Mercy Charism, parish partnerships, and service learning.
5. Community and whānau engagement – strengthened connections through hui, parent workshops, and visible learning.

Professional Learning & Whānau Engagement Framework

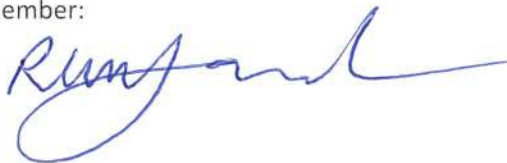
Professional Learning:

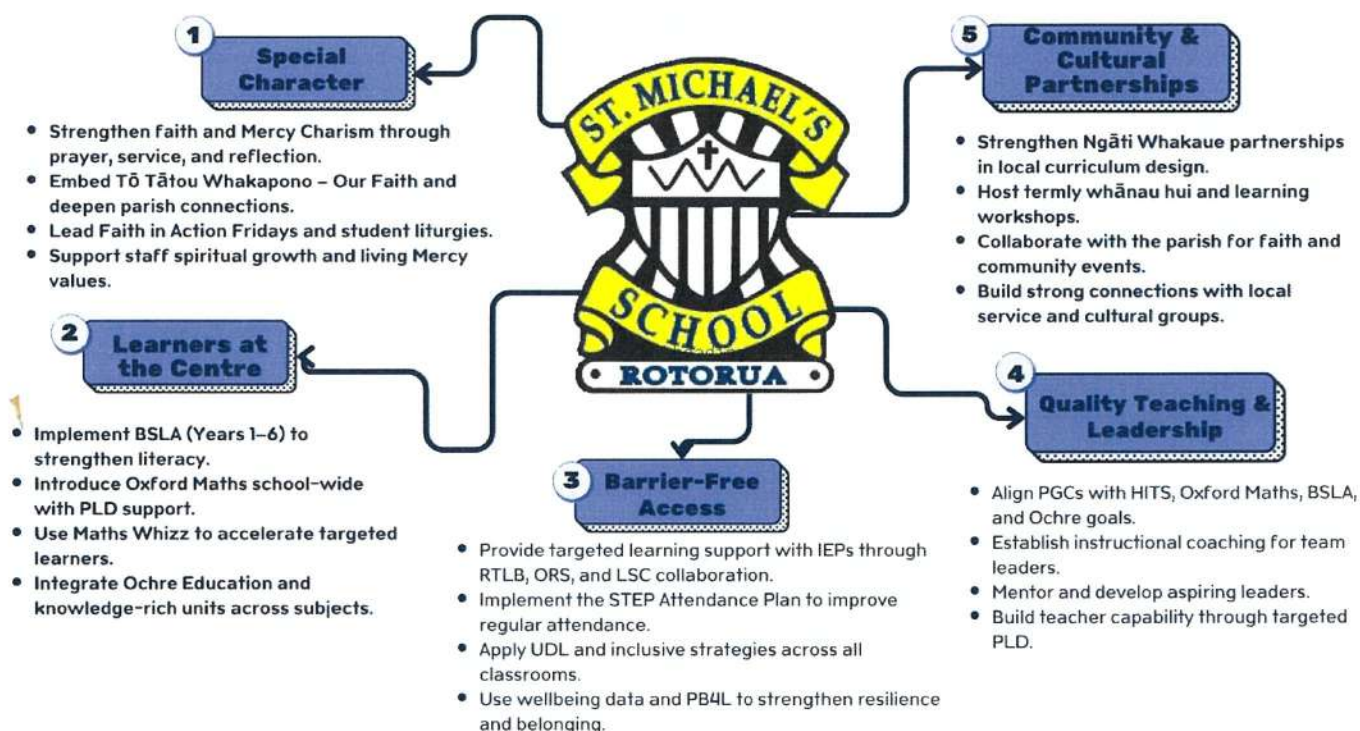
- Focused on BSLA, Oxford Maths, Ochre Education, and HITP.
- Short, collaborative PLD sessions linked to classroom practice.

Whānau Engagement:

- Parent workshops in literacy, maths, and wellbeing.
- Termly newsletters highlighting learning progress.
- Strengthened relationships with iwi and parish networks.

Presiding Member:

Principal: 



St Michael’s Catholic School

Annual Implementation Plan – 2026

Align with the Education and Training Act Amendment Act 2025)

Paramount Objective

That every student at St Michael’s Catholic School is able to attain their highest possible standard in educational achievement.

This paramount objective underpins all actions, resourcing decisions, and evaluation within the 2026 Annual Implementation Plan and reflects the Board’s commitment to equity, excellence, and continuous improvement.

Alignment to the Nine Supporting Objectives

Supporting Objective (Education and Training Act Amendment Act 2025)	2026 School Focus / Actions	Indicators of Success	Personnel Responsible
1. Teaching and learning is planned, coordinated, and effective	Implement BSLA Years 1–6 with fidelity; implement Oxford Maths school-wide; strengthen knowledge-rich curriculum planning and moderation.	Consistent teaching practice across classes; improved OTJs and assessment data in reading, writing, and mathematics.	
2. Give effect to Te Tiriti o Waitangi	Strengthen partnership with Ngāti Whakaue; embed te reo Māori, tikanga Māori, and local histories; continue culturally responsive PLD and whānau hui.	Improved progress for Māori learners; whānau voice evident in curriculum and decision-making.	
3. Inclusive education and barrier-free access	Provide Tier 2 and Tier 3 support through RTLB, ORS, ICS, and LSC; maintain IEPs/IBPs; embed Universal Design for Learning (UDL).	Priority learners show progress against individual goals; increased engagement and participation.	

4. Support student wellbeing and safety	Continue PB4L, SEL, and Zones of Regulation; strengthen early identification and response to wellbeing needs.	Improved wellbeing data; reduced behavioural incidents; positive student engagement.	
5. Ensure regular attendance and engagement	Implement a standalone Attendance Management Plan; monitor attendance through eTap; strengthen whānau partnerships to address barriers.	At least 80% of students attending regularly (90%+); improved attendance trends across the year.	
6. Provide a broad and balanced curriculum	Maintain strong literacy and numeracy alongside science, arts, physical education, and Religious Education; integrate Catholic Social Teaching and Mercy Charism.	Student voice shows engagement across learning areas; evidence of curriculum breadth in planning and practice.	
7. Support high-quality leadership and teaching capability	Professional Growth Cycles aligned to school priorities; instructional coaching and walkthroughs; leadership development opportunities.	Increased consistency of practice; strengthened staff capability and confidence.	
8. Work in partnership with parents, whānau, and community	Regular whānau hui, IEP meetings, and learning conversations; strong parish–school connections.	Positive whānau feedback; increased engagement in learning partnerships.	
9. Steward resources responsibly	Target Board-funded teacher aide support to learner need; align resourcing to achievement, wellbeing, and attendance data.	Clear links between resourcing decisions and improved learner outcomes.	

Board Assurance Statement

The Board confirms that this 2026 Annual Implementation Plan gives effect to the paramount objective and the nine supporting objectives under the Education and Training Act Amendment Act 2025, and that systems are in place to monitor student achievement, wellbeing, attendance, and equity of outcomes.

Presiding Member:

Principal:



Charles Smith-Brown
(S-T)