



St Michael's Catholic School Strategic Goals 2025 - 2026



Vision Statement: We will be confident, active learners who strive for excellence while “doing ordinary things, extraordinarily well” - Catherine McAuley

Mission Statement: To provide an outstanding Catholic education that challenges students to be the best that they can be, whilst walking in the light of Christ.

Summary of the information used to develop this plan

Data Gathering: We gathered relevant data on student performance, attendance rates, academic achievements and behaviour. Additionally, we analysed demographic information and community needs to understand the challenges and opportunities faced by our school. The student data used to develop this plan came from data formulated through, OTJ's, assessment data from Eastle, BSLA, JAM, GLOSS, Running Records and writing samples. Our SMS service, Etap gathered data on attendance, behaviour and learning needs. Our SENCO and LSC gathered data on learning, behaviour, emotional and health needs.

Community Engagement: We engaged with parents, teachers and students through surveys to help align the strategic goals with the community's needs and desires. Key themes and insights gathered from these interactions helped in aligning the plan with the needs and aspirations of the community.

Analysis: After gathering data and community input, an in-depth analysis was conducted to identify trends, strengths, weaknesses, opportunities. This analysis helped in defining the strategic direction and objectives of the plan.

- Whanau Survey

Setting Goals: The goals of the plan were formulated based on the analysis and community input. They reflect the aspirations and priorities of the community and St Michael's School staff.

Aligning with NELP Priorities and Strategies: Ensuring that the strategic goals align with the NELP Priorities and the relevant education strategies, such as the Literacy and Communication and Maths Strategy and the Attendance and Engagement Strategy. (This may not be a requirement from the end of 2025. The Government is proposing to clarify the obligations on school boards by amending section 127 of the Education and Training Act 2020 (the Act). They are proposing to remove the statement of National Education and Learning Priorities (the NELP) from the Act, so that schools can focus on what matters most (as required in the Act and curriculum statements).

Prioritising Strategic Goals: A prioritisation process was employed to determine which goals should receive the most attention and resources. Factors such as urgency, feasibility, and alignment with our school's mission were considered during this stage.



Goals from St Michael's Catholic School Strategic Plan 2024 -2025

Goal 1A: Special Character

To strengthen St Michael's Catholic character and values in everyday learning

Strategic Goal 1B: Relationships and Responsiveness

To maintain our Catholic character while enhancing cultural inclusivity and responsiveness by honoring Te Tiriti o Waitangi, fostering an educational environment that is inclusive and enriching for all students.

Strategic Goal 2: Teaching and Learning

To use the High Impact Teaching Practice model, to deliver a robust curriculum with explicit instruction, active participation, and inclusive, strength-based strategies. This approach aligns with Te Mātaiaho principles to support diverse learning needs and foster academic success.

Strategic Goal 3: Wellbeing and Environment

To foster a welcoming and supportive school environment that prioritises open communication, strong relationships, and community feedback while providing engaging, well-maintained, and safe spaces that inspire holistic student growth and accommodate diverse interests.

Strategic Goal 4: Culture, Actions, and Interactions

To create an inclusive and culturally responsive school environment where all students are recognised, valued, and supported, and where diverse cultural identities are celebrated and reflected through language, traditions, and equitable opportunities for student participation.



Strategic Goal 1A

Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actions	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Goal 1A: Special Character To strengthen St Michael's Catholic character and values in everyday learning	To deepen students' understanding of Catholic teachings and values through visible, daily applications that inspire faith in action.	Integrate faith-based lessons across subjects that emphasise kindness, respect, and service. Increase student involvement in planning and leading faith-based school events. Continue promoting 'Faith in Action' initiatives, encouraging small acts of charity and community service as core to student development. To make further connections with the Mercy sisters who founded our school and who's charism we follow. PLD: To Tatou Whakapono - Our Faith curriculum document	Stronger faith foundations, increased demonstration of Catholic values, and improved community service participation. Positive student feedback on their understanding of Catholic values. Increased student involvement in faith-based events and community service initiatives.	Principal and DRS CTC courses made available to staff. Expectation of staff to complete courses has been added to job descriptions. Funding made available for teacher release to complete assignments. Funding for staff retreat with the Sisters of Mercy in Auckland

Catholic Character Review recommendation: Foster and strengthen partnerships with whānau, iwi, parish community, and the founding order, the Mercy Sisters. Collaborate on initiatives that promote social justice, community outreach, and the Catholic ethos within the broader community.



Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actions	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Strategic Goal 1B: Relationships and Responsiveness To maintain our Catholic character while enhancing cultural inclusivity and responsiveness by honoring Te Tiriti o Waitangi, fostering an educational environment that is inclusive and enriching for all students.	Faith and Cultural Integration Community Engagement Professional Development:	Implement additional PLD for staff on culturally responsive teaching, that align with our Catholic faith. Collaborate with local Māori leaders or knowledgeable community members to lead cultural sessions, including pepeha, for students and staff. Increase visibility and recognition of Māori student achievements and provide opportunities for Māori students to lead and participate in cultural events.	Students will demonstrate a strong understanding of Māori and Catholic values, as measured by student reflections and school surveys. Students will participate in school-led cultural and religious events, fostering a sense of community and belonging. Enhanced understanding and use of Te Reo Māori in the school community. Positive feedback from Māori whānau on cultural representation and inclusivity efforts.	Principal/ DP reconnect with MAC All staff to support cultural events



Strategic Goal 2

Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actions	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Strategic Goal 2: Teaching and Learning To use the High Impact Teaching Practice model, to deliver a robust curriculum with explicit instruction, active participation, and inclusive, strength-based strategies. This approach aligns with Te Mātaiaho principles to support diverse learning needs and foster academic success.	Implement a Structured Literacy and Numeracy programme across the school. To implement the High Impact Teaching Practice Model. Diversify extracurricular offerings to support holistic development.	Implement PRIME Maths with structured teacher support to ensure smooth integration. Reintroduce foundational literacy learning activities through BSLA and iDeaL Establish specific academic support groups, particularly for literacy and numeracy, to bridge learning gaps. Schedule targeted PD sessions on HITP strategies, particularly focusing on explicit instruction, differentiation, and formative assessment. Include training on Te Mātaiaho principles to ensure curriculum alignment.	Improved achievement in core academic areas, visible gains in student confidence and skill mastery. Increased student engagement, broader skill development, and strengthened community ties. Positive feedback from students and whānau about academic inclusivity and access.	Principal/ Ruth - leader of maths PR1Me Maths PLD Continue with TLF Maths PLD Maths Whizz Continue with BSLA through UC. All junior teachers to be trained.



Strategic Goal 3

Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actions	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Strategic Goal 3: Wellbeing and Environment To foster a welcoming and supportive school environment that prioritises open communication, strong relationships, and community feedback while providing engaging, well-maintained, and safe spaces that inspire holistic student growth and accommodate diverse interests.	Enhanced Communication Platforms: Seesaw, School App and Facebook fostering a better sense of connection. Open door policy Feedback Surveys Student Leadership opportunities Parent Workshops PLD - Pause, Breathe, Smile School Values - PB4L	Promote a supportive and safe environment where every student feels valued, reducing incidents of bullying and encouraging positive peer relationships. Increase access to well-being programs and mental health support resources to meet students' diverse social, emotional, and academic needs. Enhance playground and learning spaces to foster a welcoming, interactive, and stimulating environment that promotes holistic development. Enhance communication with families by sending weekly Seesaw posts that detail both educational content and upcoming activities.	Increased engagement in school events by whānau. Positive whānau feedback on communication and involvement efforts. High satisfaction among new families regarding their integration into the school community. Safer, more attractive facilities for learning and play; improved physical environment for diverse learning experiences.	SENCO, LSC, SWiS, RTLb



Strategic Goal 4

Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actions	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Strategic Goal 4: Culture, actions and Interactions To create an inclusive and culturally responsive school environment where all students are recognised, valued, and supported, and where diverse cultural identities are celebrated and reflected through language, traditions, and equitable opportunities for student participation	ESOL language support programmes Celebrate cultural events Curriculum integration PLD: Culturally Responsive Classroom Practices	Expand use of te reo Māori across all school settings and activities, creating visible pathways for language and cultural development. Build strong, transparent communication pathways with families to ensure the school environment reflects and respects the cultural values and expectations of all whānau. Continue to refine teaching and learning programmes to include the cultures within our community.	Increased participation in cultural events and celebrations. Positive feedback from students and whānau regarding the inclusivity of the school environment. Higher engagement levels in school activities and curriculum from students of diverse backgrounds. Improved student achievement and participation rates across cultural groups, reflecting equitable opportunities for all.	

Catholic Character Review recommendations: Integrate tikanga Māori, te reo Māori and Māori expressions of Katorikatanga into all aspects of Catholic special character at St Michael's. This includes incorporating these elements into Masses, liturgies, retreats, and prayer to enrich cultural understanding and spiritual connection among tamariki and the wider school community.



Catholic Character Review Recommendations 2024

Recommendations:	Actions	Allocation of Resources: Financial, Staffing, Time Allocation
Appoint a Director of Religious Studies (DRS) for 2025 who will provide strategic leadership in enhancing the RE curriculum and fostering spiritual growth among students and staff.	Applications close 10 November Interviews week 5	Principal, Board reps, DP
Ensure the Board's budget prioritises professional learning and formation opportunities for staff and Board members, including the spiritual development of the DRS and principal, to enhance leadership and governance in promoting the school's Catholic identity and mission.	CTC courses Staff retreat	All staff given the opportunity
As knowledge of the new religious education curriculum Tō Tātou Whakapono Our Faith is built, the intention is to align planning, assessment, evaluation, and reporting in RE with other learning areas. Ensure the use of high-quality, valid data to monitor and improve student learning and achievement in religious studies.	PLD on To Tatou Whakapono	All staff
Although there is already self-evaluation happening among the staff on one Dimension per year, it is recommended that this be expanded to include tamariki, Board, whānau and parish personnel. Link to NZCEO Ex 1 Ex 2 Ex 3	Self evaluation of Dimension 1 - Encounter with Christ, in 2025	



Strategic Goal 2: Teaching and Learning

To use the High Impact Teaching Practice model, to deliver a robust curriculum with explicit instruction, active participation, and inclusive, strength-based strategies. This approach aligns with Te Mātaiaho principles to support diverse learning needs and foster academic success.

Professional Development: Schedule targeted PD sessions on HITP strategies, particularly focusing on explicit instruction, differentiation, and formative assessment. Include training on Te Mātaiaho principles to ensure curriculum alignment.

Planning and Collaboration: Integrate HITP strategies into curriculum planning meetings. Have teachers work in teams to co-design lessons that incorporate explicit teaching, scaffolded supports, and activities that encourage active student engagement.

Student-Centered Strategies: Use formative assessments to identify students' strengths and areas for growth, adapting lessons accordingly. Embrace strength-based approaches by celebrating diverse cultural backgrounds and learning styles.

Incorporate Feedback Loops: Regularly gather feedback from students, whānau, and staff to evaluate the effectiveness of these practices. Use this feedback to refine instruction and ensure that HITP and Te Mātaiaho principles are being met.

Ongoing Reflection and Adjustment: Set aside time for teachers to reflect on the impact of HITP strategies, sharing successes and areas for improvement. This ongoing reflection helps to sustain the commitment to both academic success and cultural inclusivity.

Our Within Schools Leader will attend PLD sessions with the Kahui Ako ASL to understand the theory, research and evidence behind High Impact Teacher Practices (HITPs). The focus will be on building the WSL's knowledge to bring back to school to coach our teachers on the HITP's principles (Rosenshine's Principles)

Staff meetings will take place to develop teachers knowledge.

The HITP's principles will be included in the teacher PGC and classroom observations.

Staff will co construct a set of common instructional practices to use across all levels. A common timetable will be developed across the school following the EDI model.

In 2025 we will look to declutter our existing Localised Curriculum - What are own non negotiables? What do our whanau want us to focus on?



St Michael's Catholic Schools Expectations 2026

Curriculum Area	Expectation by the end of 2025
Reading	90% of our students will be working at or above the curriculum level for their age.
Writing	90% of our students will be working at or above the curriculum level for their age.
Maths	90% of our students will be working at or above the curriculum level for their age.