



# Holy Trinity Catholic Primary School

**Learn Love Serve**

## CHARTER Strategic Plan 2022 - 2024

### School Vision:

LEARN Ka Ako, LOVE Ka Aroha AND SERVE Ka Manaaki IN THE NAME OF THE FATHER, THE SON AND THE HOLY SPIRIT.

### School Mission:

Holy Trinity Catholic Primary School finds its purpose and meaning through the Holy Trinity, God the Creator, Jesus the Saviour and the Life-giving Holy Spirit, working through the Church. Through Baptism, each individual is called to love God, self, others and all of creation while proclaiming the Good News, giving witness to faith and serving the needs of others. It is a school of excellence, centred on God, where quality teaching and learning provide for the holistic development of all students to enable them to reach their full potential.

### School Values:

UNITY - KOTAHITANGA  
COMPASSION - AROHANUI

INTEGRITY – NGĀKAU PONO  
RESILIENCE - NGĀWARI

RESPECT – MANAAKITIA  
EXCELLENCE - HIRANGA

Endorsement Principal:  
Peta Lindstrom

*P.A. Lindstrom*  
23.02.2022

Endorsement School Board: *P. Cortesi*  
Philip Cortesi

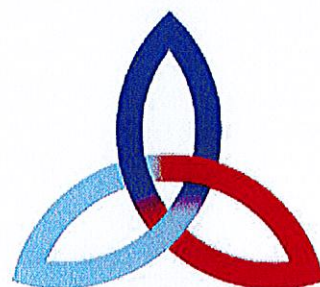
Date: *23 February 2022*



HOLY TRINITY CATHOLIC PRIMARY SCHOOL  
will reflect:

The unique position of Maori by:

- Developing an awareness of tikanga maori and te reo maori
- Providing the means of fostering better cultural understanding consistent with te Tiriti o Waitangi
- Providing regular consultation with our Maori whanau/families to discover the views and aspirations of the Maori community



Holy Trinity  
Catholic Primary School

New Zealand's Cultural Diversity:

- All cultures within the school will be valued and treated with dignity
- Quality teaching and learning will respect and affirm cultural identity and optimise educational opportunities for each child.
- This will be reflected through our connected curriculum programme
- Staff members will ensure that an inclusive school culture and ethos is upheld

What reasonable steps will the school take to incorporate Tikanga Maori (Maori culture and protocol) into the school's curriculum?

*Learning and school celebrations will reflect the maori culture through whakataua, signage, waiata and greetings appropriate to the learning programmes, school events and the level of the students*

*Connected Curriculum Concept planning will include a maori perspective, incorporating tikanga maori and te reo maori as appropriate to the concept*

*This will also be reflected through the Maori Spirituality dimension in Religious Education*

What will the school do to provide instruction in te reo maori for full time students whose whanau ask for it?

*All such requests will be given full and careful consideration by the School Board with regards to personnel with the requisite skills and qualifications, the overall school financial position and the availability of accommodation within the school programme*

*The school will provide te reo maori instruction through the tutoring of a Kaiawhina and the support material resource on <http://tereomaori.tki.org.nz>*

*Teachers and students will be supported and guided by our Kaiawhina*

What steps will be taken to discover the views and concerns of the Maori community?

*The School Board will consult with the maori whanau/families in the development of the Strategic Plan*

*The School Board will provide funding for Learning Community initiatives*

*The updated Ka Hikitia In Action document will be used to inform decisions and practices*

*The School Board will develop a strong working relationship with our kaumatua, the Papakura Marae and Iwi of Ngāti Tamaoho*





# Holy Trinity Catholic Primary School

## Strategic Plan 2022 - 2024

### Our School Vision

*LEARN Ka Ako, LOVE Ka Aroha AND SERVE Ka Manaaki  
in the name of the FATHER, the SON and the HOLY SPIRIT.*

### Our Goals

#### Catholic Special Character

Nurture a living Catholic faith community where each person encounters the living God, grows in the knowledge of Christ and His teachings, and responds to the call to give Christian witness.

#### Curriculum

Design and implement a connected and localised curriculum.

#### Community

Build kotahitanga/unity through inclusive partnerships with community groups.

#### Personnel

Grow collaborative and leadership capabilities of all.

### Our School Gospel Values

UNITY - KOTAHITANGA  
COMPASSION - AROHANUI

INTEGRITY - NGĀKAU PONO  
RESILIENCE - NGĀWARI

RESPECT - MANAAKITIA  
EXCELLENCE - HIRANGA





# Holy Trinity Catholic Primary School

## Strategic Plan 2022 - 2024

### Our School Vision

*LEARN Ka Ako, LOVE Ka Aroha AND SERVE Ka Manaaki  
in the name of the FATHER, the SON and the HOLY SPIRIT.*

### Our Goals [Our Initiatives]

#### Catholic Special Character

Establish an Awhinatia  
Pastoral Care programme

Strengthen engagement with  
student's family parishes

#### Curriculum

Develop connected curriculum  
learning pathways for families

Implement Health & WellBeing  
programmes to support the needs  
of identified students

Create relevant resources to  
support students success with  
individual learning goals

#### Community

Grow our developing Māori  
Whānau Group / Pasifika Fono  
partnerships

Establish community groups that  
are inclusive of all our ethnic  
communities

#### Personnel

Develop the HTCPS Kaupapa  
and Toku Reo Learner's profile

### Our School Gospel Values

UNITY - KOTAHITANGA  
COMPASSION - AROHANUI

INTEGRITY – NGĀKAU PONO  
RESILIENCE - NGĀWARI

RESPECT – MANAAKITIA  
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Vision	LEARN Ka Ako, LOVE Ka Aroha AND SERVE Ka Manaaki IN THE NAME OF THE FATHER, THE SON AND THE HOLY SPIRIT.			
Strategic Goals	Nurture a living Catholic faith community where each person <b>encounters</b> the living God, <b>grows</b> in the knowledge of Christ and His teachings, and responds to the call to give <b>Christian witness</b> .	Design and implement a <u>connected</u> and <u>localised</u> curriculum	Build kotahitanga/unity through inclusive partnerships with community groups	Grow collaborative and leadership capabilities of all
Success looks like...	<p>Our staff, students and whānau have developed a personal relationship with God, experience Christ through their actions, interactions of others and have opportunities to participate in acts of service</p> <p><i>[We will know we have achieved this when.....]</i></p> <ul style="list-style-type: none"> <li>• Active prayer life at school.</li> <li>• School Gospel Values are evident through words and actions.</li> <li>• Holy Trinity charism is visible and can be talked to by all.</li> <li>• Opportunities for Service in place that staff and board can be involved.</li> <li>• Students, family staff having self-confidence</li> </ul>	<p>Our staff and students are <u>responsive</u> and <u>engaged</u> as learners and are <u>confident</u> in learning, <u>creating</u> and <u>sharing</u> their knowledge skills and understandings.</p> <p><i>[We will know we have achieved this when.....]</i></p> <ul style="list-style-type: none"> <li>• Staff, students and families are engaged in curriculum development</li> <li>• Students are contributing to the connected curriculum concepts teaching and learning activities</li> <li>• Student achievement data levels shows progress and achievement</li> <li>• Students demonstrate</li> </ul>	<p>Our reciprocal partnership is becoming stronger with an increase in family engagement through a variety of ways - sports, arts, parish, religious education, cultural education, learning conversations ...</p> <p><i>[We will know we have achieved this when.....]</i></p> <ul style="list-style-type: none"> <li>• Families are knowledgeable about what is happening at school for their child, their community</li> <li>• Families value the opportunities for school/home partnership and are actively engaging with school in a variety of ways</li> <li>• Families are present and display a sense of</li> </ul>	<p>We have an effective cohesive leadership team, middle leaders are emerging and taking on responsibility roles, student leaders are positively engaged in school</p> <p><i>[We will know we have achieved this when.....]</i></p> <ul style="list-style-type: none"> <li>• All stakeholders working towards the common goal/vision</li> <li>• Leadership roles are clearly defined</li> <li>• HTCPS staff know, reflect on and practise the school kaupapa</li> <li>• Members of the Senior Leadership identify and foster growth of middle leaders (emerging leaders)</li> </ul>





	<p>to communicate their faith.</p> <ul style="list-style-type: none"> <li>When Parishes and School are working closely together on a number of faith/church initiatives - pastoral care plan and programme</li> </ul>	<p>capabilities, knowledge and skills for tomorrow's world.</p>	<p>belonging to the school community</p> <ul style="list-style-type: none"> <li>An increase in family numbers participating in the home/school concept projects</li> <li>An increase in families offering to and accepting invitations to participate in faith events</li> </ul>	<ul style="list-style-type: none"> <li>HTCPS Kaupapa is evident in the way we engage with the school and Parish community</li> <li>Students are engaged in leadership roles within the school and wider communities</li> </ul>
Strategic Initiatives 2022 - 2024	<ul style="list-style-type: none"> <li><b>BEG 2022</b> Bring together school and parish through the development of an Awhinatia Pastoral Care group including staff, whānau, parishes and wider community.</li> <li><b>MID 2022</b> Connect with the home parishes of our school community to strengthen the link between home/school/parishes - Tūrangawaewae and to support the delivery of the Religious Education Programme</li> </ul>	<ul style="list-style-type: none"> <li><b>BEG 2022</b> Develop pathways so that families can contribute authentically to our schoolwide connected curriculum learning to enhance home/school learning</li> <li><b>MID 2022:</b> Implement Health &amp; WellBeing programmes to support the needs of identified students</li> <li><b>MID 2022</b> Develop resources reflective of specific learning goals to support students success in attaining individual goals</li> <li><b>END 2022</b> Work alongside our community to develop and implement specific education plans for Māori and Pacific</li> </ul>	<ul style="list-style-type: none"> <li><b>MID 2022</b> Grow our developing Māori Whānau and Pasifika Fono Groups</li> <li><b>BEG 2023</b> Create a framework of inclusion and opportunities for all Community groups</li> </ul>	<ul style="list-style-type: none"> <li><b>BEG 2022</b> Further develop HTCPS Kaupapa - Innovative Learning and Collaborative pedagogy and practices</li> <li><b>BEG 2022</b> Establish and implement student leadership programme</li> <li><b>BEG 2022</b> Develop a coaching/mentoring programme to support induction and growth of middle leaders.</li> </ul>





		students responsive to identified needs		
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Strategic Goal 1	Nurture a living Catholic faith community where each person <u>encounters</u> the living God, <u>grows</u> in the knowledge of Christ and His teachings, and responds to the call to give <u>Christian witness</u> .			
Initiatives:	- Bring together school and parish through the development of an Awhinatia Pastoral Care group including staff, whānau, parishes and wider community.		Connect with the home parishes of our school community to strengthen the link between home/school/parishes - Tūrangawaewae	
Success looks like:	A strong relationship between school, families parish Needs of all are met through pastoral care group, agencies and support networks		Students can name their family parishes and share what links them to their family parish	
	<p><i>[We will know we have achieved this when.....]</i></p> <p>A wider pastoral care system is in place, is known and is used effectively to meet the needs of the school community</p> <p>A dedicated group of staff, family/whanau and parishioners is formed to care for the pastoral needs of school community</p>		<p><i>[We will know we have achieved this when.....]</i></p> <p>Students can participate in the Church Strand teaching by sharing about their parish Tūrangawaewae - able to articulate and relate known facts about their family parish</p> <p>Key school staff has built a relationship with school wider family parishes</p> <p>Holy Trinity School is known at other parishes</p>	
Metrics	Number of school community needs referred to Pastoral Care Group/Awhinatia Qualitative: responsiveness and effectiveness of needs met - survey			
	Baseline	2022	2023	2024
Referrals	n/a	Quantitative data - no. of referrals and success of	Quantitative data - no. of referrals and success of	Quantitative data - no. of referrals and success of





		appropriate response	appropriate response	appropriate response
Survey	n/a	Responses from 2022 initial and end of programme feedback, feed forward.	Responses from 2023 initial and end of programme feedback, feed forward.	Responses from 2024 initial and end of programme feedback, feed forward.

2022

2023

2024

Goal

Nurture a living Catholic faith community where each person encounters the living God, grows in the knowledge of Christ and His teachings, and responds to the call to give Christian witness.

Establishment of Awhinatia Pastoral Care Group

Initiatives

Connect with the home parishes of our school community to strengthen the link between home/school/parishes - Tūrangawaewae





Strategic Goal 2	Design and implement a connected and localised curriculum			
<b>Initiatives:</b>	Develop connected curriculum learning pathways for families	Implement Health & WellBeing programmes to support the needs of identified students	Create relevant resources to support student success with individual learning goals Develop resources	Work alongside our community to develop and implement specific education plans for Māori and Pasifika students responsive to identified needs
<b>Success looks like:</b>	Our wider community regularly contributing to aspects of connected concept planning throughout the year  Families participating positively in learning times and actively sharing home learning with school	Staff, students and families have a toolkit of effective strategies and behaviours to draw from when resolving social, behaviour, learning needs	Students are making progress and achievement in identified areas  Students, families and Kaitiaki working together to share learning successes and challenges	Māori and Pasifika parents sharing their needs, desires for their children's education and being actively engaged with their children's learning
	<p><i>[We will know we have achieved this when.....]</i></p> <p>Families know "key understandings" of concept curriculum</p> <p>Students and families share "home" tasks, activities related to concept learning</p> <p>Concept learning tasks and resources reflect a variety of cultural learning perspectives</p>	<p><i>[We will know we have achieved this when.....]</i></p> <p>External agencies are working collaboratively with staff, families and students</p> <p>A weekly Circle Time programme is operating in the school</p> <p>Students are using strategies and behaviours from 'circle time' / 'zones of regulation' to resolve social issues</p>	<p><i>[We will know we have achieved this when.....]</i></p> <p>Progress and achievement data of identified students is tracked and shows accelerated progress</p> <p>Students are regularly sharing learning evidence with home</p> <p>Families are regularly attending literacy/numeracy</p>	<p><i>[We will know we have achieved this when.....]</i></p> <p>Families/whanau and Kaitiaki have knowledge and understanding of the purpose of Ka Hikitia and PEP /Tapasa plans</p> <p>Māori and Pasifika families have contributed to the development of the school's Ka Hikitia and PEP/Tapasa plan</p>





	<p>Families attend concept planning workshops to contribute their input</p> <p>Teachers/students regularly sharing learning/posting to HERO app</p> <p>Families regularly using HERO app to access, view and comment on shared learning</p>	<p>Staff participate in PLD sessions to increase 'toolkit' of knowledge and strategies in responding to behaviours</p> <p>Families/whanau have opportunity to participate in learning workshops</p>	<p>workshops, 1:1 coaching sessions</p> <p>Emergent and early literacy and numeracy resources are available to families in a variety of languages</p> <p>Tutorials related to literacy learning progressions skills are created and available for families</p>	<p>Termly gatherings are held for Māori and Pasifika community to review and build on education plans</p> <p>Kaitiaki, learners and whānau are using the plans as a reference tool</p> <p>Actions of plans are visible across the school</p>
<b>Metrics</b>	<ul style="list-style-type: none"> <li>- 75% -&gt; 85% -&gt; 100% of families attend Mahi Tahī conferences and/or learning workshops</li> <li>- Increase to number of families attending concept planning workshops</li> <li>- Family survey - responses to feedback, feedforward google form survey</li> <li>- Progress and achievement data of identified students is tracked</li> <li>- Student survey - Circle Time programme responses to feedback, feedforward google form survey</li> </ul>			
	<b>Baseline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Mahi Tahī</b>	75% of parents/families attend Mahi Tahī conferences and/or learning workshops	80% of parents/families attend Mahi Tahī conferences and/or learning workshops	85% of parents/families attend Mahi Tahī conferences and/or learning workshops	95% of parents/families attend Mahi Tahī conferences and/or learning workshops
<b>Concept learning</b>	n/a	50% of families attended Concept learning planning /celebration	60% of families attended Concept learning planning /celebration	75% of families attended Concept learning planning /celebration
<b>Family Survey</b>	Responses from feedback, feed forward	Responses from 2022 feedback, feed forward	Responses from 2023 feedback, feed forward	Responses from 2024 feedback, feed forward
<b>Student data</b>	67% of Māori at/above in reading / 66% of Pasifika at/above in reading	75% of Māori at/above in reading / 75% of Pasifika at/above in reading	80% of Māori at/above in reading / 80% of Pasifika at/above in reading	85% of Māori at/above in reading / 85% of Pasifika at/above in reading





Student Survey	n/a	Responses from 2022 initial and end of programme feedback, feed forward	Responses from 2023 initial and end of programme feedback, feed forward	Responses from 2024 initial and end of programme feedback, feed forward
HERO	Track use of HERO portal	Track use of Hero app (from Term 2) school/home	Track Increased use of Hero app school/home	Track Increased use of Hero app school/home

**2022**

**2023**

**2024**

Goal

Design and implement a connected and localised curriculum

Develop connected curriculum learning pathways for families

Initiatives

Implement Health and WellBeing programmes to support the needs of identified students

Create relevant resources to support students success with individual learning goals

Work alongside our community to develop and implement specific education plans for Māori and Pasifika students responsive to identified needs





Strategic Goal 3	Build kotahitanga/unity through inclusive partnerships with community groups			
Initiatives:	Grow our developing Māori Whānau Group / Pasifika Fono partnerships		Establish community groups that are inclusive of all ethnic communities	
Success looks like:	Community members leading/facilitating the hui and prescribing the kaupapa/content of the hui		Our community groups identities, language, cultures are reflected, celebrated and visible in a number of ways across all aspects of school life	
	<p><i>[We will know we have achieved this when.....]</i></p> <p>With the groups, have actioned community voice &amp; feedback from consultation</p> <p>Regular termly hui are held for community groups</p> <p>Community groups are led by family/whanau and the kaupapa of time together is decided by the whanau</p> <p>Family participation is high</p> <p>Different ways of gathering family/whanau are explored and offered</p> <p>Families demonstrate they have a 'voice' and are actively contributing to school/whanau partnerships</p>		<p><i>[We will know we have achieved this when.....]</i></p> <p>A framework has been developed in collaboration with community groups</p> <p>Community groups see, hear and feel their identities being known, grown and celebrated</p> <p>Community groups are active in school events</p> <p>Community groups lead school events</p>	
Metrics	An increase to number of families attending termly hui Family survey - responses to feedback, feedforward google form survey - on the ground voice/photos from hui gatherings/events			
	Baseline	2022	2021	2022
Hui Participants  Pasifika Participants	End 2020 - 50% of families/whanau attend and participate in gatherings/events/school time together	60% of families/whanau attend and participate in gatherings/events/school time together	70% of families/whanau attend and participate in gatherings/events/school time together	80% of families/whanau attend and participate in gatherings/events/school time together





Family Survey	Responses from 2020/21 feedback, feed forward	Responses from 2022 feedback, feed forward	Responses from 2023 feedback, feed forward	Responses from 2024 feedback, feed forward
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**2022**

**2023**

**2024**

**Goal**

Build kotahitanga/unity through inclusive partnerships with community groups

Grow our developing Māori Whānau Group / Pasifika Fono partnerships

**Initiatives**

Establish community groups that are inclusive of all ethnic communities





Strategic Goal 4	Grow collaborative and leadership capabilities of all - staff, students, leaders		
<b>Initiatives:</b>	Further develop HTCPS Kaupapa - Innovative Learning and Collaborative pedagogy and practices	Establish and implement student leadership programme	Develop a coaching/mentoring programme to support induction and growth of middle leaders.
<b>Success looks like:</b>	HTCPS staff actioning the principles and practices of HTCPS Kaupapa in their relationships, in their learning communities, in their teaching and learning programmes	Students demonstrating high levels of leadership capacity across all student led aspects of the school programme	Middle Leaders are confident and competent in their roles and responsibilities
	<p><i>[We will know we have achieved this when.....]</i></p> <p>Staff actively participate in IL and CP professional learning and development programme</p> <p>All teaching staff contribute to Collaborative Inquiries</p> <p>The HTCPS Teachers'/Learners profiles are known, visible and demonstrated</p> <p>MATES are established in each Learning Community and are a guiding/living set of protocols</p> <p>Kaitiaki intuitively practise collaborative pedagogy</p> <p>Collaborative pedagogy and practices are understood, explicit, known and used</p>	<p><i>[We will know we have achieved this when.....]</i></p> <p>Students and staff co-construct criteria for identification of student leadership potential</p> <p>Student leaders are engaged and involved in a weekly leadership programme</p> <p>Student voice is shared and heard regularly e.g. assemblies, curriculum concept planning</p> <p>The Tuakana/Teina programme is strengthened and is a model for student leadership opportunities</p> <p>Student leadership and responsibility roles are created and distributed across the school</p>	<p><i>[We will know we have achieved this when.....]</i></p> <p>Middle leadership and responsibility roles are created and distributed across the school</p> <p>A coaching and mentoring programme has been developed with and for aspiring leaders</p> <p>Coaching opportunities are provided for</p> <p>Focussed observations, co-teaching, co-leading and modeling opportunities are planned for and delivered</p> <p>Appropriate external PLD opportunities for personnel is made available</p> <p>Middle Leaders seek</p>





				opportunities to lead, to take on responsibility roles and to action tasks
<b>Metrics</b>	-			
	<b>Baseline</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Staff Survey</b>	January 2022 and November 2022 data IL & CP Cognition survey	75% of staff know, understand and feel positive about IL & CP	85% of staff know, understand and feel positive about IL & CP	100% of staff know, understand and feel positive about IL & CP
<b>Student Survey</b>	Qualitative data: end of programme 2022 feedback, feed forward	Qualitative data: initial and end of programme feedback, feed forward	Qualitative data: initial and end of programme feedback, feed forward	Qualitative data: initial and end of programme feedback, feed forward
<b>Middle Leaders Reflections</b>	n/a	Continuum of capabilities with reflections	Continuum of capabilities with reflections	Continuum of capabilities with reflections

**2022**

**2023**

**2024**

**Goal**

Grow collective capabilities of all - staff, students, leaders

Further develop HTCPS Kaupapa

**Initiatives**

Further develop student leadership programme

Develop a coaching/mentoring programme