

Holy Trinity Catholic Primary School

Learn Love Serve

Strategic Plan 2024 - 2025

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

Endorsement School Board:
Philip Cortesi

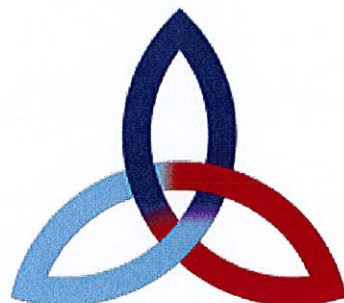
Date: 28.2.24



HOLY TRINITY CATHOLIC PRIMARY SCHOOL

We give effect to Te Tiriti o Waitangi and the unique position of Māori by:

- Developing an awareness of and practices that demonstrate tikanga and te reo māori
- Providing the means of fostering better cultural understanding consistent with Te Tiriti o Waitangi
- Providing regular consultation opportunities with our Maori whānau/families to discover the views and aspirations of the Maori community



Holy Trinity
Catholic Primary School

We reflect 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 Te Ao Māori, Te Mātauranga, Tikanga, Te Reo Māori into the school's curriculum?

Learning and school celebrations will reflect the Māori 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 Te Ao Māori, Te Mātauranga, Tikanga, Te Reo Māori as appropriate to the concept

This will also be reflected through the Maori Spirituality dimension in the Religious Education curriculum, Tō Tātou Whakapono and through the rituals and practices of our Catholic Special Character

What will the school do to provide instruction in te reo māori 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 māori instruction through the Wai Ako online programme and the support material resource on

<http://tereomaori.tki.org.nz>

Board, Teachers, Support staff, Whānau and students will be supported and guided by our Ngāti Tamaoho iwi personnel

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

The School Board will continue to consult with our Maori whānau/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 unpacked with staff and whānau to inform decisions and practices

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



Vision	LEARN Ka Ako, LOVE Ka Aroha AND SERVE Ka Manaaki IN THE NAME OF THE FATHER, THE SON AND THE HOLY SPIRIT
Summary	<p>Over the last eighteen months, the school Board has consulted with our community in various ways, to help us with the development of our school's Strategic Plan- a plan that all schools are required to have and which sets the direction for the key work of the school for the next three years.</p> <p>Our school community has played a key role in shaping these goals by responding to our online surveys, participation in community meetings, talking with our children's kaitiaki, and informal conversations at school gatherings to name a few. With our community's thoughts and ideas, we have developed key goals for our school, which are based on the four objectives of Education and Training Act 2020, legislated by the Government.</p> <p>Our purpose is to share with our community the great progress we, as a school, are making in developing and implementing our strategic plan, and the valuable contribution the community has made in shaping it.</p> <p>The Primary Objectives of School Boards are set by the Government and Boards must ensure that:</p> <ul style="list-style-type: none">• Every student at the school can achieve their highest educational standard.• The school is a physically and emotionally safe place, ensures students' human rights are upheld and take steps to eliminate racism, stigma, bullying and other forms of discrimination.• The school is inclusive of and caters for, students with differing needs• The school gives effect to Te Tiriti o Waitangi, including by-• Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, matauranga Māori and te ao Māori• Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori• Achieving equitable outcomes for Māori students. <p>Being a Catholic school, we have the responsibility of ensuring that children encounter the living God who in Jesus Christ reveals his transforming love and truth, grow in the knowledge and understanding of their faith, and experience school as a place of Christian witness.</p> <p>Catholic Special Character: Our living faith is the heart of our school</p> <p>The community has said that they would like to see:</p> <ul style="list-style-type: none">• Knowledge and understanding of our Catholic faith• Knowledge and understanding of the school's Religious Education programme• Instilling Gospel values into our children's lives• Our faith should be intertwined in educating our tamariki• Our faith should be seen in the daily life of the school in all we say and do• The physical set up of the school should reflect our Catholic faith• Be involved in community outreach projects e.g. Catholic Caring Foundation



Excellence in Teaching and Learning: All ākonga experience rich and responsive teaching and learning
The community has said that they would like to see:

- A well rounded curriculum, while being in a nurturing, faith based environment
- Gain a solid grounding in Reading, Writing and Mathematics
- More emphasis on Art, Music, Physical Education and Health
- Children involved in different culture groups, reflecting the school's diverse ethnicities
- Children taking more independence and responsibility for their learning
- Development of problem solving skills
- Knowledge, understanding and practising the school values, then academic learning
- Learning basic te reo and a knowledge and understanding of Māori tikanga and have a Kapa Haka group.
- Developing a relationship with our local marae
- More Education Outside the Classroom experiences
- Continue to have opportunities for whānau to learn more about the curriculum and activities that can be done at home to support the work of the school, particularly in Literacy and Maths.

Community Hauora/Well Being: Unity/kotahitanga is strengthened through inclusive community partnerships
The community has said that they would like to see:

- Continue the great work in promoting the school values.
- Address any bullying as soon as it arises
- Provide Learning Assistants for children who have additional needs
- Have a social worker based at school to work with individuals/small groups
- Have a buddy system- an older child for the new entrant to establish a relationship with as they start school.
- Work closely with a range of community organisations
- Continue reaching out to struggling families- you acknowledged the school's Awhinatia outreach which is in place
- More sports and cultural activities
- Family Fun Days at school to build up a sense of community
- Regular contact with local parishes, encouraging family involvement in Sunday Masses
- Have someone come into the school to talk about well-being for children and parents

Based on our key goals and what our school community has said, the principal and staff will develop an annual implementation plan which details initiatives, plans and actions to work towards achieving these goals.

Our Principal, Senior and Middle Leadership Team, will regularly report to the school Board on the progress of the annual implementation plan which we review in the context of the school's key goals.

Through fortnightly school newsletters, the school community will be able to read about various initiatives, activities and projects being planned and implemented highlighting students' involvement and how the teaching and learning programmes relate to our school goals. Our school community will see that many of the suggestions they have made are being implemented, as together we work towards achieving our Strategic goals.



<p>Strategic Goal Statement Catholic Special Character: Our living faith is the heart of our school</p> <p>Strategic Goal 1: To 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.</p>	<p>Links to Board Primary Objectives Section 127 of the Education Training Act 2020 Objectives 1-4</p> <p>Links to Education Requirements NELP Objectives 1, 2, 3, 4 NELP Priorities 1, 2, 3, 4, 5, 6 Catholic Education for School Aged Children Tō Tātou Whakapono/Our Faith RE Curriculum Wonderfully Made in God's Image - He Mea Hango Mīharo ki tō te Atua Āhua</p>	<p>Initiatives:</p> <p>2024-2025: To continue to implement the new Religious Education Curriculum Tō Tātou Whakapono/Our Faith</p> <p>2024-2025: To respond as Christian Witnesses through strengthening connections to parish ministries</p>	<p>Success looks like ...</p> <p>Our staff, students and whānau have developed a personal relationship with God, experience/encounter Christ through their actions, interactions of others and have opportunities to participate in acts of service.</p>
<p>We will know we have achieved this when ...</p> <p>The new Religious Education programme is used effectively for planning, teaching and delivery</p> <p>Teachers/Kaitiaki are confidently and competently planning and delivering quality Religious Education lessons that are responsive to all learners.</p> <p>Opportunities for 'service/outreach' are in place so that staff, students, whānau and board can be involved.</p> <p>School and parish combine resources to respond to/initiate opportunities to serve as Christian witnesses</p> <p>When Parish and School are working closely together on of faith/church service /outreach initiatives and programmes</p>	<p>We will measure success by...</p> <p>Qualitative:</p> <p>(a) planning is evident in UbD connected curriculum concept planning</p> <p>(b) delivery is evident in the implementation of teaching/learning programmes</p> <p>Quantitative:</p> <p>(a) there is an increasing number of students involved in Parish service ministries and outreach programmes</p>	<p>2024 - RE Curriculum</p> <p>Teachers are leading staff in using Tō Tātou Whakapono/Our Faith for planning and teaching</p> <p>Year 3&4 teachers have opportunity for PLD</p> <p>Teachers are confidently using new resources related to Tō Tātou Whakapono/Our Faith</p> <p>2024 - Christian Witness</p> <p>Students and families are involved in parish ministries</p>	<p>2025 - RE Curriculum</p> <p>Teachers are leading staff in using Tō Tātou Whakapono/Our Faith for planning and teaching</p> <p>Year 5&6 teachers have opportunity for PLD</p> <p>Teachers are confidently using new resources related to Tō Tātou Whakapono/Our Faith</p> <p>2025 - Christian Witness</p> <p>Students and families are involved in parish ministries</p>
<p>Strategic Goal Statement Excellence in Teaching and Learning: All ākonga experience rich and responsive teaching and learning</p> <p>Strategic Goal 2: To develop a localised, connected and responsive curriculum</p>	<p>Links to Primary Board Objectives: Section 127 of the Education Training Act 2020 Objectives 1, 3-4</p> <p>Links to Education Requirements: NELP Objectives 1, 2, 3, 4 / NELP Priorities 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths</p>	<p>Initiatives:</p> <p>2024-2025: To continue to implement the Te Mātaiaho Refresh curriculum changes within the context of HTCPS Local Curriculum design</p> <p>2024-2025: To increase teachers capacity to deliver high quality teaching and learning programmes through collaborative coaching model</p>	<p>Success looks like ...</p> <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>



	Strategy Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaiāta Tau Mai Te Reo The Action Plan for Pacific Education 2020-2030 Poutama Reo - ERO Success for All		
We will know we have achieved this when ... Staff, students and families are engaged in local curriculum development Students /whānau are contributing to the connected curriculum concepts teaching and learning activities Student achievement data levels show progress and achievement Students demonstrate capabilities, knowledge and skills for our world. Teaches demonstrate strong pedagogical collaborative practice (Common Practice Model) Delivery of Te Mātaiaho through English/Maths/Social Sciences	We will measure success by... Qualitative: (a) HTCPS Local Curriculum Document is accessible (online and hard copy) and is planned, developed and reviewed regularly. (b) Evidence of alignment to NZ Curriculum Refresh is evident in HTCPS Local Curriculum © Evidence of PE/Health and Oral Language lessons timetabled, planned and implemented (connected curriculum) (d) Evidence Te Wai Ako te reo māori programme implemented in all Learning Communities (e) HTCPS PLG groups are operating effectively with individual teacher inquiries achieved Quantitative: (a) Reading and Writing 'at and above' achievement levels increase to 85% or more (b) Hikairo Self Review tool is administered and data/responses analysed for forward planning and actions	2024 - NZ Curriculum NZC Refresh pedagogy, language and understandings reflected in HTCPS local curriculum documents Common Practice Model effective pedagogy and practices are evident in Learning Communities An increase in achievement levels of reading and writing to 85% Progress and achievement data of identified students is tracked and shows accelerated progress Growth in staff understanding and use of te reo tikanga, matauranga māori Equitable outcomes for all as teachers competently meet the needs of diverse learners Strengthened relationships with Ngāti Tamaoho iwi Te Reo Māori is delivered in all Learning Communities Outdoor Education and Active Play programmes are planned and implemented as part of the daily programme School is providing quality play, games, sports, outdoor education opportunities and equipment for students Kaitiaki/Learning Assistants are regularly practising and implementing oral language strategies	2025 - NZ Curriculum NZC Refresh pedagogy, language and understandings reflected in HTCPS local curriculum documents Common Practice Model effective pedagogy and practices are evident in Learning Communities An increase in achievement levels of reading and writing to 90% Progress and achievement data of identified students is tracked and shows accelerated progress Continued growth in staff understanding and use of te reo tikanga, matauranga māori Equitable outcomes for all as teachers competently meet the needs of diverse learners Strengthened relationships with Ngāti Tamaoho iwi Te Reo Māori is delivered in all Learning Communities Outdoor Education and Active Play school programme overview is implemented School is providing quality play, games, sports, outdoor education opportunities and equipment for students Kaitiaki/Learning Assistants are regularly practising and implementing oral language strategies



		2024 Professional Learning Groups	2024 Professional Learning Groups
		An internal PLD model of collaborative coaching is established in the form of PLGs (professional learning groups) to increase teacher capabilities	An internal PLD model of collaborative coaching is effectively operating in the form of PLGs (professional learning groups) to increase teacher capabilities
Strategic Goal Statement Community Hauora/Well Being: Unity/kotahitanga is strengthened through inclusive community partnerships Strategic Goal 3 To develop inclusive, reciprocal and collaborative community relationships :	Links to Primary Board Objectives: Section 127 of the Education Training Act 2020 Objectives 1-4 Links to Education Requirements: NELP Objectives 1, 2, 3, 4 NELP Priorities 1, 2, 3, 4, 5, 6 Te Mātaiaho Refresh Curriculum Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaita The Action Plan for Pacific Education 2020-2030 Other resources: Mental Health Education Relationships and Sexuality Education Success for All	Initiatives: 2024-2025: To re-establish HTCPS as an effective contributing primary school following decapitation 2024-2025: To strengthen community relationships through collaborative engagement with local iwi and school community groups	Success looks like ... Our community is strengthened through positive hauora, inclusive partnerships and multiple and purposeful opportunities for engagement.
We will know we have achieved this when ... Staff, students and whānau are experiencing a smooth and positive transition to restructuring as a contributing primary school Families are knowledgeable about what is happening at school for their child, their community Our community values the opportunities for school/home partnership and are actively engaging with school in a variety of ways Our community is present and displays a positive sense of belonging to HTCPS whānau We are all invested in creating a culture of inclusivity	We will measure success by... Qualitative: (a) Restructuring information is shared with the school community in a timely manner (b) Frameworks, processes, opportunities and events to support effective transition have been planned and implemented © Ngāti Tamaoho personnel and HTCPS Board/Staff and whānau have shared Education Strategy plan together (d) HTCPS Māori Education plan framework has been developed with all stakeholders (e) Regular community/ethnic meetings are held for school community groups Quantitative:	2024 - Restructuring Key tasks for Year 1-6 restructure planned 2024 - Peer Mediation programme Sustainable and effective School-wide peer mediation programme is in place 2024 - iwi/Community School and iwi meet regularly to share plans and progress School and iwi meet regularly to share plans and progress Ethnic community groups are increasingly engaged with the life of the school	2024 - Restructuring HTCPS is effectively operating as a contributing primary school 2024 - Peer Mediation programme Responses from Hauora student survey 2024 feedback, feed forward actioned 2024 - iwi/Community School and iwi meet regularly to share plans and progress School and iwi meet regularly to share plans and progress Ethnic community groups are increasingly engaged with the life of the school



<p>A successful peer mediation programme is implemented schoolwide</p> <p>HTCPS is establishing a warm, reciprocal relationship with iwi and community groups</p>	<p>(a). Peer Mediator leaders are trained and operating in the playground daily</p> <p>(b) Student voice surveys/PMIs provide feedback/feedforward for programme effectiveness</p>		
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