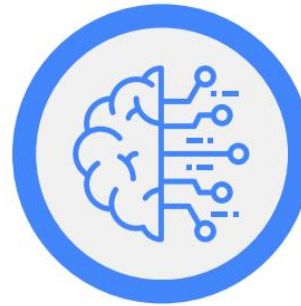




COMMUNITY CONNECTIONS AND SCHOOL GROWTH

Strengthening ties - Making connections - Growing our St Therese Whānau.



CURRICULUM UNDERSTANDING & PROGRESS

Understanding and implementing changes in the New Zealand Curriculum Refresh



SERVING OUR COMMUNITY

Seeing a need - Serving - Fostering a commitment to making a positive impact.



St Therese School 2-Year Strategic Plan 2024-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

OUR MISSION

To develop passionate, faith-filled, life-long learners with the skills and knowledge to be successful community member.

OUR VISION

Growing learners PREPARED for the future.

OUR VALUES



Doing little things with great love

Summary of the information used to develop this plan:

Community Consultation
Recognition of the change of roll
Increasing diversity within the community
Te Mātaiaho- the refreshed New Zealand Curriculum
Catholic Special Character

Statement of Intent:

The St Therese School Board of Trustees undertakes to ensure all reasonable steps are taken to achieve the purpose, aims, and objectives in this Charter, which has been approved by the Board following consultation with the community, and align with the NELPs (National Education Learning Priorities).

Giving effect to Te Tiriti o Waitangi:

We respect the unique position of Māori

- ...as tangata whenua (the indigenous people) of New Zealand and te reo Māori as an official New Zealand language. We also acknowledge the diversity of Māori and Māori learners. St Therese School endeavours to partner with local iwi to develop resources that capture our local history and build a deeper understanding of the socio-cultural context of our community.
“The curriculum acknowledges the principles of the Treaty of Waitangi, and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.” *The New Zealand Curriculum, p.9*


We foster tikanga Māori at our school through:


- engaging with [Ka Hikitia Ka Hāpaitia: The Māori Education Strategy](#)
- integrating te reo Māori, tikanga Māori, matauranga Māori, and te ao Māori into school life and the curriculum, as appropriate, to reflect the dual cultural heritage of New Zealand
- developing productive relationships with whānau, local iwi and hapū and Māori cultural advisors, as appropriate
- holding whānau hui (family meetings) and convening whānau groups.
- If a higher level of tikanga Māori and/or te reo Māori is requested, staff and whānau discuss and explore options such as:
providing in-school support and resources to further enhance inclusion of te reo Māori and tikanga Māori for the student, if possible
- using community expertise (people and organisations) to help with any of the above


The board and staff consult with the Māori community

- When developing plans and targets for improving the progress and achievement of Māori students.
- Regularly monitoring and reporting on Māori student achievement.
These aims are in accordance with the principles of Te Tiriti o Waitangi and are legal requirements in relation to Māori under the Education Act 1989.



Strategic Goal 1	Actions:	Success:	NELPS	Board Primary Objectives
<p>Developing Stronger Community Connections and School Growth</p> <ul style="list-style-type: none"> - Strengthening ties - Making Connections - Growing our St Therese Whānau 	<p>Foster Community Engagement: Cultivate strong bonds within our school community, encouraging active involvement and participation from all members.</p> <p>Enhance Alumni Relations: Establish meaningful connections with former St Therese School students, nurturing deeper relationships with alumni to foster a sense of belonging and support.</p> <p>Forge Community Partnerships: Engage with local community groups, service providers, and businesses to establish collaborative relationships aimed at enhancing the educational experience and overall well-being of our school and the broader community.</p> <p>Implement Enrolment Marketing Strategy: Develop and execute a comprehensive marketing strategy to attract new students and facilitate school roll growth, leveraging various channels and initiatives to effectively communicate the value and unique offerings of St Therese School.</p>	<p>A sense of belonging and active participation among all community members.</p> <p>Strengthened connections with alumni, leading to valuable mentorship opportunities, support for school initiatives, and increased involvement in school activities.</p> <p>Meaningful partnerships are established with local community groups, providers, and businesses, leading to mutually beneficial collaborations.</p> <p>Effectively attract new students, resulting in a noticeable increase in school enrolment.</p>	<p>Objective 1: Learners at the Centre 1.2 Have high aspirations for every learner/ ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>Objective 2: Barrier Free Access 2.3 Reduce barriers to education for all including Māori and Pacific ākonga, disabled ākonga, and those with learning support needs.</p> <p>Objective 4: Future of Learning and Work 4.7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.</p>	<p><i>As set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Objective 2: i, ii,iii</p> <p>Objective 3:</p> <p>Objective 4: i, ii</p>

Strategic Goals:	Actions:	Success:	NELPS	Board Primary Objectives
<p style="text-align: center;">Curriculum Understanding and Progress</p> <p style="text-align: center;">Understanding and implementing changes in the New Zealand Curriculum Refresh</p> <div style="text-align: center;">  </div>	<p>Embrace Curriculum Refresh Changes: Actively engage with updates to the curriculum, ensuring comprehensive coverage and alignment with evolving educational standards and practices.</p> <p>Review and Enhance School Curriculum: Conduct regular reviews of the school curriculum to ensure its relevance, effectiveness, and alignment with educational objectives. This includes updating assessment methods, reporting mechanisms, and learning pathways to meet the needs of students.</p> <p>Strengthen Assessment Practices: Continuously refine assessment practices to ensure their reliability and effectiveness in informing teaching, learning, reporting, and school-wide planning efforts. This includes implementing robust assessment frameworks and processes that facilitate meaningful insights into student progress and achievement.</p>	<p>Teachers demonstrate a deep understanding of the refreshed curriculum and seamlessly integrate them into their lesson plans.</p> <p>The curriculum is one that is dynamic, responsive, and aligned with the needs of students and the goals of the school.</p> <p>Assessment practices provide meaningful insights into student learning and inform instructional decisions effectively. This includes evidence of consistent and reliable assessment methods, improved student performance trends, and the use of assessment data to drive targeted interventions and personalised learning experiences.</p>	<p>Objective 1: Learners at the Centre 1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 1.2 Have high aspirations for every learner/ ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>Objective 2: Barrier Free Access 2.3 Reduce barriers to education for all including Māori and Pacific ākonga, disabled ākonga, and those with learning support needs. 2.4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p>Objective 3: Quality Teaching and Leadership 3.5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. 3.6 Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.</p> <p>Objective 4: Future of Learning and Work 4.7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.</p>	<p><i>As set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Objective 1:</p> <p>Objective 3:</p> <p>Objective 4: <i>i, ii, iii</i></p>

Strategic Goals:	Actions:	Success:	NELPS	Board Primary Objectives
<p>Serving our Community</p> <p>Seeing a need</p> <p>Serving</p> <p>Fostering a Commitment to making a Positive Impact</p> 	<p>Identifying Needs: Engage with community stakeholders to identify areas of need, including educational, social, and environmental concerns.</p> <p>Implementing Service Initiatives: Develop and implement service initiatives that directly address identified needs within the community.</p> <p>Promoting Engagement and Participation: Foster a culture of service and civic engagement among students, staff, and the wider school community.</p> <p>Measuring Impact and Reflecting: Regularly assess and evaluate the impact of service initiatives on the community, as well as on the individuals involved.</p>	<p>Established strong relationships with community stakeholders and effectively gathers comprehensive data on various needs.</p> <p>Designed and implemented service initiatives that directly address identified community needs.</p> <p>Development of a robust culture of service and civic engagement within the school community.</p> <p>Consistent evaluation and reflection on the impact of the service initiatives.</p>	<p>Objective 1: Learners at the Centre</p> <p>1.1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>1.2 Have high aspirations for every learner/ ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>Objective 3: Quality Teaching and Leadership</p> <p>3.6 Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.</p> <p>Objective 4: Future of Learning and Work</p> <p>4.7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in work.</p>	<p><i>As set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Objective 2: i, ii,iii</p> <p>Objective 3:</p> <p>Objective 4: i, ii</p>