





St Francis Xavier Catholic School

To Love To Learn and To Serve
Kia Aroha Kia Akona Kia Aro Atu

STRATEGIC PLAN ST FRANCIS XAVIER CATHOLIC SCHOOL

SCHOOL VISION:

Uniting through Christ: **Te kotahitanga mā Ihu Karaiti**
Embracing Mana: **Te tauawhi i te mana**
Embracing Futures: **Te whakaniko i te anamata**

SCHOOL MOTTO:

To Love, to Learn and to Serve: **Kia Aroha, Kia Akona, Kia Aro Atu.**

MARY MACKILLOP VALUES:

Make room for all: **Whakaritea he waahi mo te katoa**
Do Your Bit: **Mahia tāu mahi**
Listen to God's call: **Whakarongo ki te karanga a te Atua**
Have an attitude of gratitude: **Kia whai he whanonga whakawhetai**
Never see a need without doing something about it:
Kaua rawa e kite i te hiahia me te kore e awhi atu

MISSION STATEMENT: Inspired by the Gospel Values, St Francis Xavier Catholic School encourages us all to have a passion for learning and serving.

We will:

- Be the first choice of school for our Catholic community.
- Be recognised for providing an education that meets the needs of each individual.
- Strive for academic excellence.
- Resource our school with appropriate information technology.
- Be at the cutting edge of educational development.
- Ensure that the staff is well-supported and proud to work at the school

The Teaching Framework:

The school is a state integrated Catholic Primary School, in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ.

In order to achieve this we will:

- Create a moral climate in our school / classrooms that will promote and teach the values of Jesus Christ.
- Integrate the Religious Education programme with the curriculum.
- Develop a learning environment in our classrooms that will recognise effort and demonstrate curriculum integration.
- Base our teaching on recognising the importance of every child's individual needs.
- Provide a range of learning experiences based on the essential learning areas including Religious Education.
- Believe that all students can learn if they are motivated and receive appropriate support and guidance.
- Utilise the human resources within our community, to promote partnership in learning.
- Consult with parents and caregivers at regular intervals to inform, share and develop a learning partnership.
- Work in partnership with whānau, to raise the level of achievement of Māori students.

Goals: “What the school has to focus on in terms of its vision.”

- To provide a safe, happy and challenging environment that embraces the Catholic character.
- To promote strong links between home, school, Parish, whānau and the wider community.
- To continue to foster important relationships between the Parish and the school.
- To identify and enhance children’s individual learning skills spiritually, academically, socially, physically and emotionally.
- To promote an education which values cultural difference and understanding.
- To encourage academic achievement and lifelong learning skills.
- To network with local agencies to enhance educational opportunities.
- To network with Catholic schools in our Diocese.
- To ensure that the school’s programmes reflect the area’s Catholic historical and cultural heritage.



STRATEGIC PLAN

2024 – 2025

“In order that the Catholic school and the Catholic teachers may truly make their irreplaceable contribution to the Church and to the world, the goal of Catholic education itself must be crystal clear. Beloved sons and daughters of the Catholic Church, brothers and sisters in faith: Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others.”
Pope John Paul II

	SCHOOL CONTEXT																
Special Character	We will review and report on our school’s Special Character to ensure that the school continues to create a Christ-centred school that will promote and teach the Gospel Values.																
School Profile	The table below shows the roll on the first day of the school year. We predict we will open with approximately 455 akonga in 2024.																
	Year	07	08	09	10	11	12	13	14	15	16	18	19	2020	21	22	23
	Roll	407	438	449	453	437	457	454	444	462	478	485	463	479	475	477	458

<p>School Organisation</p>	<p>The school Principal is released to lead and manage the school. Two Deputy Principals, who are also released from teaching a regular class of students, ably support her. A new initiative to release the Middle School Leader will also be released to cover CRT and leadership functions in the Middle School. The DPs undertake the teaching of individual and groups of students, they also release, coach and mentor colleagues, supervise the Special Needs programmes, lead the curriculum and offer pastoral support. The school has a Director of Religious Studies who oversees the implementation and teaching of the Religious Education programme. There are five Whānau Leaders who lead teams of three to four teachers. The school is organized into Whānau (family) groupings and there are composite classes in Years 3/4 and 5/6. We also employ a full time ESOL teacher/coordinator, a full time LSC and music specialist who also releases teachers on a weekly basis as and when required.</p>
<p>Review of Policy, Programmes, Charter and Strategic Direction.</p>	<p>The school leadership team, Board of Trustees and staff regularly consult the parent community.</p> <ul style="list-style-type: none"> ● Each year the Auckland Diocese requires a record of consultation about a particular aspect of the Religious Education curriculum. ● The Board of Trustees and Staff worked to establish a new strategic direction for 2018 – 2021. The plan has been further extended to 2024 with the same objectives in mind. Consultation and a Teacher Only Day resulted in the plan below. The plan has been amended to include the new National Education Learning Priorities. The parent community was invited to read, have input and comment on the Strategic Plan. ● Work has begun on implementing Te Whakangarahū Ngatahi / Planning Together for 2024. ● Through the Mapping approach to curriculum delivery the Mapping Team and teachers review curriculum programmes each term. ● School wide policies are reviewed by the Board of Trustees in a timely manner. The Board has transferred all policies to SchoolDocs.



ST FRANCIS XAVIER CATHOLIC SCHOOL STRATEGIC AND ANNUAL PLAN 2024

There are two specific goals in 2023 2024:
 To respond to the MOE review and requirements of planning and reporting - implementing Te Whakangarahū Ngatahi.

To respond to the results of a 2022 schoolwide survey. The emphasis being on the development of culture, language and identity. The results have improved on last year but there is still room for improvement.

STRATEGIC GOAL – UNITING THROUGH CHRIST
 The Catholic school has as its aim the critical communication of human culture and the total formation of the individual.

	STRATEGIES FOR ACHIEVING THE GOAL	PROGRESS INDICATORS	2024 ACTION PLAN
<p><i>1. To develop a Christ centred Catholic community.</i></p> <p><i>In administering this goal The National Education Learning Priorities areas 1 and 2 are addressed.</i></p>	<p>Ensure that teachers receive Religious Education professional development.</p>	<p>Teachers receive at least 12 hours per annum of RE professional development.</p>	<p>An approach made to the Diocese to have some staff reflections accredited.</p> <p>Embed the new RE curriculum - To Tatou Whakapono Our Faith</p> <p>Undertake Year 3 / 4 PD on new RE curriculum - To Tatou Whakapono Our Faith</p>

	<p>Include Catholic character expectations in all job descriptions.</p>	<p>Teachers wishing to gain further qualifications are to be supported. This personal goal will form part of their PGC (appraisal). Job descriptions to reflect Special Character. Annual budget to provide for Special Character and RE professional development. Special Character goal to be included in appraisals (PGC)</p>	<p>Teachers wishing to undertake RE Instruction and PD will be supported to do so. The PD budget prioritizes this.</p> <p>Job descriptions for new employees to include the RE documentation.</p>
	<p>Review dimensions of the Special Catholic Character Review and Development document.</p>	<p>Catholic Character Review recommendations to be actioned and monitored via monthly reports to the Board of Trustee Special Character Subcommittee. Children demonstrate and practice knowledge of their Catholic faith by participation in school mass, liturgies, the reciting of prayers.</p>	

		Children respect and follow the values, attitudes and beliefs that the school holds by observing and living our school motto “to love, to learn and to serve. Kia Aroha, Kia Akona, Kia Aro-Atu” These qualities are reinforced in school assembly, school activities in the classroom and modelled by all staff.	Ongoing. The motto is discussed with parents at the He Kākano sessions so that the message is reinforced at home. The motto is regularly referred to in school, year group and whanau gatherings. The school has a focus each term on one of the values eg Term 1 “to love”.
a. <i>To develop a Christ centered Catholic community</i>	To develop strategies that will draw parents and children into active participation in parish life.	Regular reviews of existing practices are monitored and improvement plans developed e.g. Whānau Mass, school Mass, Sacramental programme.	Embed the ‘Walk In The Light’ programme and the ‘Ready The Way’ programme.
	Communicate to parents what it means to enrol and have your child attend a Catholic school.	During He Kākano (New Entrant transition programme) sessions, explain to parents the role that they need to play in supporting our Special Character and Catholic faith.	Mrs Glenys Jakicevich undertakes this job as part of the He Kākano sessions.
		Act on new initiatives and monitor / report on progress to the Special Character sub committee.	The RE Special Character team will report to the Board on the mentioned activities.

		Provide plans and show communication that continues to promote Family Mass, liturgies, sacramental and transition programmes.	7-11 year old students and their whanau will be encouraged into baptism by the 'Walk In The Light' programme and the 'Ready The Way' programme. Five Sunday whānau masses will be part of our commitment to the Catholic community. Children and their whanau are encouraged to be involved in Mass and take part with roles such as altar serving and reading the readings.
	Internal Catholic Character Review Recommendation Dimension 3: Te Whakaatu Karaitiana/ Christian Witness Focus Area 2: Partnership and Collaboration	This is in keeping with our school focus and the direction our school is heading with Niho Taniwha.	Following on from 2023 collected data from parents and Year 6 students, consultation will continue. To continue to develop the Niho Taniwha Framework.
2. <i>To teach and live the school Catholic values, including tolerance, love, respect, relationships and humanity for all.</i>	Maintain an ethos that all staff, ancillary, support and teaching are treated equally and with dignity.	Staff are valued and supported in their work – feedback via surveys, team meetings and appraisal. The school vision of “Uniting through Christ, embracing mana and enhancing futures” is understood and verbalised by the community.	The school continues to be a part of the Kāhui Ako Hub. The work undertaken has a strong emphasis on Wellbeing and these practices supplement our Special Character. Wellbeing survey results indicate that there is still room for improvement. The Wellbeing group will review the findings from surveys and put forward some new ideas.

			<p>A significant goal for us in 2024 is to ensure that the ongoing wellbeing needs of staff, students and whānau are being met and supported.</p> <p>The Learning Support Coordinator and Family Worker have an integral role to play here.</p>
	<p>Through a Christ centred school we will live and teach Catholic values.</p>	<p>Consultation, communication is evident at every level within the school. Fortnightly newsletters, PTFA meetings. Parent / pupil triadic meetings held in Term 1 and Term 4 He Kākano.</p> <p>The mission of the Church is upheld. Ensure school wide concepts promote a Catholic worldview.</p>	<p>The Meet and Greet evening and mid year student learning conversations will continue in 2024.</p>
<p>3. <i>To uphold our bicultural and then our multicultural partnerships.</i></p>	<p>To evaluate how well learning conditions that embrace students' language, culture and identity, are designed and implemented within the curriculum.</p>	<p>Kapa Haka is available to all Year 5 and 6 students and Year 3 and 4 students once a week. depending on the demand and availability of the tutor each year.</p>	<p>The current programme involving all Year 3-6 children has paid dividends and will be continued in 2023/2024.</p>
	<p>To see learners with strengthened connections to their family and place through a greater</p>	<p>Ongoing consultation with the whānau will be fostered by communication with families.</p>	<p>Whānau Leaders will give feedback on Priority learners each term.</p>

	awareness of their language, culture and identity.	Support Kāhui Ako initiatives to further connectedness and relationships.	
	Further actions to give effect to Te Tiriti o Waitangi are evident in and impacting positively on learner outcomes and the curriculum. This includes using tikanga Māori, applying learning progressions in te reo Māori me ōna tikanga and broader mātauranga Māori and te ao Māori learning for all learners.	Reducing disparity – through achievement data that identifies target groups and priority learners. Pono (truth, honesty and integrity), tika (doing the right thing), and aroha (love, compassion, empathy) the fundamentals of Māoritanga are underpinned by Whānau Meetings, PTFA , classroom expectations and curriculum delivery.	These indicators are largely embedded in our self-review process. Continual attention to the goals and an awareness of changes is essential to monitor effectiveness.
	To increase students' sense of belonging to an environment, of relational trust that improves equity and excellence for all learners.	Promote improved learner outcomes, the aspirations and views of Māori, whānau, hapu and iwi are responded to and improved consultation processes.	An area that needs to be developed is the consultation with the various ethnicities. Large group meetings do not achieve the benefits as face to face 1:1 discussion. The principal and leadership team are aware of this and are endeavouring to make more regular contact with whānau and other ethnicity families.

		Continue ESOL programme for English as second language speaking children.	The Kāhui ako has employed migrant support workers to assist with the transition and instruction of Filipino and Indian students. These workers will undertake training and be a part of the St Francis Xavier staff. Our school is the fundholder.
		All staff choose to undertake te Reo professional development to upskill their knowledge to use within the school.	

STRATEGIC GOAL - EMBRACING MANA

Catholic education recognizes and affirms all cultures and ethnic groups especially those represented within the school community.

	STRATEGIES FOR ACHIEVING THE GOAL	PROGRESS INDICATORS	2024 ACTION PLAN
<p>1. <i>To respect each individual's mana regardless of their culture, ability or gender and treat them with dignity.</i></p> <p><i>In administering this goal the National Education Learning priorities 1,2,3,5 and 6 are being addressed.</i></p>	To know our learners, their stories and their aspirations	Opportunities for sharing cultural identity. Sharing children's voices and narratives. Curating school wide concepts. Focus on local communities.	Term 4, an end of year twilight cultural event to celebrate our diversity. Ongoing work with cultural narratives. Recognising identity and language and culture in the classroom.
	Develop respect for their own and others' culture and heritage giving priority to Māori language and culture.	Seek opportunities for children to experience another culture through programmes like kapa haka and puna reo. Consideration given to Māori identifying hapū or iwi affiliation.	Continue to develop Kapa Haka through the school at all levels. Support workers helping to share other cultures such as the Indian and Filipino culture through the school. To continue to build on whanau consultation, where teachers work alongside whanau, learning together what's best for tamariki. Continue to seek iwi and hapū affiliation.
	Be culturally responsive to the needs and aspirations of Māori learners, their whānau, hapū and iwi.	Identifying iwi and hapū affiliation of students at enrolment. If resources are available, respond to parent requests for te reo Māori.	Integration of tikanga Māori appropriate to local contexts. Karakia, waiata, mihi whakatau, Matariki, cultural performances.
	Foster inclusive practices for all.	Liaise closely with the whānau group and parents of Māori students through meetings and parent communication.	Meetings to be held as the need arises or in preparation for a significant event.

		Identify ways to engage with the whānau of priority learners to seek opportunities of support from others.	One of the tasks of our Family Worker is to foster relationships with whānau and school. Regular meetings with DPs and principal's to develop caseload. LSC and SENCO are also involved.
2. <i>To act with independence</i>	Develop strengths and passion through creative and innovative teaching strategies.	Increase student agency. (The level of autonomy, power and control that a child experiences in a learning situation) by understanding their next learning steps and constructing these with parent, teacher and child. Designing programmes to enhance learning experiences across the curriculum.	Build on last year's initiatives and continue to develop STEAM. Research successful interventions, review possibilities, set up resources, staffing. Could form part of a wellbeing strategy to develop independence.
	Encourage independence and develop a "can do" attitude to learning.	Identify strategies to enable children to share their learning by encouraging children to "have a go". Success is measured through pupil surveys and student voice.	Children experience a range of opportunities that develop risk taking and confidence. Including opportunities such as school Camps, EOTC, music, swimming, Diving Deeper, Enviro Programs and STEAM.
3. <i>To improve individuals' self worth and develop their strengths.</i>	Provide support guidance and pastoral care.	Continue to employ a Family Worker. Show compassion, support and understanding in keeping with the school's Special Character.	Ongoing. Funding continues to be sought from the Catholic Caring Foundation. This programme is going from strength to strength. Great outcomes in 2023. Rosie (Family Worker) is a star!! There is a possibility of another support worker from Mana Ake.
	Offer opportunities for whānau group activities and	Seek and support opportunities for school wide leadership .	Changes to the selection and organisation of student leadership proved very successful. We will

	tuakana teina relationships.		continue to develop this model and consider initiatives to acknowledge students who embraced these roles during the year.
	Continue to provide programmes to assist ALL children to achieve.	Support Student Learning using explicit, targeted learning opportunities as well as extension learning opportunities.	Embed BSLA in Junior classes and be involved in Structured Literacy initiatives. Also Mathematics & Statistics professional development to align with Te Mataiaho - NZ Refresh Curriculum.
4. <i>To create enthusiastic, resilient and successful students so that they can succeed in life.</i>	Promote a healthy lifestyle.	Through curriculum concepts develop opportunities to promote health and wellbeing.	To address areas for development as identified in the school wellbeing survey. Continue to work with the Hub to deliver the Wellbeing Achievement Challenge. Focus is on relationships and connectedness for 2024.
	Recognise and strengthen each individual's self esteem.	Implement strategies and recommendations from the New Zealand Institute of Wellbeing and Resilience.	Refer to the Hub website for strategies to assist. https://www.nkaow.ac.nz/
	Look for opportunities to celebrate success.	Promote and celebrate student strengths and success for example; academic, sporting, art, music, dance and drama success.	Sharing of more information in the school assemblies, newsletter, web site, See Saw or other forms of communication.

STRATEGIC GOAL – ENHANCING FUTURES			
Catholic schools encourage students to become aware of their responsibilities as citizens of the world.			
	STRATEGIES FOR ACHIEVING THE GOAL	PROGRESS INDICATORS	2024 ACTION PLAN
<p><i>1. Enable children to achieve academic excellence and provide tools to enhance innovative thinking and creative problem solving.</i></p> <p><i>In administering this goal the National Education Priorities 4,6 and 7 are being addressed.</i></p>	Continue to implement updated ICT which supports student learning.	Build on existing devices and develop a strategy to implement the new technology curriculum.	Upgrading new devices chrome books and ipads. Engage services of new I.T to support the network.
	Increase understanding and access to technology to better support technological development in the future.	Look for opportunities and innovative ways to develop children’s understanding, thinking and application of technology by upskilling teachers, through PD and having in staff experts.	Common Practice Model - TBC
	Provide a high quality education that promotes excellence and lifelong learning skills.	Further strengthen teachers' understanding of Gifted Education by exploring ways to differentiate classroom teaching and learning to meet the learning needs of gifted children. This will motivate, inspire and challenge those children who require extension. Further ignite the interests and passions of ākonga by offering programmes such as EPRO8, Music, cantor group, Marimba etc.	Mrs Jane Gunson in partnership with the staff to identify teachers capable of up-skilling students. Staff attendance at Gifted and Talented workshops.

		Continue to support the Diving Deeper programme.	Allocate staffing to ensure continuity.
2. <i>To develop in children the skills to make a valuable contribution to our society, communities and global communities.</i>	Ensure that the Key Competencies are an integral part of every child's learning.	Following the survey to parents by Dr Melinda Webber both within our school and the Kāhui Ako Hub, it is evident that children don't know about "their culture" and the narratives that sit behind this.	There will continue to be a school wide focus on this area so that children know their place, their history, their story. They need to feel that they belong and are acknowledged.
	Help educate parents so that they can better support children's learning	Children will have met the goals in our Leavers Profile. Māori students will have achieved the Māori Graduate profile The transition programme will be implemented and developed throughout the school. Parent evenings to educate parents of how they can support their children with learning at home.	By the end of Year 6 children will have made significant progress towards, or will have achieved, the Key Competencies as stated in the New Zealand Curriculum.
3. <i>To give children skills so that they can develop emotionally, physically, spiritually and socially</i>	The school will offer a balanced curriculum enhancing all aspects of a child's development.	Regular internal and external reviews will identify areas for further consideration and be reported to staff by the Map team. The curriculum mapping process will ensure curriculum coverage and up to date professional development to implement the new Curriculum Refresh - Te Mātaiaho	The Curriculum team will continue to identify and respond to the National Curriculum Refresh programme.(Te Mataiaho) Embedding the ANZH (History) curriculum and looking at the English and Mathematics & Statistics curriculum.

	Provide a safe learning environment	Zones of regulation programme used throughout the school to help with emotional regulation. Identify hazards and safety concerns and report these to school management and the caretaker.	To unpack the Te Whare Tapa Whā model for our staff and ākonga and align this model with our teaching and learning.
	Provide support and guidance. Liaise with outside agencies to support students and parents.	Support from the parish or school will be available for parents who are experiencing personal and/ or family concerns that will impact on their children’s wellbeing and education. To the principal, teacher, staff, and clergy or to all depending on the circumstances.	The Family Worker will respond to some of these requests and the school Leadership will also work closely with whānau / families.
	Provide opportunities for parents to socialize and develop relationships with others.	PTFA to assist in providing avenues for parents to meet socially and for informative events. (Networking and parents supporting parents is effective role modelling. It also helps support parenting skills.)	PTFA hold two meetings each term, to discuss school activities which promote community involvement..
4. <i>To empower children to be the next generation of guardians for the world’s environment. Kaitiakitanga.</i>	Look for opportunities to educate children about the need for conservation and sustainability.	Enviro programme to be an integral part of the school culture by having a learning stream in the curriculum map. Teach children how they might help preserve the environment by referring to the Papal Encyclical Laudato Si, and the subsequent Exhortation Laudate Deum, to help guide our actions.	The Enviro team is very active. Under the leadership of Mrs Sarah Cash the children will have opportunities to review the Silver Enviro award and also minimise waste with Eco Solutions.

		"Laudate Deum": Apostolic Exhortation to all people of good will on the climate crisis (4 October 2023) Francis	We have instigated a bi-annual Experience Marine Reserves programme for Years 3 and 4. Our "bee group" continues to work alongside Tahī Honey. The senior classes continue to take action to clean up the stream environment.
<i>To empower teachers to deliver the expected changes in the curriculum. Te Mātaiaho</i>	Teachers undertake professional development.	School to budget for Professional development.	Structured Literacy programme to be introduced in 2024. The Learner First. Mathematics programme to be continued.

