



# ST PAUL'S SCHOOL

## STRATEGIC PLAN 2026

**MISSION STATEMENT:** St Paul's School Massey, provides quality education for children in a Catholic Community committed to Gospel Values

**VISION:** Love-Aroha, Learn-Ako, Serve-Mahi.

**VALUES:** Respect, Trust in God, Servant Leadership

### GOALS



#### Teaching & Learning

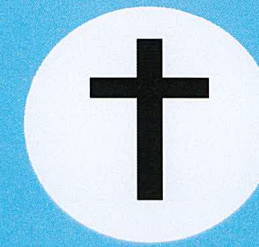
Rich learning environment and responsive curriculum.

### STRATEGIC INITIATIVES

- Continue to collaboratively integrate a culturally responsive pedagogy across the school
- Continue to implement a Structured Literacy programme
- Incorporate Kagan Co-operative Learning to increase student engagement and grow class and team culture.
- Invest in professional development and resources to implement a physical education programme that better meets our students' needs
- Invest in new assessment practices
- Students utilize diverse artistic media to create high-quality artworks and enhance their skills through the art-making process.

### SUCCESS

- Engaged, confident students who enjoy learning and are successful.



#### Special Character

Strong Catholic faith community.

- Implement the new Religious Education Curriculum.
- Facilitate and provide opportunities for tumuaki, whānau and ākonga to experience an ongoing and genuine encounter with Christ

- Faith filled, respectful students who love, trust in God and are servant leaders.



# Individual Student Attendance activities

## Individualised student responses to absence thresholds

### Less than 5 days absence in a school term

#### Parents/Guardians

- > Encourage good attendance habits.
- > Support other parents to encourage good attendance habits.
- > Open communication with school.
- > Follow school attendance management plan and associated policies and processes.

#### School

- > Clear communication to parents on attendance expectations on enrolment, at the start of school year and each term.
- > Communicate to parents what steps the school will take in the event their child is absent from school.
- > Communicate good attendance habits to students and parents.
- > Monitor attendance daily.
- > Support students getting to school.
- > Use school level approaches to promote good social and learning environment.

### Up to 10 days absence in a school term

#### Parents/Guardians

- > Return student to regular attendance.
- > Contact school to discuss reasons for absence.
- > Support student to catch up on missed learning.
- > Engage in supports offered.

#### School

- > Support students to catch up missed learning where required.
- > Use in-school resources as appropriate to remove barriers e.g. 2nd hand uniform shop.
- > Principal to contact parent/ guardian to discuss reason for absence.

### Up to 15 days absence in a school term

#### Parents/Guardians

- > Return student to regular attendance.
- > Attend meeting at the school to diagnose reason for absence and to collaborate on a support plan.
- > Implement strategies at home.

#### School

- > Principal to escalate formal notification to parents.
- > Hold meeting to diagnose reason for absence and to collaborate on a support plan.
- > Develop and implement a plan tailored to the diagnosis and circumstances around the child's absence.
- > Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies as needed.

### 15 days or more of absence in a school term

#### Parents/Guardians

- > Return student to regular attendance.
- > Engage in improvement plan.
- > Participate in regular meetings.

#### School

- > Send warning notice and make contact to arrange meeting with parents.
- > Escalate to multi-agency response.
- > Participate in multi-agency response.
- > Implement and monitor improvement plan.



## Ministry of Education

#### Attendance Service

- › Work with chronically absent and non-enrolled students and their families to identify and address barriers to attendance. This includes:
  - › agreeing changes to be made,
  - › addressing some unmet basic needs impacting on attendance, and
  - › referring students to other services as necessary
- › Collaborate with schools so that
  - › they remain engaged as plans are developed and implemented, and
  - › they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn

#### Regional and National teams

- › Facilitate involvement of other agencies
- › Support schools to access other education pathways for a student where appropriate
- › Consider system-wide initiatives for high-risk attendance
- › Reprioritise regional support resources to where most needed/effective
- › Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools

Religious Education Curriculum Annual Action Plan 2026

Facilitators: Marielle, Jacinta, Lucia

Special Character Focus

Success: Strong Catholic faith community

Action (What you want to achieve)	Responsible	Resources	Measure Student voice, parent survey/ teacher survey	Outcomes
To continue to further strengthen consistency across the school to develop and embed excellent pedagogical practice in Religious Education to improve student outcomes in R.E. including the new Religious Education curriculum across the school	DRS, All Teachers CDA - Catholic Diocese of Auckland	<ul style="list-style-type: none"> <li>- Special Character Report 2025 and 2026</li> <li>- Spiral of Inquiry 24/25</li> <li>- RE Curriculum PD</li> <li>- Team Planning</li> <li>- Staff Meetings</li> <li>- R.E. Whole staff Paper on Old Testament</li> <li>- To Tatou Whakapono - 1, Planeach each level specific A.O.s based on Overall Plan (Year 1,3,5 Set A &amp; Year 2,4,6 Set B)</li> </ul>	<p><u>Teacher Engagement</u></p> <ol style="list-style-type: none"> <li>1. Mentoring Buddy (Faithful Friend) Observations and feedback</li> <li>2. DRS to observe new teachers.</li> <li>3. Feedback from Mentoring buddies each term</li> </ol> <p><u>Student Engagement</u></p> <ol style="list-style-type: none"> <li>1. Class Participation, Reflection and Assessment through their work, activities in their workbook</li> <li>2. Parent Feedback on Workbook and or Homework diary for each theme.</li> </ol>	
Facilitate and provide opportunities for whanau and akonga to experience an ongoing encounter with Christ  Increase whanau participation in school liturgies and events	DRS Father Nuku	RE Curriculum  Sacramental Program  Prayer Leaders Friday Liturgy Whole School Mass Liturgical Events Reconciliation Sunday Led Mass Morning Prayers	Record and analyze attendance and ask for feedback from Sacramental Program organisers and whanau  Prayer Leader Voice Bringing forward Gospel Values Record and analyze attendance Varied and student led	

## Mathematics Curriculum Annual Plan 2026

### Teaching and Learning Goal: Rich learning environment and responsive curriculum

### Success: Engaged, confident students who enjoy learning and are successful

Action	Responsible	Resources	Measure
PLD Ensure that a CPA approach to teaching MNP is used. Teacher Only Day  Encourage the use of journaling as a way to ensure understanding of key concepts.	Marie Nelson - facilitator	Marie	All children use equipment and pictorial forms to demonstrate an understanding of concepts being taught.  Consistent understanding, implementation and fidelity of the structured approach to teaching mathematics. Check data mid- year and end-of-year.  Weekly journaling is happening.
Use of online support tool	All Year 1 to 6 teachers	Daily \$250 per person	Regularly discuss and plan at Team meetings
Monitor progress throughout the year	Marie, Mary and Team Leaders	Time	Student achievement through triangulated data of PAT, e ASTTle and MNP Reviews
Targets for 2026	All teachers	1 hour of teaching Mathematics per day	All students to make progress. Improved student achievement.
Provide extension /enrichment activities for students	Marie	Maths Wizard Otago Maths Challenge Australian Maths Competition	High level of achievement in extension challenges. High level of problem solving demonstrated by students.

### Mathematics Targets for 2026

Year level (359)	Working towards
2	37
3	12
4	11
5	25
6	12

All (359): 27%

Māori (29): 20%

Pasifika (74) : 22%

## English Curriculum Annual Plan

### Teaching and Learning Goal: Rich learning environment and responsive curriculum

### Success: Engaged, confident students who enjoy learning and are successful

Action	Responsible	Resources	Measure
Consolidate Structured Literacy Year 1 to 6. New staff to attend three full days professional development for every teacher and 8 Community of Practice Meetings, covering oral language, spelling, reading and writing,	All teachers	Timetable teaching Reading and Writing for a minimum of 10 hours per week.	Improved student achievement
Identify learning needs based on data and provide support for success.	All teachers including LSC	Timetable Support Staff to work in classrooms.	LSC, Teacher Aides and teachers to monitor student progress. Meet regularly
Professional Development for Teacher Aides to support this approach to teaching literacy	Lorraine, Trish	Time	Improved student achievement in Literacy
Provide support for parents	Lorraine Trish	Parent Meetings and workshops	Improved student achievement in Literacy
Professional Development in teaching and delivering the Writing Curriculum as required.	Charlene Mataio	Time, staff meetings	Accelerated achievement in writing. Evidence in planning
Integrating Kagan Co-operative Learning Strategies	All teachers	Professional Development	Increased engagement and positive attitude to writing.

#### Reading targets

Year level (359)	Working towards
2	29
3	16
4	13
5	19
6	9

All (359): 16%

Māori (29): 13%

Pasifika (74): 20%

#### Writing Targets

Year level (359)	Working towards
2	32
3	13
4	18
5	28
6	19

All (359): 30%

Māori (29): 27%

Pasifika (74): 27%

## Relationship Based Learning Annual Action Plan 2026

Facilitators: Jo Body-Soole

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

Action	Responsible	Resources	Measure	Outcomes
Analyse and present 2025 Voices and identify SMART goals	Jo	Release time	Annual Action Plan	
All team leaders accredited for coaching during 2026 as well as opening it up to other staff.	Team leaders Accredited Coaches Angelina Jo	Buddies Synchronise release time (where applicable).	Observations	
Professional Development opportunities in each part of the RBL Profile	TBC	TBC	Termly Staff meeting Monitoring meeting	

**Curriculum Annual Action Plan 2026**  
**Curriculum Area: Sport and Physical Education**  
**Facilitators: Courtney, Marie, Erin, Mairead**

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

<b>Action</b>	<b>Responsible</b>	<b>Resources</b>	<b>Measure</b>	<b>Outcomes</b>
Children represent the school at interschool competitions	Courtney and appropriate teachers involved	Courtney aware of timing, Rams completed, Transport organised	Sportsmanship, competitiveness, sporting excellence	
To increase the physical fitness of ākonga through a range of activities across the school year.	Teachers SLT Sport Waitakere	Online resources  Activities organised by teachers and SLT (e.g. Whanau sports day, Athletics day, Fun Run, Jump Jam)  Pickleball courts, bats and balls.  Gymnastics for all Year 2-6 students.  PMP for all Year 1 students	All Children involved and having fun Positive attitude to physical activity  Developing hand-eye coordination, teamwork and engagement across the school.	
Year 5&6 all involved in Winterfield days	Courtney, Marie, Jo and appropriate teachers involved	Transport organised Rams completed	All children are involved in Year 5/6	

## STEM Curriculum Annual Action Plan 2026

Facilitators: Mrs Yollanda D'Rozario, Mrs Kristel Canalita

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

Action	Responsible	Resources	Measure	Outcomes
To foster curiosity and critical thinking by creating opportunities for in-depth hands-on, inquiry-based learning in and outside the classroom	Mrs. Canalita	Available science resources Print outs/posters/ models	Consistent attendance for Yr 0-3 Science Club (Attendance Sheet)  Student Output  student voice (pre and post surveys)	
To cultivate school-wide stewardship by raising awareness of environmental responsibility by launching an inter-class competition focused on maintaining cleanliness and developing innovative, sustainable solutions tailored to the school environment."	Mrs. D'Rozario Mrs. Canalita	Art materials (for poster making contest focused on promoting environmental advocacies)  Gloves, rubbish bins, old boxes	Class participation  Teacher and Student voice (Survey)	
To develop STEM knowledge and skills by providing hands-on experience in 'building and creating' through EPro8 challenge.	Mrs. D'Rozario	EPro8 equipment	Participation in EPro8 challenge Survey forms to measure level of engagement, interest, teamwork and problem solving	

**Performing Arts Curriculum Annual Action Plan 2026**

**Facilitators: Christine Wilson, Jose Ludlow, Rachael Cresswell**

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

Action	Responsible	Resources	Measure	Outcomes
<p>To increase enjoyment and participation of music by                      *developing knowledge (understanding music in context),                      * creating and developing practical knowledge (theory)                      * Performing and appreciation.</p> <p>To establish a senior school choir as a gifted and talented group through an auditioned process.</p> <p>To establish a senior recorder group as a gifted and talented group through an auditioned process. Ready for Performing.</p> <p>Pianists who are at an intermediate level to perform on rota for gathered Mass/assemblies.</p>	<p>Christine Wilson - Choir and Reporting to the BOT</p> <p>Rachael Cresswell - support for team</p> <p>Jose Ludlow - Music lessons across school and</p> <p>Recorder group - Jose L.</p> <p>Pianist to play for assemblies and at Mass.-</p>	<p>Recorders</p> <p>Liaise with the organisation who are organising the choir festival</p>	<p>Student Voice</p> <p>Teacher Survey</p> <p>Parent voice</p>	

## Visual Art Curriculum Annual Action Plan 2026

**Facilitators: Leader - Bronwyn Takau  
Fleur Purdeu, Maddy Joyce, Angelina Brayne**

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

Action	Responsible	Resources	Measure	Outcomes
Ordering/ Organising Art Supplies	Bronwyn Takau  Student Art leaders	Catalogues Internet	Art stock order in appropriate timeframe for Teachers needs  Art equipment/room - fully stocked and organised	
Celebrating children's artworks Foyer Displays	Bronwyn Takau  All Staff	Art Equipment and Tools Exemplars	Foyer Displays  Classroom Displays	
To be responsible for the organisation and presentation of the Art Exhibition - Term 3	Visual Arts Team	Pinterest Primary Teachers Art page (FACEBOOK) Art Books (in Art room) Curriculum Planning Display boards/tables	Successful Art Exhibition with high quality artworks from every class.	

Pasifka Curriculum Annual Action Plan 2026

Facilitators: Maninoa Funaki & Joan Sinclair

Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum

Success: Engaged, confident students who enjoy learning and are successful

Action	Responsible	Resources	Measure	Outcomes
Prepare and celebrate cultural identity of students through cultural events and performances. We will prepare through weekly/fortnightly practices	Maninoa & Joan	Samoan, Tongan, Cook Islands and other Pasifika resources  Music, speakers, practice space  Costumes, lavalava, music tracks	End of year performance (West Fest) - students showing full participation.  - Singing with correct pronunciation. - Actions performed in unison.	
Encourage leadership opportunities for senior students through teaching cultural songs, dances and language. Integrate prayer and faith within practices	Pasifika Leaders	Leadership roles, peer tutoring	Students lead with confidence performing and speaking.	
Involve families and whānau in supporting the group	Maninoa & Joan	Communication, meetings, costume help, notices/emails	Family voice through survey or feedback.	

Te Reo Māori, Tikanga & Kapa Haka Curriculum Annual Action Plan 2026

Facilitators: Whaea Jess & Matua Johan

**Teaching and Learning Goal: Ensure a rich learning environment and responsive curriculum**

**Success: Engaged, confident students who enjoy learning and are successful**

Action	Responsible	Resources	Measure	Outcomes
1. Review and teach new Māori kupu, tikanga, kēmu, karakia and waiata.	-Whaea Jess -Classroom kaiako -Matua Johan within Kapa Haka. -Leadership team	-Slideshows created for each kaupapa -Youtube -Kupu Hou List (stuck on the whiteboard in the staffroom).	-Every lesson to check/revise prior learning and at the end, students will complete an activity to consolidate learning.  -Do a knowledge written test before report writing in order to assess knowledge retention.	
2. Taura to learn how to write, read/recite their own personal pepeha, school pepeha as well as mihimihi(introduction) and be able to use in authentic settings.	Whaea Jess and classroom kaiako	-Lesson powerpoint -Pepeha template across the whole school	-Students and teachers are able to read or recite their pepeha/mihimihi to an audience.  -Students and staff are able to introduce themselves confidently in Māori.	
3. Prepare the Kapa Haka group to perform with confidence and pride at Westfest.	Whaea Jess & Matua Johan.	-Waiata -Haka -Koikoi (Māori rākau) -Poi -Youtube -Slideshows	-Students are able to show respect and pride during practices.  -Students are able to confidently perform in front of an audience at Westfest.	

## Curriculum Team Annual Plan

**Curriculum Area: Filipino Culture Group**  
**Team members: Kristel Canalita, Dave Canovas**

Future Focus: To engage students in learning and showcasing Filipino culture through dance, song, and cultural practices.				
Success: a deeper appreciation for Filipino heritage, promote teamwork and participation, and develop performance skills in a collaborative and fun environment.				
Action	Responsible	Resources	Measure	Outcomes
<p>To perform in the annual Westfest 2025 (Dance and Song)</p> <p>To promote discipline and teamwork by encouraging children to attend practices and improve performance skills</p>	<p>Mrs. Canalita</p> <p>Mr. Canovas</p> <p>Members</p>	<p>Costumes</p> <p>Props</p> <p>Extra time to practice</p>	<p>Consistent attendance</p> <p>Be able to perform with excellence in the upcoming Westfest 2025</p>	
<p>To enhance Filipino language proficiency, including speaking, listening, reading, and writing, while fostering an appreciation for Filipino culture by engaging children in fun-filled games and activities</p>	<p>Mr. Canovas to lead this</p>	<p>Video resources</p> <p>Print outs</p> <p>Game like sipa and sungka</p>		
<p>To introduce and celebrate Filipino culture among young learners by promoting traditional performing arts, visual arts through fun and engaging activities such as music, dance, storytelling, and art projects, we aim to instill pride in Filipino heritage, encourage creativity, and foster a sense of community among students.</p>	<p>Mrs. Canalita to lead</p>	<p>Video resources, props such as tealights, bamboo stick</p> <p>Art materials</p> <p>Artifacts from home</p> <p>Filipino musical instruments</p>	<p>Active participation in playing or singing Filipino traditional music.</p> <p>:</p>	