

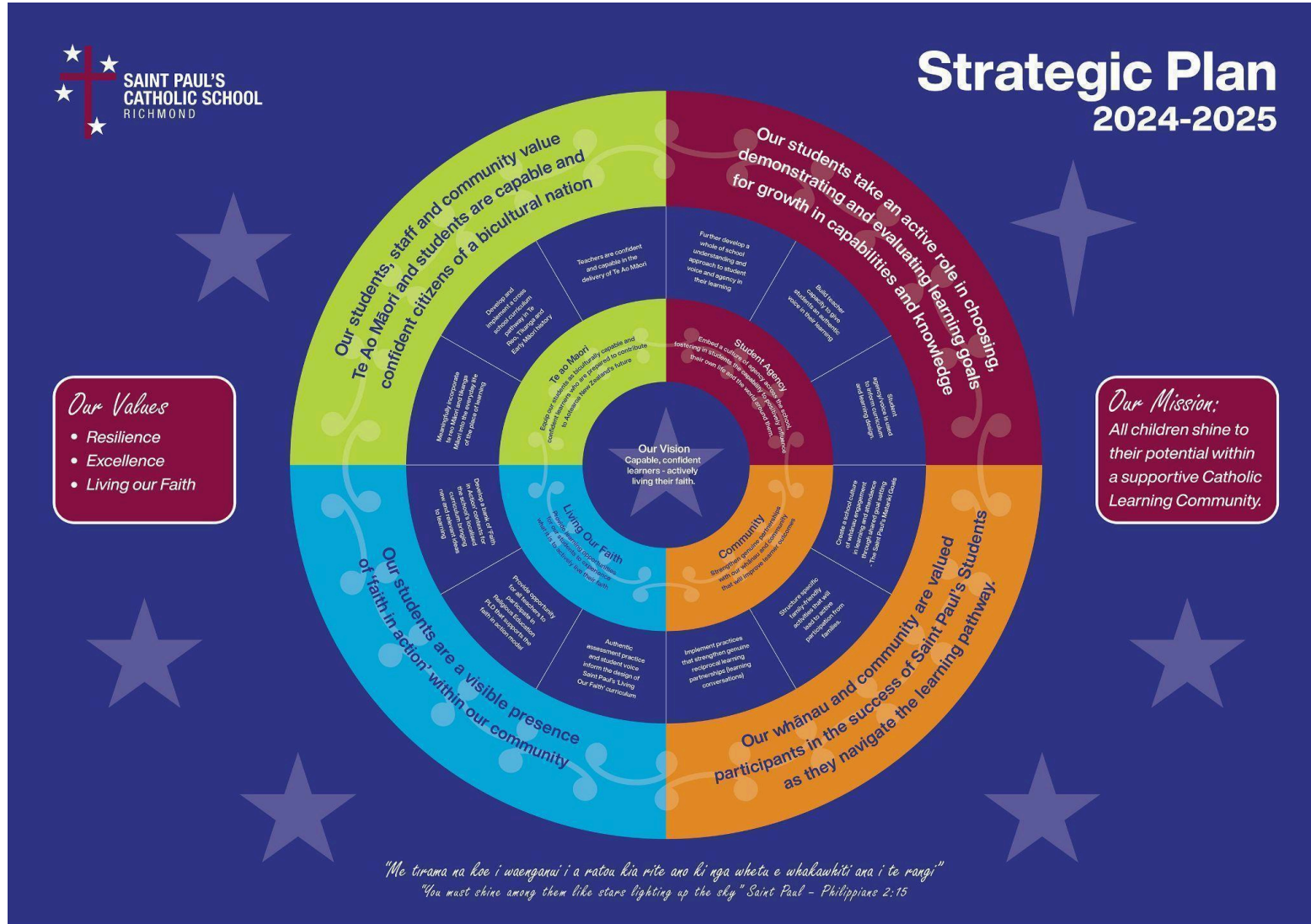
Strategic Education Plan for St Paul's Catholic School - Richmond 2026



Principal's endorsement:	Rob Boomer
Board Presiding Member endorsement:	Lester Binns
Submission date to Ministry of Education:	1st March 2026
Decile: 9 Equity Index number: 404	School Number: 1627
Staffing: 19.60 (2026 Confirmed including CRT Release, Permanent Management Unit Release, Structured Literacy Support and Beginning Teacher Time)	Grading Roll: 359 (2026 Confirmed Roll) - Roll anticipated to exceed 370 before the end of the year



Introductory Section - Strategic Intentions





Overview of Strategic Plan 2026 and Annual Implementation Plan (Last Year of the Cycle)

Strategic Goals	2026	What will success look like?
<p>Mātauranga Māori Our students, staff and community value Te Ao Māori and students are capable and confident citizens of a bicultural nation.</p>	<p>Culturally Competent Practice By paying effect to the Ngā Kawatau me ngā Tūmanakotanga o Te Taiuhu, St Paul's Catholic School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations. (RBL Profile, Niho Taniwha - Improving Teaching and Learning for Ākonga Māori and Ngā Kawatau me ngā Tūmanakotanga o Te Taiuhu -The Aspirations and Expectations of Te Taiuhu)</p>	<p>Our students, staff, Board and community will stand behind the importance of recognise Te Tiriti and the importance of recognising the gift of Ngā Kawatau me ngā Tūmanakotanga o Te Taiuhu.</p>
<p>Student Agency Our students take an active role in choosing, demonstrating and evaluating learning goals for growth in capabilities and knowledge.</p>	<p>Creating Empowered Students Embedding a culture of agency across the school, fostering in students the capability to positively influence their own life and the world around them.</p> <p>Keeping it Real - The Role of Artificial Intelligence Emphasis will be placed on building teacher capability within the quickly evolving space of Artificial Intelligence (AI)</p>	<p>Our students take an active role in choosing, demonstrating and evaluating learning goals for growth in capabilities and knowledge. Our students will enjoy being at school, and are learning about themselves, our community and the wider world in a fun, hands-on and creative way. They will be aware of technology and develop the moral compass to use this responsibly.</p>
<p>Our Community Our whānau and community are valued participants in the success of St Paul's students as they navigate the learning pathway.</p>	<p>Connecting With Our Community Strengthen genuine partnerships with our whānau and community that will improve learner outcomes</p>	<p>Our whānau and wider community are actively involved in and are proud of St Paul's Catholic School. Our community backing will be further enhanced throughout continued consultation and improvements. A regular calendar of events will provide authentic opportunities for whānau to be actively involved in school life.</p>
<p>Living our Faith Our students are a visible presence of 'faith in action' within our community.</p>	<p>Faith in Action Provide learning opportunities for our ākonga to experience what it is to actively live their faith</p>	<p>Our students are a visible presence of 'faith in action' within our community. There is tangible evidence of efforts from our students promoting social justice and actions that are related to Catholic social teaching.</p>
<p>Student Achievement To address trends within our school and respond with the appropriate professional learning and interventions.</p>	<p>Our Data Leads Our Decision-Making We will accelerate learning for the priority students in our school.</p>	<p>Our teaching strategies and professional development learning will help our students to achieve learning success. We will see measured progress in the achievement of individual students and an improvement in the overall achievement of our students.</p>



2026 Implementation Plan - Strategic Focus 1

Strategic Goal: Student Achievement - Our data leads our decision making - Diversifying our approaches - NELP 2, 3, 4, 6

Annual Goal: To accelerate progress for those achieving below age expectations in reading 26%, writing 29% and mathematics 24%.

Baseline Data: Data collected from teacher end of year 2025 overall teacher judgements (OTJs) indicate we have 26% in reading, 29% in writing and 24% in mathematics achieving below age expectations.

Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
<p>Goal To accelerate progress for those achieving below age expectations in reading, writing and mathematics:</p> <ul style="list-style-type: none"> - reading 26% - writing 29% - mathematics 24%. 	<p>Staff to identify high priority students in reading, writing and mathematics and identify appropriate interventions to accelerate progress in the relevant area.</p>	<p>All staff in Term 1, 2, 3 and 4</p>	<p>Term 1 priority student logs Term 2 priority student logs Term 3 priority student logs Evidence from student data</p>	
<p>Pedagogy To build a higher level knowledge of up to date strategies and interventions for supporting students with literacy difficulties.</p>	<p>Maintain Structured Literacy intervention programme.(LMIT training) Explore opportunities for further LMIT training Complete MOE funded application for all staff in Structured Literacy. Observe new mathematics PLD and apply for funding if deemed suitable..</p>	<p>Deputy Principal and SENCo Principal Senior Management</p>	<p>Structured Literacy Intervention programme up and running. Potential MOE funded training accessed. Discussions and evidence from local schools.</p>	
<p>Institution To refine agreed upon outcomes about the expectations for teaching literacy and mathematics at St Paul's Catholic School.</p>	<p>Ensuring stock of Structured Literacy resources. Ordering MOE funded mathematics resources. Familiarising educators with MOE funded resources.</p>	<p>Senior Management</p>	<p>Adequate supply of decodable texts. Classrooms are stocked with mathematics equipment.</p>	
<p>Leadership To support staff to make timely decisions around the best approaches for supporting students with learning difficulties.</p>	<p>Providing the required release to attend relevant PLD. Supporting the assessment requirements based upon learning from PLD. Professional development sessions around the revised curriculum.</p>	<p>Staff have attended and completed the relevant PLD - ongoing.</p>		
<p>Spread To ensure that all staff have the expertise to support learning struggling with literacy and mathematics. Ensure access to the appropriate resources to support their teaching programmes.</p>	<p>Ensuring that all staff have completed relevant professional learning. Professional development sessions around the Writing Revolution. Update planning documents and templates to reflect the revised curriculum. Review tracking documents for curriculum coverage.</p>	<p>Senior Management Senior Management Team Leaders</p>	<p>Completed iDeal PLD PLD sessions with the Writing Revolution. All staff using the revised curriculum planning and curriculum tracking documents.</p>	



2026 Implementation Plan - Strategic Focus 2

Strategic Goal: Mātauranga Māori - Our students, staff and community value Te Ao Māori and students are capable and confident citizens of a bicultural nation - NELP 1, 2, 3, 5

Annual Goal: Success for all through culturally competent practice - By paying effect to the Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, St Paul's Catholic School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations. (RBL Profile, Niho Taniwha - Improving Teaching and Learning for Ākonga Māori and Ngā Kawatau me ngā Tūmanakotanga o Te Taihū -The Aspirations and Expectations of Te Taihū)

Baseline Data: Ngā Kawatau me ngā Tūmanakotanga o Te Taihū -The Aspirations and Expectations of Te Taihū - data from last analysis by staff in 2025 - 16/66 goals (24%).

Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
<p>Goal By paying effect to the Ngā Kawatau me ngā Tūmanakotanga o Te Taihū, St Paul's Catholic School will be inclusive, and supportive of all learners to be successful and enjoy learning, whilst maintaining high expectations and the goal of creating INSPIRED learners.</p>	<p>Critical consciousness is applied as staff to understand our role in disrupting racism and discrimination. Hautū/Potama Reo/Ngā Kawatau and Niho Taniwha are all guiding documents for governance, leadership development and strategic planning. All governance and leadership decisions will transform the status quo and deliver equitable outcomes for tangata whenua / Māori.</p>	<p>Board and staff - throughout the strategic planning process and tracking of actions during 2026.</p> <p>Student data presented to the Board with key information regarding ethnicity twice throughout the year.</p>	<p>Evidence of Hautū/Potama Reo/Ngā Kawatau and Niho Taniwha referenced throughout the annual implementation of the strategic education plan. Ngā Kawatau tracking sheet. Student achievement data will show minimal difference between Māori and non-Māori.</p>	
<p>Pedagogy</p>	<p>Support students to have cultural competence and capability within the bicultural context of Aotearoa so that they can contribute positively in the future. Authentically integrate Te Reo Māori and tikanga into school routines, school events and curriculum learning.</p>	<p>All staff - ongoing during 2026</p>	<p>Students will have access to and have experienced a broad range of activities related to tikanga.</p>	
<p>Institution</p>	<p>Equitable representation of things Māori and non-Māori in the physical environment. (whakairo, kōwhaiwhai, tukutuku etc) Embed whole school Te Reo progressions and expectations for the teaching of Te Reo. Relationship Based Learning Profile / Impact Coaching Strengthen Te Ao Māori with increased teacher knowledge of Ngā Kawatau at Governance and Leadership, Effective Teaching Pedagogy. Collect ākonga / kaiako voice around current practice within Saint Pauls</p>	<p>All staff - Ongoing</p> <p>All staff - Ongoing</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>Ongoing reflection through staff PGC. Balance of displays in Te Reo and English. Equitable integration of Mātauranga Māori (Māori knowledge into learning content).</p> <p>Rongohia Te Hau survey and relevant qualitative and quantitative data).</p>	
<p>Leadership</p>	<p>Read text Leading to the North-East by Russell Bishop</p> <p>Hautū self evaluation tool to be completed. A second survey will be completed with Māori whānau by members of the Governance team.</p>	<p>Read text - summer break 25/26 - Rob, then distribute to leadership team</p>	<p>Actions identified from survey. Survey complete and data shared.</p>	



	Continue to review progress against Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu indicators.	Board - Term 1, 2026 Board - Term 3, 2026	Text purchased, read and action list developed from learning materials.	
Spread	<p>All staff members have a personal Te Reo plan that is part of the annual professional growth cycle in conjunction with Tātaiako proficiency, Explore the Cultural Responsiveness Framework (The Hikairo Schema for Primary) to proactively explore Māori educational models and the benefits they provide for ākonga.</p> <p>Use of resources to support Te Reo/Tiikanga learning plan:</p> <ul style="list-style-type: none"> - Teaching to the North-East - Leading to the North-East - Niho Taniwha - The Hikairo Schema 	<p>All staff - ongoing and evidenced in the end of year summary appraisal.</p> <p>Source texts - Rob, Term 1</p> <p>Senior leadership team to read text - Term 2</p> <p>Develop an action list from professional learning.</p>	<p>Teacher Professional Growth (PGC) portfolio.</p> <p>Texts purchased.</p> <p>Reading completed by the senior leadership team and action list drafted.</p>	

2026 Implementation Plan - Strategic Focus 3

Strategic Goal: Student Agency

Our students take an active role in choosing, demonstrating and evaluating learning goals for growth in capabilities and knowledge. - NELP 2, 4

Annual Goal:

Creating Empowered Students

Embedding a culture of agency across the school, fostering in students the capability to positively influence their own life and the world around them.

Keeping it Real - The Role of Artificial Intelligence (AI)

Emphasis will be placed on building teacher capability within the quickly evolving space of Artificial Intelligence (AI)

Baseline Data: Constant and speedy change in this area requires significant efforts for educators to update their knowledge in the field of AI. Current ability of students to explain what they are learning, what their next steps of learning are and what they need to do to get there.

Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
<p>Goal Creating Empowered Students Embedding a culture of agency across the school, fostering in students the capability to positively influence their own life and the world around them.</p> <p>Keeping it Real - The Role of Artificial Intelligence (AI)</p>	<p>Further develop a whole of school understanding and approach to student voice and agency in learning. Build teacher capacity to give students an authentic voice in their learning.</p>	<p>Senior Management</p> <p>Senior Management</p>	<p>Documents cementing a shared school understanding.</p>	
	<p>Building teacher capability within the quickly evolving space of Artificial Intelligence (AI).</p>	<p>Senior Management ICT Lead</p>	<p>School AI Policy and ongoing reviews in regards to the tools</p>	



<p>Emphasis will be placed on building teacher capability within the quickly evolving space of Artificial Intelligence (AI)</p>	<p>Developing student knowledge about the risk of AI and building student capability to become ethical decision-makers with the use of AI.</p>	<p>Senior Management ICT Lead</p>	<p>available. Completed professional development sessions.</p>	
<p>Pedagogy</p>	<p>Build teacher capacity to give students an authentic voice in their learning.</p> <p>Support ākonga and kaiako in effective use of assessment practices to guide learning and teaching towards improved outcomes for learners.</p> <p>Provide internal professional development sessions around Artificial Intelligence (AI) tools: https://theeducationhub.org.nz/an-introduction-to-the-role-of-artificial-intelligence-in-classrooms-and-schools/ https://www.edutopia.org/article/using-ai-for-learning-fun/ https://hwrkmagazine.co.uk/ai-in-the-primary-classroom/</p> <p>Techy Brekkie Sessions and attendance at combined school meetings with a focus on AI.</p>	<p>Senior Management</p> <p>Classroom teachers</p> <p>ICT Lead</p> <p>ICT Lead</p>	<p>Staff have work examples to share back with all staff and professional development. Staff sharing of best practice within staff meetings.</p> <p>Professional development sessions will have occurred.</p> <p>Techy Brekkie sessions will have taken place.</p>	
<p>Institution</p>	<p>Introduction of Visible Thinking Routines</p> <ul style="list-style-type: none"> - Modelled in staff meetings - Teachers encouraged to explore and add <p>https://pz.harvard.edu/thinking-routines</p> <p>Review school's Positive Behaviour document. Common understanding of Saint Paul's Positive Behaviour Plan (Practice, Language, Values) is documented (Positive Culture for Learning)</p> <p>Review existing IT agreements to structures to better consider the impact of Artificial Intelligence (AI). Complete review of all existing IT equipment and update purchase list for the next three year cycle.</p> <p>School AI - application in the school with the students. Explore paid licences for AI for efficiency.</p>	<p>Term 1 - Principal</p> <p>Senior Management Team</p> <p>Senior Management Team and ICT Lead</p>	<p>Staff will have provided evidence of classroom practice utilising Visible Thinking Routines. Completed Behaviour Support Plan</p> <p>Revised agreements available to share with staff, students and whānau. Purchase list for the next three year cycle complete.</p>	
<p>Leadership</p>	<p>Establish school systems that see regular revisiting of how we highlight learner capabilities within the cycle. Explore other options for Artificial Intelligence (AI) professional development and professional development.</p>	<p>Senior Management / Team Leaders ICT Lead Senior management</p>	<p>Staff Meeting schedule Team Meeting notes Collated lists of tools and recommended uses.</p>	
<p>Spread</p>	<p>Ensuring regular revisiting of how we highlight learner capabilities within the cycle.</p> <p>Develop Leadership Programme in the school for the Year 7/8 students. Develop Ambassador and Christian Service Leader roles.</p> <p>Build a shared understanding of the positive and negative aspects of Artificial Intelligence (AI)</p>	<p>Space given in the professional development calendar and the meeting schedule. Principal and Year 7/8 teachers</p> <p>Board to fund for professional reading - paid for from 2026</p>	<p>Review data and statements. Assessment calendar complete. Leadership Programme up and running. Assigned roles. Each student portfolio is making progress. Professional reading texts have been purchased and staff</p>	



	Purchase of Holly Clark text - The AI Infused Classroom. Read and implement recommendations from text	PLD budget. All staff read text - Term 2 All staff implement - Term 3	have engaged.	
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2026 Implementation Plan - Strategic Focus 4

Strategic Goal: Our Community

Our whānau and community are valued participants in the success of St Paul's students as they navigate the learning pathway - NELP 2

Annual Goal: Connecting With Our Community

Strengthen genuine partnerships with our whānau and community that will improve learner outcomes

Baseline Data: Feedback from 2025 whānau surveys, analysis of staff review of the 2025 annual implementation plan.

Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
Goal Connecting With Our Community Strengthen genuine partnerships with our whānau and community that will improve learner outcomes	Implement practices that strengthen genuine reciprocal learning partnerships (learning conversations). Whānau and kaiako are collaborative participants in raising levels of student, engagement, achievement and attendance.	Senior Leadership Team Team Leaders. Classroom teachers.	Evidenced below with more specific outcomes. Newsletter blurbs promoting attendance and achievement. Actions to support attendance.	
Pedagogy	Maintain opportunities for students to share examples of their learning with home. Building an understanding of the Science of Learning and approaches at St Paul's in regards to quality practice.	Senior Leadership Team Team Leaders. Classroom teachers. Senior Leadership Team Team Leaders. Classroom teachers.	SeeSaw posts. Newsletter publications of work. Parent / teacher conferences. Classroom newsletters. Learning team newsletters. Learning sessions / presentations for whānau.	
Institution	Structure specific family-friendly activities that will lead to active participation from families . Develop and implement a plan for coffee catch ups and information sharing with whānau that will support those who are new to our kura.	Senior Leadership Team Team Leaders. Senior Leadership Team Team Leaders.	EOTC opportunities. Sporting Events. Community Events and Family Mass Bespoke events in response to community needs and curriculum changes.	
Leadership	To establish a regular calendar of events. Develop structures to allow for collaboration between teachers, students and parents.	Senior management Senior management	Forward planning documents that identify opportunities. Whanau Connect documents. Format for goal setting meetings.	



Spread	Whānau engagement in development of Saint Paul's playscape. Maintain a clear overview of school events for the community to access and be aware of parental participation opportunities.	Board Senior management Principal	Forward movement in playground project. Weekly community overview via the school newsletter.	
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2026 Implementation Plan - Strategic Focus 5

Strategic Goal: Living our Faith - Our students are a visible presence of 'faith in action' within our community - NELP 1, 2

Annual Goal: Faith in Action - Provide learning opportunities for our ākonga to experience what it is to actively live their faith

Baseline Data: Collection of student action initiatives from 2025.

Key Improvement Strategies

GPILSEO Smart Tool	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
Goal - Faith in Action - Provide learning opportunities for our ākonga to experience what it is to actively live their faith.	Develop a bank of 'Faith in Action' contexts for the school's localised curriculum bringing new and relevant ideas to learning	Team Leaders and Classroom Teachers.	Resources compiled for future use.	
Pedagogy	Review Curriculum Pathway in RE and respond by developing Integrated Resource kit for 2026 "Mana Manaakitanga" folder'. Build the capacity of Christian Service Leaders through authentic opportunities to model their faith.	Senior Management Team and DRS Principal and DRS	Team planning, evidence of student work. Student presence in Catholic services.	
Institution	Create a prayer schedule for staff and Board meetings. Maintain expectation for daily student prayer. Maintain a cycle of school liturgy. Participation in school masses. Engagement with the parish priests to strengthen the school and church relationship.	Presiding Member Principal Principal and DRS Principal and DRS Principal and DRS	Prayer present in Board meetings and on a daily basis with staff.	
Leadership	Develop a PLD plan for 2026 reflecting ADW PLD plan and staff needs. Build the presence of Young Vinnies and Caritas.	Principal and DRS Principal and DRS	Plan created with booking dates. Student action visible .	
Spread	All integrated planning includes opportunities for 'faith in action' recognising Krathwohl Taxonomy. Provide opportunity for all teachers to participate in Religious Education PLD that supports the faith in action model	Principal and DRS Senior Management Team and DRS	Integrated planning documents.	



Ministry of Education Directed Actions for New Zealand Schools

Actions as directed by the Ministry of Education

Key Improvement Strategies

Action	Steps towards implementation	Who and when / Ownership	Indicators of progress / Evidence	Evaluation
Make student achievement the paramount objective.	See 2026 Implementation Plan - Strategic Focus 1	Principal Senior Leadership Middle Leadership Team Teachers Board	Student data July 2026 Student data November 2026	
Taking reasonable steps to ensure students attend school.	Attendance Management Plan Engagement with the attendance officer Correspondence from the school when students hit thresholds	Principal	Data entered into eTap regarding efforts to improve attendance. Attendance Management ...	
Supporting the use of good quality assessment and aromatawai information.	Updated report format to reflect the new terminology. Use of approved and required assessment tools.	Principal Senior Leadership Middle Leadership Team Teachers	Assessment calendar has been drafted MOE approved assessments are in place Reporting format shows evidence of the assessment	
Seek to achieve equitable outcomes for Māori students	2026 Implementation Plan - Strategic Focus 2	Principal Senior Leadership Middle Leadership Team Teachers Board	Student data July 2026 Student data November 2026 Work towards the goals within Strategic Focus 2.	
Take reasonable steps for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers.	2026 Implementation Plan - Strategic Focus 2	Principal Senior Leadership Middle Leadership Team Teacher	Work towards the goals within Strategic Focus 2.	
Take reasonable steps to ensure that the policies and practices for school reflect New Zealand's cultural diversity.	2026 Implementation Plan - Strategic Focus 2	Principal Senior Leadership Middle Leadership Team Teachers Board	Work towards the goals within Strategic Focus 2.	