



St Peter Chanel Catholic School

Strategic Plan 2026 - 2028

5 Vardon Road, Te Rapa, Hamilton 3200

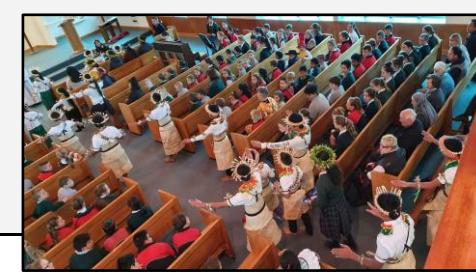


Vision Statement: Whole Education. Whole Person.

Mission Statement: The students at St Peter Chanel Catholic School will receive a comprehensive education with a special emphasis on their Catholic faith development.

Learning Culture: Our learning culture is where everyone can know they are believed in, respected and embraced for who they are as a learner, and as a son/daughter of God.

Motto: Truth our Compass



Summary of the information used to develop this plan/How did you create this plan

The St Peter Chanel Catholic School Board of Trustees referenced data gathered through engagement and consultation with the many stakeholders associated with the school - teachers, support staff, students, parents, identified ethnic groups within the school, parish community,

Catholic Education Office, Education Review Office, schools within our Kaahui Ako, and past students. The consultation assisted the Board to appreciate, understand, and determine what is unique about our school and what should be strengthened to support our students to receive a 'whole education' and support them to become a 'whole person'.

Our consultation processes in 2025 included:

- Student school well-being survey completed at the end of term 2, 3 & 4 with students in years 5-8
- Regular student voice collected to determine teaching effectiveness and student engagement through Feedback Loops
- Staff workshops throughout the year, analysing data, and determining common pedagogy
- Whānau Hui with Māori and Kapa Haka whānau (Term 2)
- Communications with SPC Sports Group/AIMS group (meetings and parent survey)
- Regular, specific surveys relating to current developments and/or changes are conducted to gather student and parent feedback
- Whole school gathering of student voice Term 4 2025 on teaching effectiveness (relationships & practice)
- Parent community survey at the end of 2025.

What we heard:

- Student voice survey indicated they valued:
 - being able to make choices about who they work with
 - teachers bringing pedagogical fun into learning
 - online learning tools
 - variation in learning activities in mathematics (MNP)
 - teachers reading stories to them
 - being challenged in their learning
 - teachers who were interested in them as a learner and a person (know me)
 - being able to ask for help
 - choices and clarity of rules/expectations.
 - science board learning opportunities
 - getting to know each other as a class (whanaungatanga)
 - Getting differentiated support for learning
- Community Survey indicated:
 - The best things about Saint Peter Chanel Catholic School are:
 - sense of community, family-like feel and belonging (high response)
 - great teaching staff (high response)
 - smaller school size
 - Christian faith, education and values
 - Children's level of happiness
 - 91% of children were contented/very happy

- Parents are happy with their child's progress
 - 85% happy/very happy
 - 15% unhappy (teacher absences, lack of consistency of work and follow-up resulting from the absences, school not offering enough support to struggling students, homework, and children not being challenged).
- Communication from school
 - Generally, everyone is happy and enjoys the face-to-face opportunities with the teacher/school.
 - Similar comments around Seesaw messages being limited to one per day, considering time of day (not just before school drop off) and keeping to the point. Families find Seesaw clunky and used inconsistently.
 - Request for permission forms to go online via Google Form.
- Opportunities that could be considered:
 - More Physical Education, visual art, theatre/drama
 - More te reo Māori learning
 - Sports camp
 - Clubs - chess, maths, science, etc.
 - Book character day or the like
 - Reinstate Junior Kapa Haka
 - Further leadership opportunities/days
 - More sports opportunities at the junior levels
 - Assemblies: Student-led, more recognition for learning and values, e.g., certificates
 - More learning support for those not meeting expectations
- If one thing could be changed:
 - Embracing more te reo Māori & celebrations
 - A general sports survey
 - Improve playground facilities - rubber mats, colourful spaces, gardens
 - Organisation - Spellathon, Production, Athletics, all too close
 - More supervision at morning tea/lunchtime eating, making sure students actually eat
 - Teachers are more involved in school sports & better organisation of school sports
 - Food is being brought into classrooms even though school rules do not allow it. Allergies are serious, and it makes these kids feel left out.
 - Buddy system for little kids with older kids.
 - No other awards were given out except for Y8's. We should recognise hard work/attitude across the school.
 - A yearly calendar is put out to help plan over the year, and more notice is given for things like working bees.
 - Knowing their class before the end of the year and meeting their teacher.
 - Employing more male teachers
 - Opportunities for fundraisers for the school should be enhanced.

St Peter Chanel Catholic School Strategic Goals 2026-2028

Goal 1: Catholic Character

Goal 2: Cultural Responsiveness

Board Primary Objectives & Education Requirements

[Education Training Act 2020](#)

Section 127 1a, 1b

[Kahikatea](#) - The Māori Education Strategy

[Te Mātaioho](#) - Refreshed Curriculum Principles:

- Give effect to Te Tiriti o Waitangi
- Hold a broad view of ākonga success
- Hold high expectations for all ākonga

[The Action Plan for Pacific Education 2020-2030](#)

Goal 1: Catholic Character

The students at St Peter Chanel Catholic School will receive a comprehensive education with special emphasis on their Catholic faith development.

| What do you expect to see? | How will we achieve or make progress towards our strategic goals? | How will we measure & monitor success? |
|--|--|---|
| 1.1 Create learning opportunities for students to grow and develop as Christ's witnesses through their actions and their gradual formation of conscience in fundamental, permanent virtues and prayer. | 1.1 Provide a range of liturgical opportunities for students to partake in important feast days and church celebrations. 1.1 Promote and grow understanding of the SPC school values (Love of God, respect & tolerance, responsibility, honesty & integrity, community, teamwork, co-operation, service, being one's best, being positive) to live these out every day. 1.1 Students (and teachers) can articulate our charism, school story, house saints, and traditional prayers. | 1.1 Students' capability to participate and lead in liturgical activities. 1.1 Student Voice Survey about behaviour and wellbeing, anecdotal observations. 1.1 Observations of our Charism in action, and oral/written classroom assessments. |

| | | |
|--|--|---|
| | | |
| 1.2 Develop partnerships with parents who are the first educators. | <p>1.2 Inform and encourage whānau to be active participants within the school liturgical activities & school termly Masses.</p> <p>1.2 Promote and encourage participation in Sacramental Programmes (Baptism, Eucharist, Confirmation).</p> <p>1.2 Regularly share with whānau the Religious Education focus for each term.</p> | <p>1.2 Observations around attendance at events/programmes.</p> <p>1.2 Increased attendance/enrolments in the Sacramental Programme.</p> <p>1.2 Whānau survey responses.</p> |
| 1.3 Teachers grow students' RE knowledge through the implementation of the curriculum <u>Tō Tātou Whakapono - Our Faith.</u> | <p>1.3 Teachers plan engaging learning experiences and make informed decisions about students' learning using Tō Tātou Whakapono (Religious education curriculum).</p> <p>1.3 New staff inducted into Catholic schools.</p> <p>1.3 All staff enhancing their knowledge of Catholic beliefs and teachings.</p> <p>1.4 Teachers new to SPC complete the Understanding Sexuality Course as a precursor to teaching the Health programme</p> | <p>1.3 Planning, student voice, assessment data, and Feedback Loops focused on new curriculum content and delivery.</p> <p>1.3 Staff enrolled in relevant courses & official Professional Development records up to date.</p> |

Goal 2: Cultural Responsiveness

All students are engaged in their learning and achieving educational success and agency

| What do you expect to see? | How will we achieve or make progress towards our strategic goals? | How will we measure success? |
|---|---|--|
| SCHOOL CULTURE 2.1 To continue to build and strengthen the SPC school culture - a positive professional learning environment (all school staff). | 2.1 Teachers and support staff will develop clarity, strengthen their capabilities and take accountability for their teaching practice. 2.1 Staff will build and strengthen school culture by embedding Catholic Character and the RbL principles. | 2.1 Outcome & evidence from hui, workshops, informed PLD etc. 2.1 POD Meeting, support staff meetings and Leadership feedback. 2.1 Evidence of adaptation to teachers' practice evident in planning, coaching/mentoring conversations, co-construction hui (Professional Growth Cycles). |
| TEACHER PRACTICE 2.2 To accelerate student learning and achievement by focusing on developing strong relationships and having high discursive practice use (Russell Bishop - Teaching to the North East). | 2.2 All stakeholders within the school to ensure fidelity to Relationship Based Learning (leaders, teachers, students, parents). 2.2 Regular monitoring of teaching practice and student engagement (Feedback Loops, Co-construction Hui, Spotlights, tracking of target learners three weekly, End of Year classroom voice - for annual plan). 2.2 Evidence/data is used to inform and plan professional learning opportunities to support teachers to navigate to the North East. | 2.2 Raised <ul style="list-style-type: none"> • Achievement (Informed decisions & PATs/BSLA Data) • Engagement (Student Voice, classroom observations) • Well-being (parent survey, wellbeing survey). |
| CURRICULUM 2.3 Local curriculum - develop school protocols to support the implementation of the new curriculum Te Mātaiaho - its principles and expectations with fidelity. | 2.3 Teachers will continue to develop their knowledge and implementation of the new English and Mathematics curriculum. 2.3 Continue school-wide use of Writer's Toolbox, Better Start Literacy Approach & Maths, No Problem! (structured approaches) to cater for the diverse student population and provide clear frameworks for learning. 2.3 Māori, Pasifika and priority students (ELL/ESOL/neurodiverse) to be supported in learning to achieve accelerated progress. | 2.3 Moderation of reading, writing, maths assessment data. 2.3 Achievement data informs teaching practice and planning (this includes class, POD and leadership level planning). 2.3 Feedback Loops, Coaching Conversations, Spotlights, Co-construction |

| | | |
|---|---|--|
| | <p>2.3 Other curriculum areas (science, social science, art, physical education etc.) are integrated to provide a balanced school curriculum that provides opportunities to develop essential skills as well as curiosity, creativity, and problem solving.</p> | <p>Meetings.</p> <p>2.3 Priory students etc - school-wide tracking sheet. (Board of Trustees reports - Maori, Pasifika, Filipino, ELL).</p> <p>2.3 Tracked through school-wide year overview & POD Termly plan.</p> |
| <p>TE TIRITI O WAITANGI</p> <p>2.4 Our commitment to Te Tiriti o Waitangi is visible throughout SPC.</p> | <p>2.4 Māori will have the opportunity to achieve success as Māori.</p> <p>2.4 All SPC ākonga will have access to te ao Māori: the Māori world - language, culture, marae, and tikanga.</p> | <p>2.4 Māori student and whanau voice gathered - hui.</p> <p>2.4 Achievement data tracked and reported to the Board of Trustees.</p> <p>2.4 Range of Te Aō Māori opportunities tracked through our yearly/termly overview.</p> <p>2.4 Planning reflects integration across curriculum areas.</p> |