



Annual Implementation Plan 2026



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.

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.

Strategic Initiative	Current/To continue	Actions in 2026	Who is responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none">A range of liturgical opportunities are provided for students.	In 2025: <ul style="list-style-type: none">Weekly Thursday Mass & Feast Day liturgiesSchool Saturday Mass each term.Cultural Masses - Filipino, Kiribati.Action group - SHINEStudent Liturgy Leadership (music, computer, setting up for Mass)Participation in Mass/Liturgies - Psalm, readings, Prayer of the Faithful, Altar serving.Reconciliation for	<ul style="list-style-type: none">Continue to invite and teach students the roles in the Liturgy group - pianists, Altar Servers, computers, etc.Continue to grow numbers attending Saturday School Mass by sending out invitations the week prior, school newsletter two weeks leading up to & advertised on SPC Facebook page.Calendar other cultural Masses that may be appropriate. All Prayers of the Faithful reflect culture in Mass.Promote SHINE to Y5-8 students at the beginning of the year and organise the key opportunities they have.Students continue to actively & confidently participate in school Mass through preparation.	DRS - Term 1 DRS/Principal/Classroom Teachers/Whanau (termly) DRS - Term 1 DRS - Term 1 DRS/Classroom Teachers/Principal	Sustained numbers and/or participation in student groups and liturgical programmes. Increased attendance at Masses. Annually - Calendar Sustained participant numbers - committed for the year. Evident in weekly Mass participation.

<ul style="list-style-type: none"> 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. Students can articulate our charism, school story, house saints, and traditional prayers. 	<ul style="list-style-type: none"> Y5-8 students at Easter and Advent. <ul style="list-style-type: none"> Daily Gospel reading Service to humanity - Mission Day, CARITAS. <p>In 2025:</p> <ul style="list-style-type: none"> Displays of school values are created and hung in the hall Office display area with values & photos of them in action (not updated regularly). The SPC cup is given out at assemblies to recognise those who have demonstrated our values in action. 	<ul style="list-style-type: none"> Calendar reconciliation and organisation with the Parish Priest, students are prepared for this. CARITAS Challenge & Lent unit in Term 1 - Hear the Voice, Answer the call. Teachers make links to the school's Charism (Mission School). <ul style="list-style-type: none"> Every classroom must have the school values displayed on its walls. Lessons unpacking each school value to be taught in every classroom and linked to our SPC behaviour norms. One POD per term is responsible for collecting images of our SPC values in action to display in the office area & putting something together for the school newsletter. Intermediate Pod (Y7/8) to explore and demonstrate ways that we are called to use our school values as people of hope in the world (RE Curriculum Phase 3 Whole school AO). <ul style="list-style-type: none"> Senior Pod (Y5/6) to inquire into House saints & other saints to share with the school through art (RE Curriculum Phase 2 Whole school AO). School prayer is taught and practised in every classroom, as well as the traditional Catholic Prayers (Sign of the Cross, Hail Mary, Glory Be, Nicene Creed, Apostles Creed, Confiteor, Gloria, Act of Contrition). 	<p>DRS - Term 1 & 4/Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>POD Leader/Classroom teachers</p> <p>Y7/8 POD</p> <p>Y5/6 POD</p> <p>Classroom teachers</p>	<p>Feedback from the Parish priest & students.</p> <p>Planning & unit assessment. CARITAS Challenge.</p> <p>Classroom wall checked in Term 1.</p> <p>Planning across PODS reviewed.</p> <p>Reviewed each term.</p> <p>Student Survey /feedback on learning.</p> <p>Student Survey /feedback on learning.</p> <p>Through participation in Liturgical events such as school Mass, classroom prayer etc.</p>
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	practised in classrooms.	<ul style="list-style-type: none"> At the beginning of the year, each POD inquires into our school story - who we are. Mission School, founded by the Mission sisters and the naming Saint of our school, focuses on our Charism. 	Classroom teachers	Student voice/survey. Observations of our Charism in action, and oral/written classroom assessments
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1.2 Develop a partnership with parents who are the first educators

Strategic Initiative	Current/To continue	Action in 2026	Who is Responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none"> Inform and encourage whānau to be active participants within the school liturgical activities & school termly Masses. Promote and encourage participation in Sacramental Programmes (Baptism, Eucharist, Confirmation). 	<p>In 2025:</p> <ul style="list-style-type: none"> Invitations sent to parents for the School Saturday Mass. Advertised in the newsletter key dates. Parents invited to Junior Nativity. Weekly newsletter includes focus for liturgical season and Mass theme. Advertise Sacramental programmes through the school newsletter in Term 4. DRS follows up with classroom teachers to promote. DRS ran the Baptismal 	<ul style="list-style-type: none"> Send out invitations for termly school Mass the week prior, school newsletter two weeks leading up to & advertised on SPC Facebook page (as above). Continue what we are already doing. 	Classroom teachers & DRS (termly) DRS (ongoing)	Increased attendance by family members at Saturday Mass & school Liturgies. Whanau survey/voice at the end of the year. Increased enrolments in Sacramental programmes.

<ul style="list-style-type: none"> Regularly share with whānau the Religious Education focus for each term. 	programme	<ul style="list-style-type: none"> Each RE theme and year group focus to be shared through the school newsletter each term. SPC website RE page to be updated regularly with programmes and suggestions for whānau to build/develop their faith. Classroom teachers inform parents of specific RE themes and learning by sending home the Whānau pages from <i>To Tatou Whakapono</i> in RE books (RE Curriculum). 	DRS/Termly DRS/Termly Classroom teachers/beginning of each theme.	Whānau survey/Voice. Evidence of communication in newsletter/website/RE Books. Pod leaders check & whānau voice.
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1.3 Teachers grow students' RE knowledge through the implementation of *Tō Tātou Whakapono* - Our Faith

Strategic Initiative	Current/To continue	Action in 2026	Who is Responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none"> Teachers plan engaging learning experiences and make informed decisions about students' learning using <i>Tō Tātou Whakapono</i> (Religious education curriculum). 	In 2025: <ul style="list-style-type: none"> All classes are using <i>Tō Tātou Whakapono</i> to plan for RE Themes/Units, instead of Faith Alive. Unpacked the new RE Curriculum in PODs and started teaching from it. 	<ul style="list-style-type: none"> SPC Curriculum - yearly overview of the themes & AO's, Liturgical seasons and feast days observed to support teachers with a clear framework for planning. POD hui/workshops at the start of a new curriculum theme to develop understanding - watch introductory videos, background notes, suggested learning sequence and overview to support teachers' understanding of and planning for each theme. Feedback Loops (observations) and coaching conversation held once a year around the RE curriculum. Develop tasks that use a range of evidence to assess the AO's of each theme 	DRS - Term 1 POD Leaders/Classroom teachers. DRS DRS/Classroom Teachers	Teacher planning follows the SPC Curriculum. Teacher planning, Student voice. Feedback Loops focused on new curriculum content and delivery. Classroom assessment

<ul style="list-style-type: none"> • New staff inducted into Catholic schools • All staff enhance their knowledge of Catholic beliefs and teachings. 	<p>In 2025:</p> <ul style="list-style-type: none"> • New staff in the first half of 2025 up-to-date with the <i>New Catholic Schools</i> course. <p>In 2025:</p> <ul style="list-style-type: none"> • When planning, ensure the theology of each theme is understood. 	<p>(formative/summative), thinking about the cognitive (knowledge, understanding, skills) as well as the affective (spiritual - the acceptance of their belief in Jesus & his values).</p> <ul style="list-style-type: none"> • New staff to Catholic Schools from the second half of 2025 and 2026 need to enrol and complete relevant courses. • New staff to SPC were inducted and mentored to use <i>Tō Tātou Whakapono</i> (Religious education curriculum) and follow SPC protocols. • The school will choose a course through the Catholic Theological College to complete as a whole staff professional learning. • The Diocesan Religious Education Advisor to support teaching staff where needed. 	DRS/Teachers DRS/Pod Leaders (ongoing) Principal/DRS/Teachers DRS to liaise (ongoing)	data Completed assessment record Teacher Voice/Feedback Loops Completed assessments/PD hours completed.
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Goal 2 - Cultural Responsiveness: All students are engaged in their learning and achieving educational success and agency.

SCHOOL CULTURE

2.1 To continue to build and strengthen the SPC school culture - a positive professional learning environment (all staff)

Strategic Initiative	Current/To continue	Actions in 2026	Who is responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none"> • Teachers and 	In 2025:	<ul style="list-style-type: none"> • Hui Monday - 8.15 am teaching staff. 	Principal/Deputy	Attendance, staff

<p>support staff will develop clarity, strengthen their capabilities and take accountability for their teaching practice.</p> <p>• Staff will build and strengthen school culture by embedding Catholic Character and the RbL principles of whānau-like relationships.</p>	<ul style="list-style-type: none"> Feedback Loop/coaching conversations (x 1 new teacher x 2). POD leaders to mentor as needed. Lunch with the Principal Teachers will know, understand, and be held to the Teaching Council of Aotearoa professional code and will have attestation against the NZ teaching standards annually. Pod/staff protocols were developed at the beginning of the year and revisited regularly. <p>In 2025:</p> <ul style="list-style-type: none"> Whakawhanaungatanga across different groups to continue understanding who we are, develop a sense of belonging & shared purpose. Prayers at morning tea notice time and attending Mass on Thursdays/termly 	<ul style="list-style-type: none"> Learning assistants - Feedback Loop/coaching conversations. Part-time staff (DRS, CRT, etc.) to have Feedback loops. Teachers and Learning Assistants (if applicable) will keep a record of professional learning, evidencing how they are developing their practice towards meeting the strategic goals. Classroom teachers will record how their CRT is used on the term calendar. Teachers will actively participate in professional meetings (POD, PLD, staff meetings/workshops, etc.) Job descriptions and roles will be reviewed and redefined, i.e. Team Leaders focused on leading learning. Classroom teachers contribute to a professional learning community focused on evaluating and assessing their impact. All staff will participate in the cultural/special character events of the school - participating in retreats, Masses, attending Saturday Mass each term, community events (Twilight sports, camps, parent conferences, etc.) Staff will make every effort to develop positive relationships with our culturally diverse learners and whānau from across the school by actively seeking opportunities to engage with students/parents face to face, by phone call and email/Seesaw. 	<p>Principal/staff Deputy Principal/SENCO Pod Leaders/Deputy Principal Teachers/LAs Teachers (fortnightly) Teachers (ongoing) Principal/Deputy Principal (Term 1) All staff (throughout year) All staff (ongoing)</p>	<p>meeting deadlines. Feedback Loop data & goals Documents with evidence. As evidenced on the Term Calendar. Meeting agenda/actions become evidence of participation & Professional Growth Cycle. Align with RbL principles. Attendance & participation Parent & student voice, Teacher Voice</p>
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	school Mass Saturday	<ul style="list-style-type: none"> Teachers will aim to raise their profile across the school through a variety of social interactions, e.g., conversing when on duty, joining games, supervising clubs/sports, etc. (contribute). 	Classroom teachers (ongoing)	Student voice, teacher reflection
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TEACHER PRACTICE

2.2 To accelerate student learning and achievement by focusing on developing strong relationships and implementing discursive practices (Russell Bishop - Teaching to the North East).

Strategic Initiative	Current/To continue	Actions in 2026	Who is responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none"> All stakeholders within the school are to ensure fidelity to Relationship Based Learning (our learning culture). Regular monitoring of teaching practice and student 	<p>In 2025:</p> <ul style="list-style-type: none"> Timely professional learning to review Relationship-based teaching and learning with all staff (Call Back Days, workshops, etc.). Needs-based PLD on specific areas of RbL with Pods/groups. Gathered & analysed overall Feedback Loop data against RbL profile - graph teacher results. <p>In 2025:</p> <ul style="list-style-type: none"> Feedback Loops (at least 1 x per year) Co-construction Hui (at least 2 x per term) 	<ul style="list-style-type: none"> RbL sessions with other staff - LAs, office administrators, groundskeepers, etc. New staff to get a copy of Teaching to the North East by Russell Bishop. POD, Co-construction & Team Leader meetings to focus on keeping to RbL protocols & school priorities. Systems coaches work with Team Leaders once a term, observing a co-construction hui and having follow-up coaching conversations to set goals. <ul style="list-style-type: none"> Evidence/ data is used to inform and plan professional learning opportunities to support teachers to navigate to the North East. 	<p>Deputy Principal & Senior Leadership team.</p> <p>Deputy Principal & POD Leaders (weekly)</p> <p>Systems coaches (termly)</p> <p>Deputy Principal & SLT (after Feedback Loops completed)</p>	<p>Evidence in their whānau-like interactions with others</p> <p>Evidence in meeting agendas.</p> <p>Monitoring & evaluating goals across the school</p> <p>Graphs to show the movement of staff towards the North East & gaps.</p>

engagement	<ul style="list-style-type: none"> Walk-throughs to follow up (as needed) End-of-year classroom voice was collected and put into enablers and barriers. 	<ul style="list-style-type: none"> New teachers to SPC are inducted by having the initial RbL Feedback loop & follow-up Feedback Loop later in the year. Spotlights in Term 2-4 informed by Feedback Loop data. Teachers will set professional goals from Feedback Loops, Spot Lights and classroom voice that will be monitored throughout the year, during Pod meetings. 	Pod Leaders - Term 1 and 3 Pod leaders Classroom teachers/Pod leaders	Monitoring & evaluating goals across the school Professional Growth Cycle/NZ teaching standards attestation.
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CURRICULUM

2.3 Local curriculum - develop school protocols to support the implementation of the new curriculum Te Mātaiaho - its principles and expectations with fidelity

Strategic Initiative	Current/To continue	Actions in 2026	Who is responsible? Timeline & Resourcing	Evaluation: How will we measure success?
<ul style="list-style-type: none"> Teachers will continue to develop their knowledge and implementation of the new English and Mathematics curriculum. 	In 2025... <ul style="list-style-type: none"> 2 x TOD used for the NZ Curriculum Mathematics area. Staff workshops unpacking the new English Curriculum & moderation of student work. Workshops and Pod Meetings are working on planning expectations at SPC. PAT Writing trial in Term 4. 	<ul style="list-style-type: none"> 2 x TOD used for unpacking and developing assessment for the NZ Maths and English curriculum. Refreshed implementation plans for literacy - align the Writer's Toolbox and BSLA against the English Curriculum expectations. All staff to ensure they meet the mandated times for literacy and mathematics (1 hour of reading, writing, and maths). Planning expectations and protocols are made explicit and clear for all subject areas. 	Principal/Deputy & Curriculum leaders. Literacy Curriculum leaders Classroom teachers Curriculum leaders & Pod Leaders.	Planning, moderation and assessment evidence show understanding and follow school implementation plans & protocols.

<p>wide use of structured approaches in literacy and maths to cater for the diverse student population and provide clear frameworks for learning.</p> <p>• Māori, Pasifika, and priority students (ELL/ESOL/neurodiverse) to be supported in learning to achieve</p>	<p>In 2025...</p> <ul style="list-style-type: none"> • 1 x callback day at the beginning of the year for Maths, No Problem! Programme. • Continue needs-based workshopping from experts to increase teacher knowledge & practice of WTB. • 9 teachers have completed or started their BSLA micro-credential through Canterbury University. <p>In 2025:</p> <ul style="list-style-type: none"> • Māori, Pasifika & ESOL learners reported on to BoT about progress & achievement. • Tracking of target 	<ul style="list-style-type: none"> • Refresher for current staff and introduction for teachers new to the SPC of MNP programme. • Staff have been signed up for self-paced WTB Professional Learning Master Classes online to develop skills further in writing. • 3 more teachers to train in BSLA in 2026, and 1-2 teachers may complete the BSLA Leadership micro-credential. • Maths observations focusing on the norms/effective practice based on MNP research. • One CRT time each term will be used to observe WTB, BSLA or MNP in another classroom/area of the school as directed by Team Leaders. This will be documented in the CRT calendar and reflected upon. • Mentor new staff around the planning expectations, pedagogy and practices, assessment of the SPC chosen programmes - Writer's Toolbox, Better Start Literacy Approach & Maths, No Problem! • Whānau information afternoons held about WTB online tools, BSLA and Maths, No Problem! • New school-wide tracking documents made for 2026 classes & used by classroom teachers. • Teachers develop relationships with these 	<p>Curriculum Leader/MNP facilitator.</p> <p>Pod Leaders/Classroom teachers</p> <p>Literacy Leaders when sign up opens & Classroom teachers</p> <p>Curriculum Leaders</p> <p>Classroom Teachers/Pod Leaders (termly)</p> <p>Curriculum leaders & Pod Leaders (ongoing)</p> <p>All teaching staff (term one)</p> <p>Deputy Principal</p> <p>Classroom</p>	<p>Application of MNP, WTB and BSLA programme in planning and practice (feedback loops, walk-throughs, etc.) is evident.</p> <p>Teacher reflections</p> <p>Evident in teacher planning, observations, and teacher voice.</p> <p>Whānau voice</p> <p>Completed by all staff</p>
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<p>accelerated progress.</p> <ul style="list-style-type: none"> Other curriculum areas (science, social science, art, physical education, health, 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>learners three weekly (present evidence, set next steps/planning, review goals with evidence) through co-construction hui.</p> <p>In 2025:</p> <ul style="list-style-type: none"> Guide of events/coverage over the year of other curriculum areas integrated where possible, e.g., Te Tiriti o Waitangi & ANZAC Day with social science. 	<p>students & whānau early on - make connections, find out interests, strengths, etc.</p> <ul style="list-style-type: none"> Classroom teachers identify strengths and next learning steps completed in the first 3 weeks and added to the tracking document. Yearly local curriculum overview developed to include science, social science, the Arts, PE & health, as well as special events important to our community, integrated where possible. POD Term overviews to ensure they follow the school overview. Inquiry approach used to plan and teach, which focuses on backwards by design - big ideas/concepts - key knowledge - skills, etc. Kia Kaha Programme (NZ Police) to be run alongside CFLE. Leaders to unpack new curriculum for science, social science, te ao Māori & Health & PE ready for 2027 implementation. 	<p>Teachers (term one)</p> <p>Classroom teachers (by week 3, term 1)</p> <p>Deputy Principal/Team leaders</p> <p>Team Leaders/Classroom teachers</p> <p>Team Leaders/Classroom teachers</p> <p>Classroom teachers</p> <p>Principal/Deputy Principal/Team leaders</p>	<p>Student voice, whānau voice</p> <p>Complete & quality of student goals monitored.</p> <p>Covers a variety of curriculum areas & events.</p> <p>Follows the school overview</p> <p>Planning reflects this</p> <p>Planning reflects this</p> <p>Plans for 2027 implementation created & 2027 Year overview reflects this.</p>
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TE TIRITI O WAITANGI

2.4 Our commitment to Te Tiriti o Waitangi is visible throughout Saint Peter Chanel

Strategic Initiative	Current/To continue	Actions in 2026	Who is responsible? Timeline & Resourcing	Evaluation: How will we measure success?
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<ul style="list-style-type: none"> Māori will have the opportunity to achieve success as Māori. All SPC ākonga will have access to te ao Māori: the Māori world - language, culture, marae, and tikanga. 	<p>In 2025:</p> <ul style="list-style-type: none"> Opportunities for Māori students to participate and lead through Kapa Haka & Mihi Whakatau. Regular opportunity for Kapa Haka to perform - Kahui Ako Cultural festival, Waikato Full Primary Festival, Production. Whanau Hui in 2025 to share aspirations and seek our support. New Māori awards included in End of Year prize giving. Year $\frac{7}{8}$ trip to Rangiaowhia Updating SPC Te Reo Māori progressions. Kapa haka is inclusive - anybody can join, 	<ul style="list-style-type: none"> Create more opportunities for students to participate & lead in events such as Matariki - school Hautapu ceremony. A way to share their culture with the rest of our community. Include more waiata and prayer in school singing/Mass songs/classrooms so students see their culture at SPC. SPC will try to build connections with local iwi and hapu. A teacher will take Junior Kapa Haka in 2026. Plan a SPC Marae visit for Y5-8. Make contact with local experts who can support Aotearoa NZ History - knowledge and stories of Kirikiroa. 	Māori curriculum leader DRS/Classroom teachers (throughout the year) Māori Curriculum leader (ongoing) Teacher lead/Classroom teachers Māori Curriculum leader	Increased number of opportunities and student/whānau voice. Evidence of this at school Mass, classroom planning, etc. Connections made Programme up in running for Y0-4. Evidence of trip completed Connections made.
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