




**St Bernadette's
School
Strategic Plan**

2024 - 2025

See the face of Christ in Everyone!



OUR VISION

We strive to develop students who show Compassion, Excellence, Responsibility and Respect!

At St Bernadette's, we focus on developing the whole child with an emphasis on Spirituality, Cultural and Social Awareness and Concern for Others. Our School Values of Compassion - Manaakitanga, Excellence - Ako, Responsibility- Titiro Whakamua and Respect - Whakaute reflect the way we teach and live the Gospel values.

Compassion

Excellence

Responsibility

Respect



THE CREATION OF OUR STRATEGIC PLAN

Our strategic plan was created through a variety of community consultations through 2023 based on our Cultural Programmes, Health Programmes and reflections on the then current Strategic Goals. A variety of Cultural groups were targeted to ensure we had input from across our community. Student voice was also collected and collated. Reflections, by staff, on what was successful in 2023 and therefore what we wanted to do more of, was also prioritised. We worked closely with this data, our school data and our ERO partner to fine tune our Strategic Goals and Strategic Plan to ensure that the Strategic Plan aligned with the community's needs, resources, and our capacity for implementation.



STRATEGIC GOAL

To live and breathe our Catholic Character in everything we do.

Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our Strategic goals?	How will we measure success?
<p>NELPS NELP OBJECTIVE ONE PRIORITY 1, LEARNERS AT THE CENTRE NELP OBJECTIVE THREE PRIORITY 5 AND 6 <i>QUALITY TEACHING AND LEADERSHIP</i></p> <p>KA HIKITIA BELONGING</p> <p>PRODUCTIVE PARTNERSHIPS</p> <p>TAPASA TURU 1 IDENTITIES, LANGUAGES AND CULTURES</p> <p>TURU 2- COLLABORATIVE AND RESPECTFUL RELATIONSHIPS AND PROFESSIONAL BEHAVIOURS</p> <p>BOARD PRIMARY OBJECTIVES</p> <p><i>Section 27: 1 (b) (i) (ii) (iii) (c)</i></p>	<p>All relationships will be positive and affirming of the Catholic Special Character of the school.</p> <p>An integrated RE Programme each term focusing on Social Justice, our School Values, Cultural Competencies and the Mercy Charism.</p> <p>A rich Liturgical and prayer focus throughout the school. Regular connection with our parish and our parish schools.</p>	<p>Continued Professional Development on Tō Tātou Whakapono - Our Faith including collaborative planning and assessment for learning.</p> <p>Providing opportunities to encounter Christ (retreats, times of prayer)</p> <p>Deliberate celebrations of the Liturgical year.</p> <p>Collaborate with Parish to continue to build awareness and participation in Sacramental programmes.</p> <p>Fostering relationships with whānau; inviting them to school and parish events</p> <p>Social Justice focus in each term's plan participation in Social Justice week.</p>	<p>All staff, students and whānau are committed to the Charism and Values of St Bernadette's.</p> <p>Ākonga can articulate how they live a Faith filled life.</p> <p>Ākonga can explain why and how we celebrate the Liturgical Year.</p> <p>Ākonga know our School values and can articulate why we have them and how we can live by them.</p> <p>All eligible Ākonga participate in the Sacramental programme.</p> <p>We have strong, regular connections and interactions between home, school and parish.</p> <p>We have a safe, inclusive learning environment that is relevant to the needs of our community.</p> <p>RE programme is integrated through all Curriculum areas.</p> <p>St Bernadette's is equally visible and an equal participant in Parish Wide life and events.</p>

STRATEGIC GOAL

To have all our learners reaching their highest potential.

Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our Strategic goals?	How will we measure success?
<p>NELPS NELP OBJECTIVE ONE PRIORITY 1,2 LEARNERS AT THE CENTRE NELP OBJECTIVE TWO PRIORITY 3,4 BARRIER FREE ACCESS NELP OBJECTIVE THREE PRIORITY 5,6 QUALITY TEACHING AND LEADERSHIP KA HIKITIA EXCELLENT OUTCOMES STRENGTHS BASED TE TIRITI O WAITANGI</p> <p>TAPASA TURU 1 IDENTITIES, LANGUAGES AND CULTURES</p> <p>TURU 3 EFFECTIVE PEDAGOGY FOR PACIFIC LEARNERS</p> <p>BOARD PRIMARY OBJECTIVES</p> <p><i>Section 27: 1 (a) (d) (i) (ii) (iii) 2 (a) (b) (i) (ii) (iii)</i></p>	<p>Planning and implementation of a Localised Curriculum that reflects the learners, cultures and local environment of our school.</p> <p>Ākonga see themselves as learners and have a range of skills and attributes to approach new learning successfully.</p> <p>A wide range of learning opportunities for learning success for Maori, Pasifika and other ethnic groups.</p> <p>The growth of our teachers skills and abilities to deliver our new curriculum to a high standard.</p> <p>All Ākonga achieving in Reading, Writing and Maths at or above the Year level appropriate New Zealand Curriculum Level.</p>	<p>Robust teaching and assessment practices Continued Professional Development of Curriculum Refresh All explore their Mihi Integration of the NZ Histories Curriculum Student voice Termly Cultural Events Te Reo Course for Staff NZCER Te Reo Assessment for Staff</p> <p>Kia Pūawai programme</p> <p>Utilise the strengths of those in our wider community and invite them in to support learning programmes</p> <p>Acknowledge all achievements of students eg at Assemblies including sporting/values/academic/arts /cultural</p>	<p>Our learners see their culture as a strength in their learning.</p> <p>Our learners see their first language as a strength in their learning.</p> <p>Our learners see teachers in each other, in their whanau and in the staff at school.</p> <p>Our learners are succeeding academically and making progress.</p> <p>Our learners are able to articulate their goals and understand their next steps to achieving them.</p> <p>Our learners are resilient and see learning as an ongoing journey.</p>

STRATEGIC GOAL

To have our school at the centre of a thriving learning community.

Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our Strategic goals?	How will we measure success?
<p>NELPS NELP OBJECTIVE ONE PRIORITY 1,2 LEARNERS AT THE CENTRE NELP OBJECTIVE TWO PRIORITY 3,4 BARRIER FREE ACCESS</p> <p>KA HIKITIA PRODUCTIVE PARTNERSHIPS BELONGING TE TIRITI O WAITANGI</p> <p>TAPASA TURU 1 IDENTITIES, LANGUAGES AND CULTURES</p> <p>TURU 2- COLLABORATIVE AND RESPECTFUL RELATIONSHIPS AND PROFESSIONAL BEHAVIOURS</p> <p>BOARD PRIMARY OBJECTIVES</p> <p>Section 27: 1 (b) (i) (ii) (iii) (c) (d) (i) (ii) (iii)</p>	<p>Strengthening of our learning-based relationships with whānau so that ākongā's learning and pastoral needs are known and supported</p> <p>A wider variety of whole school events so that whānau have increased opportunity to connect with the school</p> <p>Strengthened understanding and practice of tikanga throughout the school so that the school can welcome people in a way that gives effect to Te Tiriti o Waitangi.</p>	<p>St James Visit - Learning how they do their Mihi Whakatau</p> <p>Opportunities for the community to connect with the school (eg Cultural events, Talent Show, Sunday Mass/Picnic with community, opportunities to share learning eg science fair, celebration of learning evenings, art exhibition .)</p> <p>Inviting parents to bi-weekly assemblies</p> <p>Filipino Support group Utilising parent strengths Pasifika Support group Termly cultural events</p> <p>Spend more time with our House groups completing activities and have students and whanau involved in these events. Eg Samoan language week afternoon was a nice example of this. (encourages tuakana-teina)</p> <p>Connect with local iwi and have a marae visit staff or whole school. This could then lead to us being able to hold a mihi whakatau to welcome others into our school.</p> <p>Give parents opportunity to showcase their culture to students so everyone can learn about others' cultures - come and talk to students</p> <p>Try to establish a Friends of STB to help support us with the extra curricular and events that our community have shown they are looking for.</p>	<p>We will have embedded practices for sharing our Cultures regularly and authentically.</p> <p>We will have an embedded Mihi Whakatau practice for welcoming new families.</p> <p>We will have thriving cultural family groups who are regularly present in our school.</p> <p>Ākongam will see themselves represented in our school's physical environment, in the classroom environment and in the contexts of their learning.</p> <p>Our whānau are an integral part of learning and feel comfortable and confident in supporting their tamariki.</p> <p>All our whānau attend our Learning Conversation meetings.</p>

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

KA HIKITIA:

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world



Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa

New Zealand; Tertiary Education Commission; New Zealand School Trustees Association. The education sector includes all early learning services, schooling, and tertiary organisations. It sets out how we will work with education services to achieve system shifts in education

and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

These guiding principles set out how we will work across the education system to support the Ka Hikitia vision. They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.

www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi:

We will give practical effect to Te Tiriti o Waitangi in the education system

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

Detailed data and research about the performance of the education system for Māori learners is available at: www.educationcounts.govt.nz

The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.

Ka Hikitia informs and is informed by the overall Education Work Programme.
www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme

HE TIROMANGA WHĀROA:

OUR 30 YEAR

EDUCATION VISION AND OBJECTIVES:

Whakamau te pae tata kia tika –
Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters

Whāia te pae towiri kia tata –
Explore beyond the distant horizon and draw it near!

OBJECTIVES FOR EDUCATION	Learners at the centre	Barrier-Free Access	Quality Teaching and Leadership	Future of Learning and Work	World class Inclusive Public Education
	Learners with their whānau are at the centre of education.	Great education opportunities and outcomes are within reach for every learner.	Quality teaching and leadership make the difference for learners and their whānau.	Learning that is relevant to the lives of New Zealanders today and throughout their lives.	New Zealand education is trusted and sustainable.

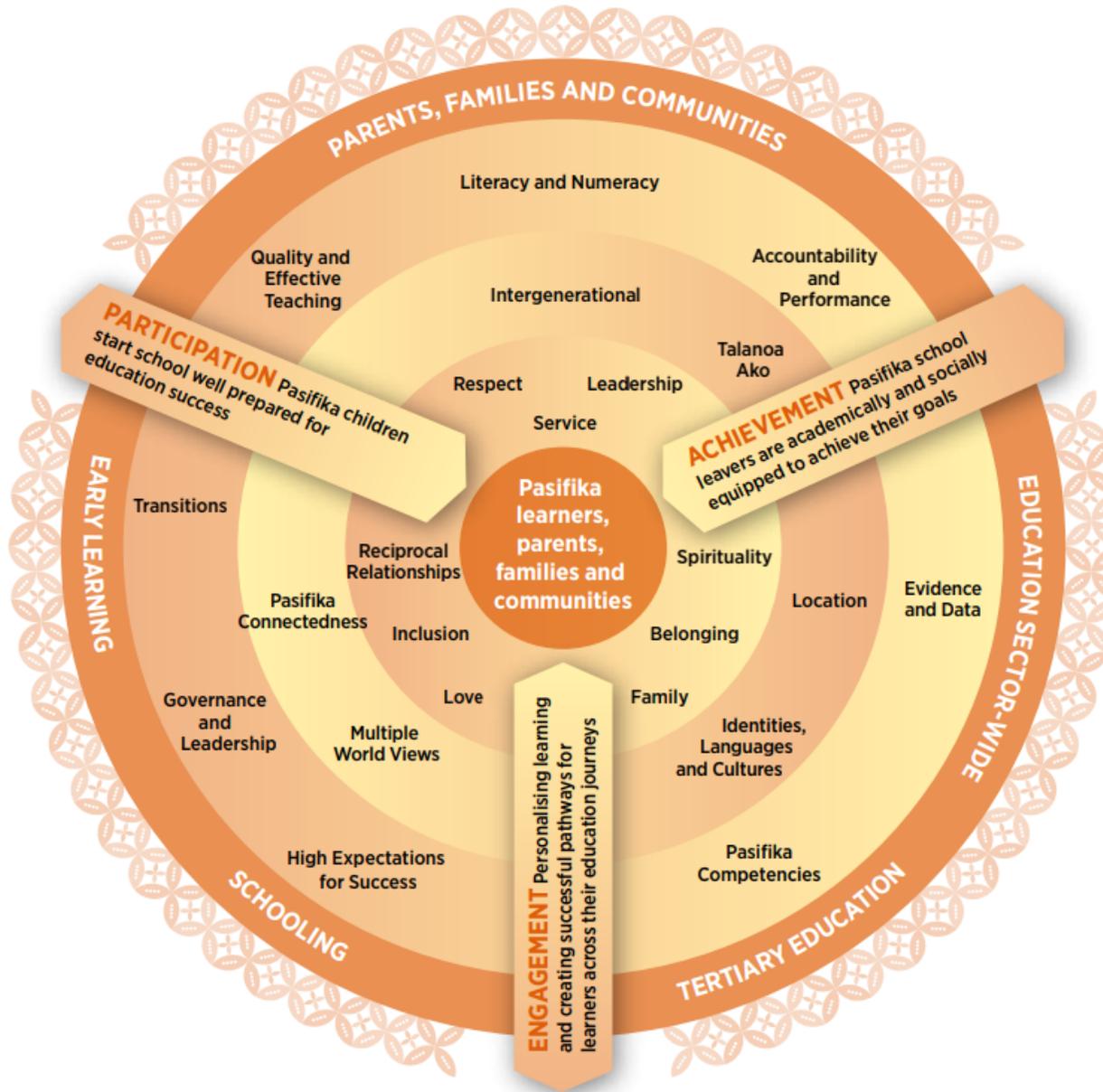
	TE WHĀNAU	TE TANGATA	TE KANORAUTANGA	TE TUAKIRITANGA	TE RANGATIRATANGA
<p>WHĀIA TE ITI KAHURANGI</p> <p>Outcome Domains to support excellent outcomes for Māori learners and whānau:</p>	<p>Education provision responds to learners within the context of their whānau.</p> <p>We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.</p> <p>We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.</p>	<p>Māori are free from racism, discrimination and stigma in education.</p> <p>Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.</p>	<p>Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p> <p>Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.</p>	<p>Identity, language and culture matter for Māori learners.</p> <p>Our education services will support the growth and development of the Māori language.</p> <p>We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.</p>	<p>Māori exercise their authority and agency in education.</p> <p>Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.</p> <p>We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.</p>

These outcome domains reflect key messages that we have heard from Māori over an extended period of time and our evidence base about what works for Māori.

<https://conversation.education.govt.nz/conversations/maori-education/resources/>

TAPASA

The Pasifika Success Compass



Education and Training Act 2020

127 Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
 - (a) every student at the school is able to attain their highest possible standard in educational achievement; and
 - (b) the school—
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - (c) the school is inclusive of, and caters for, students with differing needs; and
 - (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
 - (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
 - (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
 - (c) perform its functions and exercise its powers in a way that is financially responsible; and
 - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
 - (e) comply with all of its other obligations under this or any other Act.

Compare: 1989 No 80 Schedule 6 [cl 5](#)