



St Francis Catholic School

Annual Plan – 2026

We are a vibrant & empowering Catholic school, creating **pathways of excellence** for our tamariki.



Target setting priorities for 2026 – As per MOE directions:

- Relating to actions we are taking to implement / prepare to implement curricula, assessment and aromatawai changes
- Improve student achievement
- Relating to actions we are taking to lift attendance and reduce absences

Strategic Goals - As per the 2025 ERO Report:

<https://www.ero.govt.nz/institution/1488/st-francis-catholic-school-pt-chevalier>

1. Enhance writing programme to promote equitable and accelerated achievement across all learner groups
2. Refine internal assessment systems, including moderation, analysis and purposeful reporting that informs teaching and learning, in line with the refreshed curriculum
3. Strengthen the integration of te reo Maori, tikanga, and matauranga Maori across the school to support responsive practice and promote equitable outcomes

2026 Annual Plan Breakdown – Actions and Timeframe:

Goals:	Actions:	Who:	How will we measure success?
Enhance writing programme to promote equitable and accelerated achievement across all learner groups	Every 6 months: Curriculum leaders review and refine writing programmes to support equitable and accelerated achievement for all learners	SLT Unit holders Teachers	Expected outcome – Sustained high levels of writing achievement are evident across all learner groups. Shift data to 90% - 95% Current data – 89%

Goals:	Actions:	Who:	How will we measure success?
Refine internal assessment systems, including moderation, analysis and purposeful reporting that informs teaching and learning, in line with the refreshed curriculum	<p>Every 6 months: Leadership strengthens assessment analysis and reporting practices to align with the refreshed curriculum and inform teaching and learning</p> <p>Annually: Leaders and the Board review progress towards government education priorities and the equitable progress for all learners, identify areas for improvement and use to guide annual planning</p>	<p>SLT</p> <p>SLT BOT</p>	<p>Expected outcome – Assessment tools are consistently embedded and confidently used schoolwide to inform teaching and learning.</p> <ul style="list-style-type: none"> • Continue using PAT data as summative assessment • Use the Phonics Check from Feb 2026 • Attend PD for the SMART tool, and consider use
Strengthen the integration of te reo Maori, tikanga, and matauranga Maori across the school to support responsive practice and promote equitable outcomes	<p>Every 6 months: Leadership reviews professional learning opportunities to ensure all staff can engage meaningfully with te reo Maori, tikanga, and matauranga Maori</p> <p>Annually: Leaders and teachers review the impact of the integration of te reo Maori, tikanga, and matauranga Maori across teaching and learning</p>	<p>SLT Unit holder Teachers</p> <p>SLT Unit holder Teachers</p>	<p>Expected outcome – Te reo Maori, tikanga, and matauranga Maori are embedded across teaching and learning ensuring culturally responsive practices school wide promote equitable outcomes .</p> <ul style="list-style-type: none"> • Marae visits for each class early in 2026 • Termly staff meetings for teacher PD

Where are we currently:

- 2025 Annual Plan - <https://docs.google.com/document/d/10O859uaX9vnA6KCcS84GjRnLMqY56d2i/edit?usp=sharing&oid=111712547138445895096&rtpof=true&sd=true>
- 2025 Annual Report – <https://docs.google.com/document/d/12c8jPARjrTvaKN3QvqDoEo5DzFVuHDG7/edit?usp=sharing&oid=111712547138445895096&rtpof=true&sd=true>

- 2026 Attendance Management Plan - <https://drive.google.com/file/d/1iXsuaxJe0GQVg8wNSSQqP77HWSRBvh-J/view?usp=sharing>

2026 National Achievement Targets:

- 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year.
- 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year.
- 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.

Link to most recent Achievement and Progress Data – End of Year 2025 -

<https://drive.google.com/file/d/1hRa6hEsrtfFEGH3uY0vbkAXsFMt2NSr1/view?usp=sharing>

How will our targets and actions give effect to Te Tiriti o Waitangi:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our recent rebrand documentation.

The 2026 local Curriculum will include:

- Te Reo and Tikanga lessons Year 1 – 6 (Level 1 and 2 of the NZC)
- Kapa Haka groups – Year 3 and 4, Year 5 and 6
- Facilitated by our Cultural Lead position
- All students visiting a local marae, and participating in workshops

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.
- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.



St Francis Catholic School works in conjunction with the current government priorities, which are:

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

Relevant key areas of focus for 2026 include:

1. Curriculum Refresh & Implementation (Years 0–10)

- **Core Subjects:** New, structured curricula for English (Years 0–10, with a focus on literacy) and Mathematics (Years 0–10, emphasizing foundational skills) are in place.
- **Draft Content Review:** Draft curricula for remaining areas (Science, Social Sciences, Arts, Technology, Learning Languages) are available for consultation until April 2026, with implementation expected to follow.
- **Financial Literacy:** Financial education is embedded as a core element of the social sciences curriculum.
- **New Assessment Tools:** The introduction of the Student Monitoring, Assessment and Reporting Tool (SMART) for Years 3–10 in Term 1, 2026.
- **Structured Literacy:** A nationwide push for structured literacy approaches based on the science of learning.

3. Attendance and Student Support

- **Attendance Management Plans:** Schools are required to have a "Stepped Attendance Response" (STAR) plan in place by January 2026 to manage student attendance.

Education and Training Amendment Act 2025 - <https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/education-and-training-amendment-bill-no-2>

Ministry of Education (MoE) Strategic Documentation:

1. National Education and Learning Priorities (NELP): <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
2. Ka Hikitia: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia>
3. Action Plan for Pacific Education: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education>
5. Attendance and Engagement Strategy: <https://www.education.govt.nz/our-work/strategies-policies-and-programmes/attendance-and-achievement/increasing-school-attendance>
6. Learning Support Action Plan 2019 - 2025 (LSAP): <https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/learning-support-action-plan-and-coordinator-role-allocation>

