



Te Kura o Hato Mere Strategic Plan

2026 - 2029



ANCHORED IN CATHOLIC IDENTITY	THRIVING THROUGH CULTURE AND CONNECTION	FUTURE READY LEARNING PATHWAYS
<p><i>All ākonga, staff, and whānau will be supported to live out the Catholic faith through authentic liturgical life, Catholic World View, and a commitment to safeguarding our Special Character.</i></p>	<p><i>Ākonga will flourish in a kura where identity, language, and culture are embraced and honoured through authentic partnerships and inclusive pedagogies.</i></p>	<p><i>Learners are empowered through localised, structured, and future-focused learning that equips them to be resilient, ethical, and creative navigators of their world.</i></p>
<p>Kōtuitui ki te Whakapono</p> <p><i>(Anchored in Faith and Connection) Reflecting "Anchored in Catholic Identity"</i></p>	<p>He Waka Kōtuia: Whiria te Tangata</p> <p><i>(A Woven Canoe: Thriving Through Culture and Connection) Reflecting "Thriving Through Culture and Connection"</i></p>	<p>Ngā Ara Ako ki Tua</p> <p><i>(The Learning Pathways toward the beyond) Reflecting "Future-Ready Learning Pathways"</i></p>
<p>Like a waka secured to its mooring, our identity is grounded in the sacred teachings of the Catholic faith, guiding our journey with spiritual purpose and moral direction.</p>	<p>Drawing on the whakataukī <i>"He waka kōtuia kāhore e tukutukua ngā mimira"</i> – A canoe that is interlaced will not be separated at the bow – this encapsulates unity, the strength of whānau, iwi, and diverse cultural narratives woven together in belonging.</p>	<p>Our learners are navigators of their own journeys—steered by curiosity, courage, and capability, guided by the stars of mātauranga, inquiry, and reflective thinking.</p>

Te Kura o Hato Mere

Educational excellence, founded upon faith, fostering caring, connected, and confident learners, who walk in Christ's Light to achieve personal success

Summary of Information used to develop this plan / How did this plan get created.

(e.g. what data did we use, key themes from community engagement, how did we engage and how did we prioritise strategic goals. Refer Reg 7(c))

The strategic goals and aspirations for Te Kura o Hato Mere (2026–2029) have been shaped through a rich process of consultation and collaboration with our wider community—iwi, whānau, kaiako, ākonga, and the Archdiocese of Wellington. These goals reflect the heartfelt hopes of our school whānau, gathered through kanohi ki te kanohi hui, digital surveys, and a dedicated community feedback evening. Analysis using the School Improvement Framework further supported the identification of key areas for growth and celebration.

Throughout this process, staff were invited to contribute their professional and cultural vision for the kura. Our strategic direction has been deeply informed by a diverse range of cultural narratives and values. In the spirit of *wayfaring*, we have looked to the stars, tides, and winds of *Te Moana-nui-a-Kiwa*, recognising that navigating forward requires collective wisdom, cultural grounding, and responsiveness to the aspirations of all in our community. Achievement data from 2023–2025 and the Whānau Aspirations have also served as a vital compass in charting this course.

The Board of Trustees has worked in genuine partnership with the school and community to synthesise these insights into a clear set of strategic priorities. These were refined through community feedback and affirmed as our direction for 2026–2029. This collaborative process reflects our shared commitment to a future-focused, faith-led, and culturally responsive pathway for our kura.

The Board of Trustees acknowledges with deep gratitude the collective voice, wisdom, and aroha of our community. Your contributions are the guiding wind in our waka as we journey together into the future of Te Kura o Hato Mere.

Ngā mihi maioha.

ANCHORED IN CATHOLIC IDENTITY	THRIVING THROUGH CULTURE AND CONNECTION	FUTURE READY LEARNING PATHWAYS
All ākonga, staff, and whānau will be supported to live out the Catholic faith through authentic liturgical life, Catholic Social Teachings, and a commitment to safeguarding our Special Character.	Ākonga will flourish in a kura where identity, language, and culture are embraced and honoured through authentic partnerships and inclusive pedagogies.	Learners are empowered through localised, structured, and future-focused learning that equips them to be resilient, ethical, and creative navigators of their world.

ANCHORED IN CATHOLIC IDENTITY

All ākonga, staff, and whānau will be supported to live out the Catholic faith through authentic liturgical life, Catholic Social Teachings, and a commitment to safeguarding our Special Character.

Strategic Goals	Which Board Primary Objective does this meet?	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	Measurement & Evaluation
1. Embed Catholic Social Teachings (CST) in all learning areas and schoolwide practices	Education and Training Act 2020 s127(1)(a)(iii), (d), (f) Regs 7(1)(b), 7(d)(i), 7(e), 7(f), 7(g) Clearer Curriculum	NELP 1 NZC Religious Education Curriculum Catholic Special Character Review Framework	Students naturally referencing CST values in everyday interactions and learning Learning environments that reflect themes of justice, service, and dignity Whānau describing visible alignment between home values and school ethos	Progress Steps: Develop 'Faith in Action' units integrated across curriculum areas. Regular PLD to embed CST. Create visible prompts in all classrooms. Termly CST-themed events involving whānau. Te Tiriti Consideration: Ensure CST practices reflect mana ōrite and cultural responsiveness to Māori and Pasifika values.	Measuring Success: Planning documents, student voice on CST themes, teacher self-reflections, evidence of CST-aligned student action. Evaluation Tools: Termly planning audits, student-led presentations, whānau feedback. Leadership team and DRS co-analyse impact with teacher input.
2. Nurture spiritual leadership and liturgical engagement among students and staff	Education and Training Act 2020 s127(1)(d), (f) Regs 7(d)(ii), 7(f), 7(g) Stronger Learning support	NELPS 1,2,5 Catholic Special Character Curriculum & Standards	Confident student liturgical leaders from diverse backgrounds Liturgies that reflect the cultures of the school community Staff able to facilitate prayer, scripture, and worship with theological and cultural fluency	Progress Steps: Establish and support liturgical leadership teams, inclusive of Māori and Pasifika students. Develop an annual liturgical calendar with cultural integration. PLD on liturgy and scripture. Te Tiriti Consideration: Co-construct inclusive liturgies with iwi and aiga input, ensure Māori protocol and te reo are integral.	Measuring Success: Increase in student-led liturgies, frequency and cultural depth of prayer gatherings. Evaluation Tools: Liturgical calendar review, student leadership surveys, staff self-assessment tools. Analysis by RE Leader and Principal with whānau voice.
3. Establish robust evaluation systems to safeguard Catholic Special Character	Education and Training Act 2020 s127(1)(f) Regs 7(f), 7(g) Greater use of Data	NELPS 1,5,6 Catholic Special Character Internal Evaluation Guidelines	Data-driven decision making in Special Character development Regular reflection involving staff, students, and whānau A strong narrative of faith presence across governance, curriculum, and culture	Progress Steps: Create internal review cycles, including Special Character indicators in strategic reporting. Partner with parish and whānau for voice collection. Te Tiriti Consideration: Evaluation framework includes cultural safety and partnership markers.	Measuring Success: Regular reports to the Board, community participation in Special Character events, and improved voice indicators. Evaluation Tools: Termly reviews, qualitative data from surveys/interviews, tracked over time. DRS team and Board subcommittee oversee reflection and recommendations.

THRIVING THROUGH CULTURE AND CONNECTION

Ākonga will flourish in a kura where identity, language, and culture are embraced and honoured through authentic partnerships and inclusive pedagogies.

Strategic Goals	Which Board Primary Objective does this meet?	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	Measurement & Evaluation
Action 1: Co-design curriculum, environment, and systems with iwi, whānau, and Pasifika aiga	Education and Training Act (2020) s127(1)(a)(i)(ii), (d), (f) Regs 7(1)(b), 7(d)(i)(ii), 7(e), 7(f) Clearer Curriculum Stronger Learning Support	NELP 2,4,5 Ka Hikitia Action Plan for Pacific Education Tapasā Te Tiriti o Waitangi principles	A culturally grounded, locally responsive curriculum Whānau and iwi sharing stories of pride and partnership Governance and planning documents shaped by community perspectives	Progress Steps: Establish partnership hui each term. Co-develop curriculum with iwi and aiga. Embed culturally responsive guidelines and mana ōrite principles in planning. Te Tiriti Consideration: Embed co-design practices with iwi as authentic expression of partnership.	Measuring Success: Visible integration of local narratives. Whānau and iwi express trust and ownership of curriculum. Evaluation Tools: Community-led audits, curriculum review evidence, attendance at planning hui. Partnership team and curriculum leaders evaluate collectively.
Action 2: Integrate Ngā Uara, Te Ao Māori, Pasifika frameworks, and community voice into learning	Education and Training Act 2020 s127(1)(a)(ii), (d), (f) Regs 7(d)(ii), 7(e), 7(g) Clearer Curriculum,	NELP 1,2,4,5 Te Whāriki NZC Tapasā Fonofale Tātaiako Falefa'atufugaga Leadership Framework	Students confidently expressing and celebrating their cultural identity Lessons grounded in the School Values, Te Whare Tapa Whā, Fonofale, and community narratives Increased student engagement, particularly among Māori and Pasifika learners	Progress Steps: Embed the new School Values, Te Whare Tapa Whā and Fonofale models in wellbeing lessons. Use cultural narratives in inquiry. Hold student-led cultural events. Te Tiriti Consideration: Honour Māori worldview through daily practices, curriculum, and language use.	Measuring Success: Students identify and celebrate cultural identity. Increase in whānau involvement. Evaluation Tools: Student and whānau voice, classroom observations, portfolios of cultural inquiry. Team leaders and whānau committees co-analyse impact.

FUTURE READY LEARNING PATHWAYS

Learners are empowered through localised, structured, and future-focused learning that equips them to be resilient, ethical, and creative navigators of their world.

Strategic Goals	Which Board Primary Objective does this meet?	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	Measurement & Evaluation
Action 1: Design and deliver curriculum aligned with BSLA, Structured Literacy, P4C, and local inquiry	Education and Training Act 2020 s127(1)(a)(ii), (d), (h) Regs 7(1)(b), 7(d)(ii), 7(f), 7(g) Clearer Curriculum, Structured Literacy and Mathematics	NELPS 2,3,6 BSLA Structured Literacy Strategy NZ Curriculum Refresh Philosophy for Children (P4C)	Accelerated progress in foundational literacy and oral language Rich, localised inquiries that integrate ethical reasoning Student learning artefacts that reflect both identity and complexity	Progress Steps: Curriculum Overview & 2 Year cycle planning completed and implemented. Continue BSLA rollout and PLD. Use 'Navigators of the Future' inquiry framework. Embed P4C into learning from Years 1–8. Te Tiriti Consideration: Local inquiry includes mātauranga Māori and iwi-identified priorities.	Measuring Success: Improved achievement in literacy and oral language. Increased student engagement in ethical dialogue. Evaluation Tools: Formative and Summative Assessment, Govt released assessments, BSLA assessment, P4C observation rubrics, teacher inquiries. Leaders and the literacy team evaluate longitudinal trends.
Action 2: Grow teacher and leader capability through inquiry, PLD, and digital fluency	Education and Training Act 2020 s127(1)(d), (h) Regs 7(d)(ii), 7(f), 7(g) Improved Teacher Training & Development	NELPS 3,5,6 Tātaiako Tapasā Digital Technologies Curriculum	A confident, collaborative teaching team using inquiry to solve problems of practice Visible improvement in engagement and achievement due to responsive teaching Leadership capacity developing across the school, not just at senior levels	Progress Steps: Embed inquiry cycles into appraisal. Provide PLD on cultural responsiveness and digital tools. Shared planning systems. Te Tiriti Consideration: Include Tātaiako indicators in appraisal and PLD content.	Measuring Success: Increased teacher confidence and evidence of inquiry impact on learners. Evaluation Tools: Staff voice surveys, teacher inquiry presentations, lesson studies. Curriculum leaders, Principal and whānau observers contribute insights.
Action 3: Embed Māori learner success strategies into future-focused curriculum	Education and Training Act (2020) s127(1)(a)(ii), (d), (h) Regs 7(1)(b), 7(d), 7(e), 7(f), 7(g) Clearer curriculum, Stronger Learning Support, Smarter Assessment and Reporting	NELP 2,3,4,5,6 Ka Hikitia Tātaiako Local Curriculum Toolkit NZC Refresh	Māori learners demonstrating pride and agency in their success Teaching practice that affirms identity and accelerates progress Positive whānau-school partnerships with mana ōrite embedded in relationships	Progress Steps: Develop kaupapa Māori projects within STEAM. Use Tātaiako and Tapasā to shape teaching inquiries. Invite Māori mentors. Te Tiriti Consideration: Directly supports mana motuhake and educational achievement for Māori as Māori.	Measuring Success: Māori learners articulate pride in identity and show increased achievement. Evaluation Tools: Learner profiles, achievement tracking, teacher inquiry reflections. The evaluation team includes iwi reps, Māori whānau, and leaders.

Strategic Plan Alignment Table - 2026 - 2029

Strategic Goal	Outcomes	Whānau Voice Alignment	Government's Six Education Priorities	Education Act 2020	NELPS	Regs
Kōtui ki te Whakapono: Anchored in Catholic Identity	<i>A coherent Catholic worldview is embedded across all learning areas and schoolwide practices, fostering strong belonging and engagement for students and whānau, and supported by robust evaluation systems that safeguard and strengthen the school's Catholic Special Character.</i>	Taha Wairua: Strong desire for moral guidance, spirituality, and visible Catholic values	Clearer curriculum	s127(1) (a)(iii), (d), (f)	NELP 1	Regs 7(1)(b), 7(d)(i), 7(e), 7(f), 7(g)
		Desire for students to lead in prayer and liturgical events, reflecting Catholic identity	Stronger learning support	s127(1) (d), (f)	NELPs 1, 2, 5	Regs 7(d)(ii), 7(f), 7(g)
		Desire for a strong, visible Catholic identity across the school; valuing faith presence in governance, curriculum, and community. Support for whānau inclusion.	Greater use of data	s127(1) (f)	NELPs 1, 5, 6	Regs 7(f), 7(g)
He Waka Kōtuia Whiria te Tangata Thriving Through Culture and Connection	<i>Curriculum, environments, and systems are co-designed with iwi, whānau, and Pasifika aiga, integrating Ngā Uara, Te Ao Māori, Pasifika frameworks, and community voice to affirm identity, strengthen relationships, and enhance culturally sustaining learning.</i>	Whenua, Taha Whānau: Strong emphasis on cultural identity, belonging, and inclusion	Clearer curriculum; Stronger learning support	s127(1)(a)(i)(ii), (d), (f)	NELP 2, 4, 5	Regs 7(1)(b), 7(d)(i)(ii), 7(e), 7(f)
		Cultural celebration, identity, pride, and inclusive pedagogy	Clearer curriculum	s127(1) (a)(ii), (d), (f)	NELP 1, 2, 4, 5	Regs 7(d)(ii), 7(e), 7(g)
Ngā Ara Ako ki Tua: Future-Ready Learning Pathways	<i>A knowledge-rich, structured curriculum is delivered through effective pedagogy, including Structured Learning and P4C, with strong local inquiry, growing teacher and leader capability, and culturally responsive assessment and reporting systems that track progress, inform teaching, and actively engage whānau.</i>	Academic achievement and critical thinking highly prioritised	Clearer curriculum; Better approach to literacy and numeracy	s127(1) (a)(ii), (d), (h)	NELP 2, 3, 6	Regs 7(1)(b), 7(d)(ii), 7(f), 7(g)
		Supportive learning environments and innovative practices	Improved teacher training	s127(1) (d), (h)	NELP 3, 5, 6	Regs 7(d)(ii), 7(f), 7(g)
		Whānau prioritise academic progress, supported by inclusive environments, cultural pride, and clear communication that keeps them engaged in learning journeys.	Clearer curriculum; Stronger learning support Smarter assessment and reporting	s127(1) (a)(ii), (d), (h)	NELP 2, 3, 4, 5, 6	Regs 7(1)(b), 7(d), 7(d)(ii), 7(e), 7(f), 7(g)