



St Brigid's School Strategic Plan 2026-2028

St. Brigid's School in Tainui, Dunedin, is a Catholic Integrated Primary school for children in Year 1-6. Our goal is to nurture our community's faith. Gospel and Mercy Values are at the heart of our school, shaping our values and practices.

Our focus extends to fostering respect for others, cultivating strong relationships, and guiding our community to live by the teachings of Jesus. Our school crest message, "Let your light shine," is reflective of how we strive to create a supportive environment where every learner has the opportunity to shine. This has led to our School Motto "St Brigid's School - Lighting the way for all to shine."

Our Catholic Character

In 2026, we will focus on Growth and Knowledge . We are committed to nurturing our community's knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church. Gospel Values and Mercy Values are interwoven, serving as the foundation for our school's core values. These values will be actively taught, lived, and celebrated throughout the St. Brigid's School community.

Our Catholic faith is the key aspect of our daily routine, encompassing activities such as daily prayer, engagement with the Religious Education curriculum, participation in sacramental programmes, and involvement in School / Parish masses.

Recognising the importance of the Mercy charism in shaping our school's identity, and our commitment to pastoral care to fostering a supportive environment for each other and our wider community.

We will continue to support those in need within our community and globally through a variety of initiatives. Understanding our role in caring for our world and its people, we will actively engage in initiatives that contribute to the well-being of both local and global communities.

St Brigid's School 2024-2025 - Lighting the way for all to shine
Through Christ we are committed to:

Goal	1. Enriching Faith To celebrate our faith and grow on our shared spiritual journey NELP 1,2,3,4	2. Engaging Whanau To enhance connections by nurturing and valuing cultural identity and belonging. NELP 1, 2, 3	3. Empowering Learners To develop a high quality local curriculum to support all learners NELP 1, 2,3,,4
Initiatives	Strengthen Parish/School relationships. Implement To Tatou Whakapono in Year 1-6	Foster stronger partnerships between our parent/ Whānau and wider community	Develop the implementation of the New Zealand Curriculum with high expectations for all learners To build teaching knowledge and efficacy to raise student achievement
Measures	Year 1-6 teachers are confident in teaching To Tatou Whakapono Increase participation in the Mercy Parish/ School	Foster strong partnerships with all school whānau to ensure a nurturing, inclusive environment where everyone feels they belong	Curriculum is developed and documented for St Brigid's school/ All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy in a collaborative professional learning community.
Values: Respect- Te Tapu o te Tangata, Care- Atawhaitia, Responsibility- Whakaharere			

School Motto: Lighting the way for all to Shine

Our school vision guides everything we do. It reflects our commitment to providing a faith-filled, nurturing, and inclusive learning community where every child is supported to grow in faith as a confident, capable, and compassionate learner. Our vision shapes our strategic direction, our teaching practices, and the way we live out our catholic character each day.

Summary of Information used to create this plan:

We have gathered student, teacher, and parent voices through a range of engagement opportunities, including parent nights, email feedback, and an online Google survey. This feedback has provided valuable insight into what is working well, what our community values, and the areas where further development is needed.

St Brigid's School Commitment to Te Tiriti o Waitangi

St Brigid's School takes pride in upholding the principles of Te Tiriti o Waitangi, actively promoting a culturally inclusive environment. Māori perspectives, language, and culture are woven throughout our curriculum. Our commitment to partnership, participation, and protection lies at the heart of our school's charism, fostering unity and celebrating diversity among students, staff, and the wider community.

Te reo Māori is integrated into every classroom programme, and each school day begins and ends with karakia. The school's charism and narrative are woven into learning experiences that reflect the local area and support students to learn and develop te reo Māori and tikanga Māori.

School-wide professional learning is centred on Assessment for Learning and the development of the new curriculum, underpinned by high expectations for all learners. Open communication with whānau is a priority. Regular hui provide opportunities for meaningful dialogue, and ongoing student and whānau voice is integral to our strategic planning. This consultation process gathers data that informs review processes and supports positive change and improvement across the school.

Looking ahead, our strategic goals reaffirm our commitment to Te Tiriti o Waitangi. The Kāhui Ako Principals' Growth Cycle embraces *Niho Taniwha* as its inquiry focus, using a growth coaching model to drive continuous improvement and professional development.

We are excited to continue strengthening partnerships and growing our Catholic school community through *Te Korowai o te Kotahitanga* (our Catholic cluster). This enables us to build community and provide strong support for staff and learners within Catholic education

Summary of the plan This year, our focus is on strengthening learning, wellbeing, and faith across our school. Our plan prioritises: Continuing to nurture and grow our Catholic special character, pastoral care, and strong partnerships with whānau through:

- Implement evidence - based instruction and learning aligned with the 2025 NZ Curriculum
- Using school wide assessment and data to drive improvement in achievement
- Enhancing culturally responsive teaching and learning aligned with the refreshed New Zealand Curriculum.
- Supporting healthy, active lifestyles for children and families.
- Building on our Enviroschools journey to deepen environmental awareness, sustainability practices, and student leadership

We aim to create a learning environment where every child is engaged, supported, and empowered to succeed.

Where we are currently at:

Over the past year, we have made strong progress toward our strategic targets in teaching and learning, Catholic character, and student wellbeing. Key achievements include:

- Implementing structured approaches in Literacy and Mathematics, including school wide assessment consistency and refreshed planning aligned with the 2024 NZ Curriculum.
- Strengthening whānau partnerships through regular communication, community events, and targeted pastoral care initiatives.
- Updating and reviewing support for identified priority learners through classroom interventions, external agency support, and teacher professional learning.
- Growing Assessment for Learning practices.
- Enhancing participation in physical activity and wellbeing initiatives across the school.
- Continuing our Enviroschools kaupapa, with students involved in sustainability actions. This year, we will continue to address areas where targets were only partially met, including lifting attendance and engagement, accelerating progress for identified groups in literacy and mathematics, and deepening consistency across the school. Our teaching and learning help all students succeed by providing strong literacy and numeracy programmes, clear goals, and regular feedback. We support priority learners, respect students' identities and cultures, work together as teachers, and involve families, so every student gets the help they need to make progress and achieve.

Strategic Goal 1: Enriching Faith - Strengthening Parish. School Relationships

Annual Goal: Students develop a strong sense of belonging through their faith journey and engagement with the Catholic character of the school.

Annual Targets: Students are able to articulate their learning and understanding in Religious Education.
The school community actively reflects on and engages with Catholic faith and values.

Outcomes expected at the end of 2026:

Planned Actions:	Who is Responsible:	Resources Required:	Timeframe:	Measures for success:
Strengthen assessment of RE and reports to the board	DRS Staff	Tō Tātou Whakapono learning packs- School Assessment plan	Termly	Consistent use of RE assessment tools, with students able to articulate their learning, and termly RE reports to be presented to the Board.
Implement Tier Two PB4L(Positive Behaviour for learning) processes	All Staff	PB4L School planning Ministry support	Termly	Increased attendance for targeted students by at least 10%, tracked through PB4L data, and teacher feedback.
Offer opportunities to caring for our environment and wider community	All Staff	Gardening support Young Vinnies Leadership	Termly	At least one school-wide environmental or community project per term, with student participation recorded and reflections collected demonstrating understanding and engagement.
Strengthen Parish Connections	DRS Staff, Colin MacLeod	Colin MacLeod Father Hishon Community consultation	Ongoing	Use monthly questions for growth participation and feedback from staff, students, and parish members.
Review RE Curriculum Year 1-6	DRS / Principal Staff	Tō Tātou Whakapono- School Assessments	Term 4	Completed review of the RE curriculum for Years 1–6, Teacher/ Student voice and next steps

Gather Student voice	Principal/ Staff	Students	Term 2 and 4	Students contribute feedback through surveys, interviews, or reflections, with evidence of student input informing teaching and school initiatives.
Develop Catholic School Dimension into every day practices	Principal/ DRS / Staff	Catholic School Cluster Parish voices	Termly	Evidence that Catholic values and Special Character are consistently embedded in classroom routines, teaching practices, and school events, with teachers demonstrating integration through observations, lesson plans, and reflections.

Strategic Goal 2: Engaging Whānau - Foster Stronger partnerships between our parents/ Whānau and the wider community

Annual Goal: Whānau are engaged and supporting students learning

Annual Targets: To improve student attendance from 43 % and of Term 3 to 80% of regular attendance
To improve community involvement / attendance at Brigid school events

Outcomes expected at the end of 2026:

Planned Actions:	Who is Responsible:	Resources Required:	Timeframe:	Measures for success:
Implement Attendance management plan	Principal Teachers	Attendance data systems, whānau engagement support, MoE Attendance Services	Termly	Improve Attendance least 10% each term monitored through attendance data and follow-up with family support
Continue Pasifika Project and build on other cultures	Cultural Leaders Principal Staff	Cultural advisors, community partnerships, Pasifika Project	Termly	Host at least one cultural initiative or project per term, with student participation and feedback recorded.
Build in Cultural Hui and Whanau nights	Principal / Staff	Whānau liaison support, event coordination time, community spaces	Termly	Host at least one hui or whānau nights per term, with attendance and community feedback documented.
Carry out Community Consultation	Principal/ Staff	Google Survey , Feedback Community voice,	Term 4	Gather community voice with results documented and evidence of how feedback informs school planning.

Review Cultural time	Cultural Leaders/ Principal/ Principal	Cultural curriculum guidance, staff collaboration time, student voice tools	Term 4	Complete a documented review of Cultural Time, including updated plans, learning outcomes, and student engagement data
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Strategic Goal : Engaging Learners: To develop a high quality curriculum that support all learners

Annual Goal: To build teaching knowledge and efficacy to raise student achievement

Annual Targets: All students are working at or above their expected level in Literacy and Maths

Outcomes expected at the end of 2026:

Planned Actions:	Who is Responsible:	Resources Required:	Timeframe:	Measures for success:
Introduce new assessment tools and School overview	Principal All Staff	SMART Tool PLD Dibel Tool for Assessment Template for Reporting and Assessment expectations	Term 1	Teachers receive and use new assessment tools to impact teaching and learning
Review reporting to parents	Principal All Staff	Whānau survey (Google Forms) Student voice (What helps them understand progress) Teacher feedback on current reporting Updated reporting templates aligned to the refreshed curriculum	Term 2	Parents complete PLD to be well informed and understand progressions
Implement the new English and Maths Curriculum through Professional learning in MATHs and Literacy	Principal All Staff	Engage in PLD with Ministry providers. - Collaborative planning sessions across teams. - Implement new scope and sequence. - Participate in teacher-only days and curriculum workshops	All Year Ministry PLD Lauren Latimer Writing school PLD Making Maths PLD	Teachers deliver the new curriculum using consistent learning progressions.

Build on Assessment for learning practises	Principal All Staff	Teacher Staff meetings , planning meetings. Webinars and PLD sessions	All year	Teachers regularly use AFL learning intentions, success criteria, and formative assessments, with evidence of adjustments to teaching based on student progress
Plan and implement Healthy Active Learning for children	Principal All Staff Sport Otago Support	Partnerships with community providers: swimming instructors, coaches Whānau engagement tools: newsletters, surveys, family activity events	Term one	All students participate in at least two planned physical activities per week.
Strengthen assessment and monitoring of all learners priority learners (High Expectations of all Learners)	Principal All Staff	Assessment tools: PaCT (for Maths/Reading/Writing) Progressions and Learning Matrix (school-wide) ELLP for English language learners Standardised assessments where appropriate Hero, PLD on assessment practices and using data for planning Intervention resources for priority learners:	All year	All priority learners show progress in literacy and numeracy by the end of the year, tracked through assessment data and learning progressions.
All Staff attend Professional learning and implement new knowledge	Principal All Staff	Approved PLD providers (MoE-funded or school-funded) Time allocation: Staff meetings, Teacher release, Teacher-only days Professional reading and research: NZ Curriculum Refresh updates Coaching Literacy & Maths refresh resources	All year	Staff participate in scheduled professional learning sessions, with follow-up evidence of applying new strategies in classroom practice

Review and strengthen professional growth cycles for teachers	Principal All Staff	Teaching Council PGC Guidelines Professional Growth Cycle templates (goal-setting, inquiry, observations)	Term 3	Completion of updated professional growth cycle documentation, with at least 80% of teachers setting and achieving individual growth goals and demonstrating impact on student learning.
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St Brigid's School - Student Achievement Targets 2026

Strategic Goal :Empowering Learners- To raise achievement to for all students in Literacy and Math

Annual Target: For all learners to make one or more years progress from their current level

Baseline Data: In 2025, the school implemented a range of strategies to support student learning and accelerate progress. End-of-Year data was used to identify learning needs and inform targeted interventions. The Targeted Learning Register was updated with clear goals for priority learners, and baseline data collected in Term 1 helped teachers plan support programmes. Staff engaged in professional learning, including regular PLD and curriculum-focused teacher-only days for Maths and English. School-wide progression rubrics were developed and reviewed to ensure consistency in teaching and learning, supported by regular moderation and Assessment for Learning practices. Small-group interventions, teacher aide support, and RTLB involvement ensured priority learners received tailored support. Collaborative practices, including team coaching, classroom observations, and staff meetings, strengthened teaching effectiveness and aligned school-wide expectations, contributing to measurable improvements in Reading, Writing, and Maths outcomes. We have seen some good achievements, improvements and the release of another curriculum

2025 Achievement Targets & Progress:

- Reading: 80% at or above expected levels
- Writing: 67% at or above expected levels
- Maths: 70% at or above expected level

Key Strategies Contributing to Progress:

- Targeted Interventions: Teacher aides, small-group instruction, RTLB support, and catch-up sessions for students with irregular attendance or learning gaps.
- Attendance Focus: Implementation of the Attendance Management Plan, pastoral care follow-ups, and family engagement.
- Consistency and Collaboration: School-wide use of learning intentions, success criteria, and Assessment for Learning practices embedded within professional growth cycles.
- Specialist Support: Access to Speech-Language Therapy, Paediatrics, OT, RTLB, and BLENNZ for scaffolded learning.
- English Language Learners (ELL): targeted support in vocabulary and comprehension, with culturally responsive strategies and family engagement through fono and hui.

Next Steps for 2026:

- Continue targeted support for priority learners and ELL students, using baseline data to identify gaps early.
- Strengthen teacher knowledge of the new Maths and English curriculum through PLD and collaborative planning.
- Maintain and refine school-wide progressions, moderation, and use of success criteria to ensure consistency and high expectations. Prioritise attendance improvement and continued family engagement.
- Continue specialist support and communication with families to scaffold learning for students with additional needs.
- Support for Indian and Pasifika communities to improve attendance and learning

Actions	Key Actions	Resources	Timeframe	Monitoring / Evaluation
Continue targeted support for priority learners and ELL students	Use Term 1 baseline data to identify gaps Update Targeted Learning Register each term. Provide structured literacy, small-group instruction, and TA support. Implement targeted maths and reading interventions. Track progress of ELL learners	Teacher aides, LSC, classroom teachers, structured literacy resources, ELL scaffolds, RTLB (as required).	Term 1 baseline; ongoing each term.	
Strengthen teacher knowledge of the new Maths and English curriculum	Engage in PLD with Ministry providers. Collaborative planning sessions across teams. Implement new scope and sequence. Participate in teacher-only days and curriculum workshops.	PLD with Ministry providers. Collaborative planning sessions across teams. ICreate School progressions. Focus teacher-only days and curriculum workshops.	Throughout 2026; key PLD early in Term 1.	
Maintain and refine school-wide progressions, moderation, and success criteria with 2025 curriculum	Review and update maths and English progressions. Regular moderation across teams using EAsTTle/rubrics. Embed consistent learning intentions and success criteria. Use AfL to support the learner agency.	Leadership team, teachers, progressions documents, moderation samples, AfL tools.	Termly moderation; progression review mid-year.	
Prioritise attendance improvement and family engagement	Implement Attendance Plan school-wide. Monitor daily absences and follow up plan Provide morning reading groups and extra support for low attenders. LSC and principal hold meetings with families.	LSC, external agencies, IEP templates, teacher aides, specialist reports.	Ongoing	

	Share attendance expectations with community regularly			
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St Brigid's School - Target 2026

Strategic Goal: Enriching Faith, Engaging Whānau and Empowering Learners

Annual Goal: To provide and support initiatives attendance and engagement for all students.

At the end of 2024 - We had 68% of children attending 90% or more. This had improved from 33% in Term 4 2024. Most absences were due to illness or holidays in term time. We still have a group of students with high absences or are late to school. Attendance in 2025 declined across the year, with rates of 63% in Term 1, 56% in Term 2, and 46% in Term 3. The significant drop in Term 3 was largely due to families travelling overseas for extended periods, alongside recurring illnesses—including asthma—which affected several students. These strategies have helped to lessen the impact of absenteeism on learning and ensure that students receive timely, targeted support to continue making progress. Improving attendance will remain a key priority for 2026, as it is essential for lifting achievement and supporting equitable outcomes for all learners. Overall for the year attendance was 64 pupils. We had 19% (12 children) under 80% 19% (12 children) between 80-90% and 65% (40 children) over 90%. We have identified children we will monitor in 2026

Actions	Key Actions	Resources	Timeframe	Monitoring / Evaluation
Adapt Learning to Support Late Attendance	Learning programme support to allow students who arrive late support	Teacher aide/ Structured support Principal supporting Targeted Learning	Reviewing all the time	
Develop progressions to Support Learners	Teachers will begin to create the agreed school-wide progressions for Math, English. This ensures consistency	School-wide progressions documents for Maths, English, and other key learning areas. Teacher - observations and PGC	Ongoing	

Monitor and Use Attendance Data for Improvement	Attendance data will be collected and reviewed weekly. Patterns of absence will inform pastoral support, interventions, and family engagement strategies.	Staff meetings for moderation and discussion	Termly Daily Check Phone Calls	
Improve Academic Achievement for All Students	Targeted support programmes will be implemented for priority learners. Strategies will also support ELL students in their learning progression.	Bilingual support Expectations of schooling Regular Whanau hui	Ongoing	
Use PB4L and Pastoral Care to Support Whānau	Positive Behaviour for Learning (PB4L) frameworks and pastoral care systems will be used to support families in addressing barriers to attendance.	LSC.Outside agencies	Check in regularly	
Use Data to Inform Teaching	Attendance and achievement data will be regularly monitored to identify trends and gaps. Teachers will use this information to plan interventions, and set achievable learning goals for all students.	Teacher professional learning to interpret data and plan interventions. Leadership time for data collation, analysis, and feedback to staff.	Ongoing	