



St Clair School Strategic + Annual Plan - 2026-2027



St Clair Primary School Strategic Plan 2026-2027



Strategic Plan - 2026-2027:

The school's strategic plan has been set by the Board after extensive consultation with the kaimahi (staff), ākonga (students) and through a community wide survey conducted in late 2025, following similar surveys in November 2021 and 2023. The Board is not required to have a new strategic plan by the Ministry, instead schools are invited to update their current plans. Our board felt that we had sufficient information from the surveying of kaimahi and community to develop a strategic plan for 2026-2027. We have included the [recommended targets](#) around the refreshment of the curriculum and attendance, removed references to the NELPs, and included the requirements from section 127 of the Education and Training Act (2020).

Strategic Goal #1:	Strategic Goal #2:	Strategic Goal #3:	Strategic Goal #4:
LEARNERS AT THE CENTRE	BARRIER FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	WHAKAWHANAUNGATANGA
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach of every learner	Quality teaching and leadership make the difference for learners and their whānau	The school and community are in partnership to support the education and welfare of ākonga

Strategic Goal 1: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.		
NELP statements	Our desired steps and outcomes	
Objectives	2026	2027
1.1 We ensure our places of learning are safe, inclusive and free from racism, bias,	1.1.1 Actively seek improvements on how we gather data from students to indicate their wellbeing to ensure we are opening	1.1.1 Utilise and review the tool(s) being used to gather student voice on their wellbeing across the school to ensure



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discrimination and bullying. E&TA 2020 - 127 - 1, 2(a), 2(c), 2(d)	any blind spots around student wellbeing and potential bullying 1.1.2 The Health and Safety plan is reviewed, and updated and monitored as required 1.1.3 Actively seek internal processes to improve awareness of inherent/unconscious racism, and ways to reduce it	it's effectiveness and robustness 1.1.2 The Health and Safety plan is reviewed, and updated and monitored as required 1.1.3 Review effectiveness of the internal processes in place to reduce inherent/unconscious racism
1.2 We 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. E&TA 2020 127 - 1, 2(a), 2(b), 2(d), 2(e), 2(f)	1.2.1 Investigate ways to ensure that our school is teaching students about bias (gender, age, race, etc) and ways to respond to reduce impacts on our school community. Deep focus on our values. 1.2.2 A St Clair School delivery of the curriculum is developed for each learning area alongside the NZC refresh	1.2.1 Review the effectiveness of the teaching plan implemented in 2026, focussed on teaching students about bias, and the embedding of the teaching of our school values 1.2.2 Continuation with the development and implementation of the New Zealand curriculum learning areas as released by the Ministry of Education.

Strategic Goal 2: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach of every learner		
NELP statements	Our desired steps and outcomes	
Objectives	2026	2027
2.1 We reduce barriers to education for all, including Māori and Pacific learners/ākonga and those with learning support needs. E&TA 2020 127 - 1, 2(a), 2(b), 2(c), 2(d), 2(e)	2.1.1 Learning support is targeted to students at the appropriate time, appropriate level and with the appropriate response 2.1.2 Kura whānau + Pasifika Fono goal. The school will present an updated Long term Māori curriculum to the kura whānau for consideration 2.1.3 Tītike kapa haka programme enhanced including the development of a uniform	2.1.1 Full review process of the LENCO process and support to gather feedback on ways to improve the support we provide 2.1.2 Following feedback on updated curriculum, implement improvements as needed 2.1.3 Further provisions to the kapa haka Tītike uniform sourced or created as required



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2.2 We ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. E&TA 2020 - 127 - 1, 2(b), 2(f)	2.2.1 The school wide programmes of support and extension is followed at all levels across the school 2.2.2 The LENCO procedure is implemented and monitored for impact	2.2.1 Further adjustments to programmes of support and extension implemented from the evaluation in 2026, and any other feedback gained in 2026 (e.g. from 2026 ERO review) 2.2.2 Full review process of the LENCO process and support to gather feedback on ways to improve the support provided
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Strategic Goal 3: QUALITY TEACHING AND LEADERSHIP

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

NELP statements	Our desired steps and outcomes	
Objectives	2026	2027
3.1 We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning. E&TA 2020 - 127 - 2(a), 2(e)	3.1.1 The St Clair School plan for giving effect to Te Tiriti o Waitangi is further implemented and enhanced 3.1.2 Continue to support kaiako to deliver learning at Level 4B or higher 3.1.3 Consultation with members of the Kura whānau to develop a visionary, long term goal for our school	3.1.1 The St Clair School plan for giving effect to Te Tiriti o Waitangi is further implemented and enhanced 3.1.2 Look to extend and support teachers to move from level 4B towards level 4A when they give indication of readiness 3.1.3 Implementation of kura whānau driven goal
3.2 We develop our staff to strengthen teaching, leadership and learner support capability across the education workforce. E&TA 2020 - 127 - 1, 2(b), 2(c), 2(d), 2(f)	3.2.1 A structured approach to facilitate parent/teacher conferences is developed 3.2.2 A school-wide mentoring programme is developed to enhance the professional growth of all staff 3.2.3 Staff have high expectations for learning and learners, and have collective efficacy in the delivery of learning across the school curriculum and levels	3.2.1 Utilise feedback from staff and community surveys to further develop or enhance the process of parent/teacher interviews 3.2.2 utilise feedback from staff to enhance the mentoring programme in the school 3.2.3 Continuation of the development of St Clair Documents for the learning areas, as developed, to ensure consistency and efficacy in the delivery of learning across the school.



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Strategic Goal 4: WHAKAWHANAUNGATANGA The school and community are in partnership to support the education and welfare of ākonga		
NELP statements	Our desired steps and outcomes	
Objectives	2026	2027
4.1 We will strengthen relationships with our whānau and community through genuine partnership, enabling participation, collaboration, information sharing and involvement. We will recognise and embrace the language, identity and culture of all whānau in our school community. E&TA 2020 - 127 - 2(a), 2(b), 2(d), 2(e)	4.1.1 Develop a visual communication to clearly share with our parents and caregivers the times and detail we report on student achievement and progress. 4.1.2 Introduce a structure to reporting achievement to parents and whānau eg parent/teacher interviews, opportunities to share learning, Hero etc 4.1.3 Caregivers and parents will be informed weekly on learning activities specific to the child's class 4.1.4 Invest in developing a new website for our school	4.1.1 Gather feedback from our parents/caregivers and staff to improve visual communication. Implement feedback and recommendations as appropriate. 4.1.2 Gather feedback from our parents/caregivers and staff to improve how we share learning, progress and achievement. Implement feedback and recommendations as appropriate. 4.1.3 Gather feedback from our parents/caregivers and staff and implement recommendations as applicable 4.1.4 Sustain and maintain website



Annual Section: 2026

Strategic Goal - what we want to achieve	Outcomes - what this looks like when we have got this right	Strategic Priorities - what we need to do or provide to achieve the goal	Measures/Actions - how will we know we have achieved this goal?
Strategic Goal 1: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.1 We ensure our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying.	1.1.1 Actively seek improvements on how we gather data from students to indicate their wellbeing to ensure we are opening any blind spots around student wellbeing and potential bullying (Kaimahi)	- Pivot survey is utilised with year 4-6 students - Further research is conducted to create or source an efficient tool to gather regular feedback from year 1-3 ākonga. - Trial of options with year 1-3 students is conducted - Kaimahi team actively consider pivot to ensure that we are making the most of the tool, and all teachers involved are utilising it fully and regularly
		1.1.2 The Health and Safety plan is reviewed, and updated and monitored as required (H&S committee + Jen)	H&S team review the school plan, seeking areas to improve, remove or add to ensure it is as effective as possible
		1.1.3 Actively seek internal processes to improve awareness of inherent/unconscious racism, and ways to reduce it (Kaimahi team)	- The kaimahi team seek potential opportunities to enhance staff understanding of racism, and implement as possible across the years' PLD - A staff survey is developed to understand what is understood about racism and areas people might be seeking growth in conducted to enable the kaimahi team to support the areas identified
	1.2 We 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.	1.2.1 Investigate ways to ensure that our school is teaching students about bias (gender, age, race, etc) and ways to respond to reduce impacts on our school community. Deep focus on our values. (LENCO team) 1.2.2 A St Clair School plan of delivery is developed for each learning area alongside the NZC refresh	- The LENCO team research effective PLD and current research to strengthen our staff understanding and awareness of bias, and provide PLD as appropriate through the year - School values focus is reviewed to ensure it is delivered in a novel and effective way, with a clear plan of delivery created for staff to follow at all levels of the school - The English / BSLA curriculum delivery plan is reviewed as PLD is provided to ensure it is meeting the most current practice across the school - The maths curriculum delivery plan is updated to include non-BTC delivery, and the BTC delivery plan is reviewed to ensure it includes the most current practice following the TOD PLD with Peter Liljedahl



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Strategic Goal - what we want to achieve	Outcomes - what this looks like when we have got this right	Strategic Priorities - what we need to do or provide to achieve the goal	Measures/Actions - how will we know we have achieved this goal?
Strategic Goal 2: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach of every learner	2.1 We reduce barriers to education for all, including Māori and Pacific learners/ākonga and those with learning support needs.	2.1.1 Learning support is targeted to students at the appropriate time, appropriate level and with the appropriate response (Jen, Luke and Jody)	The pohewa / integrated curriculum delivery model is refreshed to reflect the new structure of our school, and any changes to the relevant curricula as released
		2.1.2 Kura whānau + Pasifika Fono goal. The school will present an updated Long term Māori curriculum to the kura whānau for consideration	- A systematic process is followed to determine the members of the specialist literacy/maths tier 2-3 groups - The LENCO procedure is followed when a teacher identifies a student's academic achievement or progress is lower than expected - The LENCO team ensure that all of the WS children from the end of year (2025) and mid year (2026) analysis are receiving support at the level they can sustain - LENCO and LSC regularly check in with the learning assistants and the programmes of support they are providing to ensure it is meeting the needs of the learners - ELL/ESOL specialist teacher closely monitors the programme of delivery by the learning assistants involved with ELL/ESOL groups
		2.1.3 Tītike kapa haka programme enhanced including the development of a uniform (Jen, Brigid, Alison)	- Members of the kura whānau will invite all whānau Māori to a hui to share thinking around what we might aspire to as a school - Members of the kura whānau will then discuss the feedback, and determine a significant priority to focus on over the next while - Members of the kura whānau will also identify less significant goals, and the leadership team at school will look to implement as possible This is the same as 3.1.3
	2.2 We ensure every learner/ākonga gains sound foundation skills, including language, literacy and	2.2.1 The school wide programmes of support and extension is followed at all levels across the school	- Community is consulted to determine what to make/purchase for the Tītike kapa haka - Uniforms are purchased/made in time for the Polyfest in term 3 - Tītike perform in an evening slot at Polyfest - Routine for polyfest performance is developed for our St Clair context to enable participants to understand the traditional aspects of a kapa haka performance routine - Systematic processes are used to determine which children are supported by the specialist literacy and maths teachers for each cohort - Systematic processes are used to determine the students involved in SPARK



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	numeracy.		SPARK programme is reflected on each term, and membership is determined each term by SPARK teacher and LENCO team
		2.2.2 School delivery plans are utilised and improved to ensure delivery of learning is seamless	- Curriculum leads and Hub leaders ensure that all teachers are delivering the curriculum following the school delivery plans - Curriculum leads update and improve the delivery plans following consultation with teachers and kaimahi
		2.2.3 The LENCO procedure is implemented and monitored for impact (Luke)	- Feedback is sought from teachers and learning assistants on the effectiveness of the LENCO procedure, seeking ways to improve - LENCO checks in regularly to ensure the LENCO procedure is followed
Strategic Goal - what we want to achieve	Outcomes - what this looks like when we have got this right	Strategic Priorities - what we need to do or provide to achieve the goal	Measures/Actions - how will we know we have achieved this goal?
Strategic Goal 3: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	3.1 We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning.	3.1.1 St Clair School plan for giving effect to Te Tiriti o Waitangi is further implemented and enhanced (Jen and Brigid)	- All Hubs include opportunities for learning in matauranga Māori - All teachers support learning in te reo Māori every day for at least 30 minutes, and are supported by our lead teacher as needed - Hui kura whānau are held each term, and are well attended - Feedback is sought from attendees of hui kura whānau to ensure the hui are valuable, meaningful and useful
		3.1.2 Continue to support kaiako to deliver learning at Level 4B or higher (Brigid)	- Provide PLD to all staff to grow their capacity in reo Māori and pronunciation - Provide opportunities to support those who wish to further their learning and knowledge in te reo Māori
		3.1.3 Consultation with members of the Kura whānau to develop a visionary, long term goal for our school (Jen and Brigid)	- Members of the kura whānau will invite all whānau Māori to a hui to share thinking around what we might aspire to as a school - Members of the kura whānau will then discuss the feedback, and determine a significant priority to focus on over the next while - Members of the kura whānau will also identify less significant goals, and the leadership team at school will look to implement as possible
	3.2 We develop our staff to strengthen teaching, leadership and learner support capability across the education workforce.	3.2.1 A structured approach to facilitate parent/teacher conferences is developed (Jen + Kaimahi)	- Teachers will contribute to schoolwide guidelines for conferences after initial conferences - Kaimahi team will finalise, disseminate and review final guidelines by mid year conferences
		3.2.2 A school-wide mentoring programme is developed to enhance the professional growth of all staff (Jen)	- All staff are assigned to a mentor - All staff have regular catch ups with their mentor each term, focussing on areas of growth and personal goals - Mentors are supported with their understanding and delivery of effective mentorship through PLD and professional readings/podcasts etc



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		3.2.3 Staff have high expectations for learning and learners, and have collective efficacy in the delivery of learning across the school curriculum and levels (wider leadership team)	- Curriculum leads (Rachel, Lana and Tom) regularly check in with teachers that the St Clair School delivery plans are being followed during kaiako hui and 1:1 mentoring - Curriculum delivery plans for maths (BTC and other), English (BSLA) and Integrated curriculum are on Ako, and all teachers follow them - Curriculum delivery plans created as further curriculum are confirmed
Strategic Goal - what we want to achieve	Strategic Priorities - what we need to do or provide to achieve the goal	Outcomes - what this looks like when we have got this right	Measures/Actions - how will we know we have achieved this goal?
Strategic Goal 4: WHAKAWHĀNAU NGATANGA The school and community are in partnership to support the education and welfare of ākonga	4.1 We will strengthen relationships with our whānau and community through genuine partnership, enabling participation, collaboration, information sharing and involvement. We will recognise and embrace the language, identity and culture of all whānau in our school community. participation, collaboration, information sharing and involvement. The language, identity and culture of all whānau in our school community is recognised and embraced.	4.1.1 Develop a visual communication to clearly share with our parents and caregivers the times and detail we report on student achievement and progress. (Luke)	- Once reporting requirements are confirmed from the Ministry of Education, and Hero have finalised the options available to us, create a visual that enables parents and caregivers to easily know when and how we will be reporting student achievement and progress over the course of the year - Put visual on school website, in an easily accessible place
		4.1.2 Introduce a structure to reporting achievement to parents and whānau eg parent/teacher interviews, opportunities to share learning, Hero etc (Jen)	- Once reporting requirements (4.1.1) are confirmed, the kaimahi team will develop guidelines for teachers to ensure there is consistency in reporting achievement, progress and learning. This will include: - the timeline - the format
		4.1.3 Caregivers and parents will be informed weekly on learning activities specific to the child's class (Hub leaders)	Every week, all classroom teachers will send out a short, two sentence post to whānau, via Hero, with one photo, and brief information on one aspect of learning each week. Hub leaders to monitor.
		4.1.4 Invest in developing a new website for our school (Jen, Luke and Deborah)	- Go out to market and investigate costings from various providers of website creators - Work with the selected website designer to provide all information required to set up - Monitor and tweak as required.