



2024 Annual Plan - St Anne's Catholic School

Strategic Goal 1: Responsive Curriculum - Provide our pupils an authentic and responsive curriculum. <i>Giving Effect to Te Tiriti o Waitangi: Ka Hikitia, The Poutama Reo Framework</i>					
Action 1.1	Refine our curriculum (include students, staff, whānau, and iwi voice)	Who	May	Aug	Nov
Key Actions/Workstream	1.1.1 To improve confidence and capability in Te Reo Māori, tikanga, mātauranga Māori and capability in teaching and learning (3.5, 4.7) <ul style="list-style-type: none"> - Self-evaluation using The Poutama Reo framework. - Gather voice from stakeholders. - Create a Te Reo Māori improvement plan. - PLD in Te Reo Māori. 1.1.2 PLG Teams to review Curriculum implementation: Maths, Writing, ST(RE)AM, NZ Histories. (1.2, 3.6, 4.7) <ul style="list-style-type: none"> - Establish the core components of each curriculum. - Align with Te Mātaiaho - refreshed curriculum. - Gather student, staff, and whānau voice. - Define meaningful curriculum. 	AP Māori Team Facilitator PLG Teams AP			
Professional Development / Resourcing	1.1.1 - <i>Maori Team</i> : Te Reo PLD with T Faddy, staff meetings, Māori Review Team 1.1.2 - <i>PLG Teams</i> : Staff in PLG teams, team workshops,	T Faddy			
Measure of Success:	Te Reo: Progress of staff using te reo from Term 1 to Term 3 - Taku Reo survey. Curriculum: Completed curriculum statement				
Key Highlights during this period: Key Issues Needing To Be Addressed:	May: August: November:				

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Strategic Goal 1: Responsive Curriculum - Provide our pupils an authentic and responsive curriculum.

Giving Effect to Te Tiriti o Waitangi: Ka Hikitia, The Poutama Reo Framework

Action 1.2	Accelerating literacy and numeracy by providing a high quality and engaging curriculum	Who	May	Aug	Nov
Key Actions/Workstream	<p>1.2.1 Provide a structured Literacy approach across the school (2.3, 2.4, 3.5, 3.6)</p> <ul style="list-style-type: none"> - Strengthen our Better Start Literacy Approach for teachers in Yrs 0-2 (Reading). <ul style="list-style-type: none"> - Upskill 2 new teachers in BSLA. - Create and implement a process to ensure sustainability. - Implement the Code in Yrs 3-4 (Spelling) <ul style="list-style-type: none"> - PLD sessions for teachers - Implement programme - Refine Writers Toolbox in Years 5-8 (Writing) <ul style="list-style-type: none"> - PLD days for Years 5-8 teachers. - Upskill 2 new teachers - Implement online writing tool. <p>1.2.2 Provide high quality and an engaging maths programmes (1.2, 2.3, 2.4, 3.6)</p> <ul style="list-style-type: none"> - Refine teaching of DMIC, Developing Mathematical Inquiry Community, Years 0-8. <ul style="list-style-type: none"> - Teach in class support. - PLD for new teachers - Pilot Prime Maths in Yrs 7-8. <ul style="list-style-type: none"> - PLD in implementing programme. 	<p>AP BSLA Lead Yr 0-2</p> <p>AP, Team Leader Yr 3-4</p> <p>AP Yr 5-8 Writing Team</p> <p>AP Maths Team</p> <p>AP, Team Leader Yr 7-8</p>			
Professional Development / Resourcing	<p>1.2.1 - <i>BSLA</i>: School Facilitator provides workshops & mentoring, attend relevant PLD offered through MOE, Continue to resource school appropriately <i>Writer's Toolbox</i>: Fund Online Student/teacher licences, fund external Facilitation & teacher release, PLD training sessions for the Code, resourcing of books</p> <p>1.2.2 - <i>DMIC</i>: Termly in class Mentors (external), Maths Lead provide workshops, Refreshed DMIC teaching booklets <i>Prime Maths</i>: purchase programme books, staff workshops.</p>	<p>MOE</p> <p>Writer toolbox coaches RTL</p> <p>DMIC mentors</p>			
Measure of Success:	<p>1.2.1 and 1.2.2 - Progress in Writing, Reading and Maths student achievement from 2023 to 2024. Target of Writing 80%, Reading 80% and Maths 78%</p>				
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Strategic Goal 2: Building Capability - We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.

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Strategy 2.1	<i>Embed impactful teaching practice</i>	Who	May	Aug	Nov
Key Actions/Workstream	<p>2.1.1 Strengthen coaching as a way of being (1.1, 3.6)</p> <ul style="list-style-type: none"> - Embed coaching conversations with Team Leaders. <ul style="list-style-type: none"> - Train new Team Leaders. - Plan on-going coaching conversations to occur. - Implement student coaching in yrs 5-8. <ul style="list-style-type: none"> - PLD for 20 new student coaches in Yrs 5-6. - PLD and support for staff leading the coaches in Yr 5-8. - Revision PLD of previously trained student coaches in Y7&8. - Implement in Yrs 5-8 Hubs <p>2.1.2 Strengthen our student agency pedagogy. (1.2, 2.3, 3.6, Kahui Ako Goal 3)</p> <ul style="list-style-type: none"> - Self-review against 8 components of student agency. - Gather student voice (pre and post) - Complete Inquiry process in Hub and across school. 	<p>AP Team Leaders</p> <p>AP Team Leaders Yr 5-8 Tchrs</p> <p>WSL Lead Team</p>			
Professional Development / Resourcing	<p>2.1.1 - <i>TL Coaching</i>: Lead Tcher release, <i>Student Coaching</i>: release time for Lead Tcher, PLD for student coaches,</p> <p>2.1.2 - <i>Kahui Ako</i>: Release for WSL, ASL support of WSL, staff meetings,</p>	ASL			
Measure of Success:	<p>2.1.1 - Coaching skills self evaluation matrix (Student Coaches): progress from Term 1 to Term 4. 2.1.2 - Kahui Ako self evaluation matrix (staff): progress from Term 1 to Term 4.</p>				
<p>Key Highlights during this period:</p> <p>Key Issues Needing To Be Addressed:</p>	<p>May:</p> <p>August:</p> <p>November:</p>				

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Action 2.2	<i>Teachers strengthening communication and collaborative approaches within an Innovative Learning Environment</i>	Who	May	Aug	Nov
Key Actions/Workstream	2.2.1 Strengthen self awareness of communication and personality strengths. (3.6) - PLD in communication and collaboration using Tetramap strategies. 2.2.2 Enhancing the variety of collaborative approaches used in teaching and learning. (1.1, 1.2, 2.3, 2.4, 3.5, 3.6) - PLD in collaborative approaches - Implementing into teaching programmes and Team processes.	Tetramap Cognition Team Leaders			
Professional Development / Resourcing	2.2.1 - <i>Tetramap</i> : x4 staff meetings, Fund external facilitator 2.2.2 - <i>Collaborative</i> : PLD with Cognition, Team Leader release, Hub Teacher release.	Tetramap Cognition			
Measure of Success:	2.2.2 - Self evaluation tool (staff): progress from 2023.				
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Strategic Goal 3: Faith Centered Community - To grow an environment where our Gospel Values, charism and cultural identity are lived.

Giving Effect to Te Tiriti o Waitangi: Ka Hikitia, The Poutama Reo Framework, Te whare tapa wha

Action 3.1	<i>Ensuring Catholic Special Character that is essential to who we are</i>	Who	May	Aug	Nov

Key Actions/Workstream	<p>3.1.1 Strengthen our Catholic Special Character (1.2, 3.6)</p> <ul style="list-style-type: none"> - Staff to complete 'Having Life to the Full' PLD. Yr 5-8 - PLD in refreshed RE Curriculum - Year 1-4. - Staff completing RE Paper. - Review how the catholic worldview is integrated into the daily practices of the school. <ul style="list-style-type: none"> - Internal RE Review. - School Theme 'Here I Am Lord, E te Atua anei ahau'. - Strengthen our knowledge and celebration of our school Houses. 	<p>DRS Teachers Y5-8 Teachers Y1-4</p> <p>Teachers</p>			
Professional Development / Resourcing	3.1.1 - PLD in Mercy Charism, Tcher Only Day x2, PLD in Having Life to the Full, PLD in RE Paper	Sisters of Mercy R.E Advisors			
Measure of Success:	Complete RE Internal Review				
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Key Issues Needing To Be Addressed:	August:				
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Action 3.2	<i>Creating a school culture that values individuals - hauora, culture and identity</i>	Who	May	Aug	Nov
Key Actions/Workstream	<p>3.2.1 Enhance hauora for all learners and staff, so that they feel valued and are positively engaged in learning, through a collective purpose.(1.1, 3.5, Kahui Ako Goal 1)</p> <ul style="list-style-type: none"> - Implement student Peer Mediation in Yrs 7-8. <ul style="list-style-type: none"> - Train new peer mediators. - Provide opportunities for them to practice their roles to provide mediation and support for ākongā. - Staff Duality Maps - Student Hauora review <p>3.2.2 Continue to strengthen partnerships with whānau and iwi - communication,</p>	<p>AP Team Leader</p> <p>AP WSL</p> <p>AP</p>			

	<p>opportunities, contribution (2.4, 4.7)</p> <ul style="list-style-type: none"> - Review and strengthen reporting to caregivers (SLC, written reports). - Continue to build connections with whānau. - Monitor and review student attendance. 				
Professional Development / Resourcing	3.2.1 - <i>Peer Mediation</i> : PLD for Lead staff, release to train students, vests, badges Duality Map PLD,	Peace Foundation			
Measure of Success:	3.2.1 - Hauora survey: Progress of student Hauora from the 2022 survey. 3.2.2 - Progress of Whānau Aspirations Survey from 2023.				
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