2025 Annual Implementation Plan - St Anne's Catholic School

Strategic Goal 1: 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 1.1	*Ensuring Catholic Special Character that is essential to who we are*	**Who**	**May**	**Aug**	**Nov**

Key Actions/Workstream	1.1.1 Strengthen and enhance our Catholic Special Character through faith formation and values (1.2, 3.6)BS
	- Deepening staff confidence in worship in a Catholic School
	   - Teachers New Catholic Schools PLD
	   - Support and Guidance: e.g Mass organisation, Te Kāmaka, Tō Tātou Whakapono
	- Internal Religious Education Review - Dimension 3, Service and Outreach
	- Establish clear internal review procedure
	- Develop School Theme 'Be the Light'.
	
	1.1.2 Implement the new Religious Education Curriculum to enrich faith-based learning and student engagement
	- PLD in refreshed RE Curriculum - Year 5-6
	- First Year implementation Yr 3-4
	- Refine Yr 0-2 teaching and planning
	- Monitor implementation, gather feedback, and make refinements to enhance effectiveness.
	- Religious Education St Anne's Curriculum: Overview including Liturgical Year
		DRS
		Teachers Y5-8
		Teachers Y1-4
		CSO
		
		DRS
		Teachers Y5-6
		Teachers Y3-4
		Teachers Y0-2
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Professional Development / **Resourcing**	1.1.1 - New Catholic Schools PLD, Staff Meeting PLD 1.1.2 - PLD in refreshed RE Curriculum Years 5-6 (4 staff), https://www.totatouwhakapono.nz/curriculum				

Measure of Success:	*1.1.1 Complete RE Internal Review Recommendations* *1.1.2 Staff self-review survey*
Key Highlights during this period: **Key Issues Needing To Be Addressed:**	**May:** 1.1.1 - met with RE Review Team to discuss review structure, presented Te Kāmaka with Leadership Team, **August:** **November:**

Code: <mark style="background:green">**A = Achieved - Completed,**</mark> <mark style="background:yellow">**O = On Track**</mark>, <mark style="background:#FDE">**S = Scoping to be done,**</mark> <mark style="background:#F99">**I = Issues with resourcing/concern**</mark>

Action 1.2	*Creating a school culture that values individuals - hauora, culture and identity*	**Who**	**May**	**Aug**	**Nov**
Key Actions/Workstream	1.2.1 Promote holistic well-being (hauora) for all learners and staff, ensuring they feel valued, engaged, and connected through a shared purpose and recognition of their unique identities. (1.1, 3.5, Kahui Ako Goal 1) - Student Hauora review - Embed Well-being Practices - Celebrate diverse identities 1.2.2 Improve attendance and engagement by implementing the STAR framework, ensuring a supportive, targeted, and responsive approach to learner success (1.1, 1.2, 2.3, 2.4) - Review and adjust approaches to meet STAR Framework - Monitor Attendance and Engagement Data, look for trends - Develop timely and responsive interventions - Set individual goals for Targeted students - Promote the value of being at school	WSL AP - Cultural AP Pr Kahui	<mark style="background:yellow">**O**</mark> <mark style="background:yellow">**O**</mark> <mark style="background:yellow">**O**</mark> <mark style="background:yellow">**O**</mark>		
Professional Development / Resourcing	1.2.1 - WSL PLD Days, Language Weeks, Niho Taniwha PLD 1.2.2 - Attendance service				
Measure of Success:	1.2.1 - *Hauora survey*: Progress of student Hauora from the 2022-2024 survey. 1.2.2 - *Progress towards meeting MOE Attendance targets*.		Term 1 Attendance.		

Key Highlights during this period: Key Issues Needing To Be Addressed:	**May:** 1.2.1 - **Language Celebrations:** Assyrian, Samoan, Filipino, [Stand Up to Bullying (Pink Shirt Day)](), [Mardi Gras Sports Day](), Niho Taniwha PLD completed, 1.2.2- **Improve attendance:** Monitoring of Overseas trips, Term 1 Letters sent to whanau using STAR, Monitoring Term 1 Critical Pupils in Term 2, Attendance Service and School Nurse follow up with Term 2 Critical whānau, Use of ETap STAR monitoring function, Newsletter messages, **August:** **November:**

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

Strategy 2.1	*Embed impactful teaching practice*	Who	May	Aug	Nov

Key Actions/Workstream	2.1.1 Enhance and strengthen the key components of Student Agency pedagogy to empower learners with greater ownership of their learning (1.2, 2.3, 3.6,Kahui Ako Goal 3)
	  - Self-review against 8 elements of student agency.
	  - Gather student voice (pre and post)
	  - Professional Development through PLG
	  - Collaborative Planning and Sharing Best Practices
	  - Reflective Practices and Self-Assessment
	  - Mentoring and Coaching
	
	2.1.2 Review and integrate the revised Mathematics and Writing learning areas into the school's curriculum and systems to enhance student achievement(1.2, 3.6, 4.7)
	  - Review the Revised Curriculum Documents
	  - Align Teaching Practices with Curriculum Changes
	  - Professional Development for all Teachers
	  - Curriculum Mapping and Integration - Overview
	  - Differentiated Instruction
	  - Incorporate Formative Assessments
		WSL
		PLG Team's
		AP's
		Pr
		
		AP's
		PLG Lead
		WSL
		PLG Team's
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Professional Development / Resourcing	2.1.1 - Kahui Ako: Release for WSL, ASL support of WSL, staff meetings, WSL Days, Writing PLG 2.1.2 - Learning Area (Maths, Writing) Document	ASL, WSL			

Measure of Success:	2.1.1 - *Kahui Ako self evaluation matrix* (staff, students) 2.1.2 - *Staff self review of implementation*	Survey Results Term 1 2025 *Maths Self Review Questions* Time: Term 4
Key Highlights during this period: **Key Issues Needing To Be Addressed:**	**May:** 2.1.1 - Completed Staff and Pupil survey, pleasing data, needs further focus on depth of element implementation, x2 WSL PLD Days 2.1.2 - Staff PLG teams (Maths and Writing) completed 3 PLD sessions, **Maths**: Term 1 Week 7, Term 2 Week 4, **Writing:** **August:** **November:**	

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Nov Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern

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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.**
Giving Effect to Te Tiriti o Waitangi: Ka Hikitia,

Action 2.2	*Strengthen partnerships and enhance Māori language and pedagogy.*	Who	May	Aug	Nov
Key Actions/Workstream	2.2.1 To improve confidence and capability in te reo Māori, tikanga, mātauranga Māori and capability in teaching and learning (3.5, 4.7) - Professional Development in Te Reo Māori and Tikanga Māori - Integrate Te Reo Māori Across the Curriculum - Access to Resources and Tools - Encourage Regular Practice 2.2.2 Further strengthen partnerships with whānau through effective communication, meaningful opportunities, and valued contributions. (2.4, 4.7) - Establish Clear and Regular Communication Channels - Create Opportunities for Whānau Involvement in the Classroom - Promote Collaborative Goal Setting for Student Achievement	AP - Cultural Facilitator Staff Team Leaders AP's Pr	O O O O O O O		
Professional Development / Resourcing	2.2.1 - Te reo Māori staff PLD lessons online (facilitator) 2.2.2 - Niho Taniwha PLD	T Faddy	O		
Measure of Success:	2.2.1 - *Staff self review survey*: progress from 2024. *To Be Completed Term 4*				

Key Highlights during this period: Key Issues Needing To Be Addressed:	**May: 2.2.1 -** Term 1 x2 sessions**,** Term Two <u>staff te reo sessions</u>, Kīwaha of the week, BSLA use of reo. Displays Yr 7 & 8 - Kupu o te wiki is student driven and led, **2.2.2 -** Meet the Staff Open Afternoon, <u>SLC's Term 2: 89%</u>, Niho Taniwha PLD (3 staff completed): will create a Māori whānau survey, **August:** **November:**

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Strategic Goal 3: Responsive Curriculum - Provide our pupils an authentic and responsive curriculum. *Giving Effect to Te Tiriti o Waitangi: Ka Hikitia, The Poutama Reo Framework*					
Action 3.1	*Accelerating student achievement in literacy and numeracy*	**Who**	**May**	**Aug**	**Nov**

Key Actions/Workstream	3.1.1 Review and refine schoolwide assessment practices, ensuring consistent implementation and effective analysis for improved learner outcomes (1.12, 2.3, 2.4, 3.6)
	  - Audit Current Assessment Practices: STAR, PAT, EAsttle, BSLA
	  - Standardize Assessment Procedures
	  - Develop a Schoolwide Assessment Calendar
	  - Implement Data-Driven Progress Monitoring
	
	3.1.2 Provide accelerated achievement pathways for our Targeted learners (1.2, 2.3, 3.6)
	  - Use Data to Identify Learners
	  - Collaborative Goal Setting: Team strategic pupil focus days
	  - Engage with Experts
	  - Specialized Support: Quick60, SLA Teacher
	  - Promote a Growth Mindset
		AP's
		BSLA Lead
		Teams
		
		AP's
		Learning
		Assistants
		SLA Tcher
		Teams
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Professional Development / **Resourcing**	3.1.1 - AP support PLD with Teams, focus on a selected data at Team Strategic Pupil Meetings, Release for Team days 3.1.2 - Progress towards meeting Writing and Reading target of 80% At for strategic pupils.		<mark style="background-color: #FFFF00">O</mark>		
Measure of Success:	3.1.1 - Written standardized Assessment Procedures 3.1.2 - Progress towards meeting Writing and Reading target of 80% At for strategic pupils.	*To Be Completed by Term 4* *Time 1: 26 June Time 2: Term 4*			

Key Highlights during this period:	May:
	August:
Key Issues Needing To Be Addressed:	November:

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Strategic Goal 3: Responsive Curriculum - Provide our pupils an authentic and responsive curriculum.
Giving Effect to Te Tiriti o Waitangi: Ka Hikitia, The Poutama Reo Framework

Action 3.2	*Providing a high quality and engaging curriculum*	Who	May	Aug	Nov

Key Actions/Workstream	3.2.1 Implement a structured Literacy approach for Years 0-6 to enhance foundational skills and learning outcomes (2.3, 2.4, 3.5, 3.6)
	   - Strengthen our Better Start Literacy Approach for teachers in Yrs 0-2 (Reading).
	      - Support staff in Year 0-2 with embedding
	      - PLD and trial for some staff in Years 4-6
	      - Align Teaching Practices with BSLA
	   - Embed Writers Toolbox in Years 1-8 (Writing)
	      - School PLD days for Years 1-8 teachers.
	      - Kahui PLD days for Years 1-8 teachers.
	      - Develop use of analysis.
	      - Align to refreshed learning area (writing)
	
	3.2.2 Deliver high-quality, engaging maths programs that foster deep understanding and achievement - *MOE Maths Resources* (d1.2, 2.3, 2.4, 3.6)
	      - Professional Development in resource
	      - Guidance on Best Practices
	      - Implement new maths resources
	      - Ongoing monitoring and review of implementation
	      - Share key learning across staff
	      - Review maths overview
		AP
		BSLA Lead
		Yr 0-6
		
		AP
		Yr 1-8
		Writing PLG
		
		AP
		Maths PLG
		Maths Lead
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Professional Development / Resourcing	3.2.1 - *BSLA*: School Facilitator provides workshops & mentoring, attend relevant PLD offered through MOE, Continue to resource school appropriately *Writer's Toolbox*: Fund Online Student/teacher licences, fund external Facilitation & teacher release. Release for PLD. Align Kahui PLD to needs. 3.2.2 - Choose maths programme, arrange PLD for resource implementation	MOE/AP,UoC Writer toolbox coaches Company of Resource	**O** **O** **I**		

		Leadership			
Measure of Success:	3.2.1 - Progress towards meeting Writing and Reading target of 80% At. 3.2.2 - Progress towards meeting Maths target of 80% At.	*Time 1: 26 June* *Time 1: 26 June*	*Time 2: Term 4* *Time 2: Term 4*		
Key Highlights during this period: **Key Issues Needing To Be Addressed:**	**May: 3.2.1 - BSLA:** Accepted to full trial for all Yr 5-6. New expectation levels across school, has raised teaching level from Yr 1-4. **Writer's Toolbox**: **March Writing Workshops: Staff** engaged in genre-based writing workshops with a focus on planning for expansion and integrating digital tools such as sentence trains to support student writing development. **Paragraph Workshop – 23rd May:** Teachers explored paragraph planning strategies and structures including Scientist, Lawyer, Compare/Contrast, Hammer, and Slam Dunk paragraphs. Emphasis was placed on group planning, paragraph purpose, and crafting robust conclusions. **Upcoming Coaching Session:** A targeted coaching session for Years 5–8 on paragraph writing is scheduled for Thursday 12th June 2025. **Cluster Engagement:** In May, the AP/DP PLG from the Manurewa cluster received a presentation on Writer's Toolbox, with one of our Y3/4 teachers showcasing the use of sentence trains. **Kāhui Ako Collaboration:** St Anne's opened its learning hubs to WSLs from the Kāhui Ako to observe Writer's Toolbox in action. The visit was well received, generating valuable questions and professional dialogue. **Kāhui Ako PLD Participation:** The school participated in two Kāhui Ako-led Writer's Toolbox PLD days—our WSL attended the first, and four Y3/4 teachers attended the second, strengthening consistency and capability across the team. **August:** **November:**				

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