



## St Anne's Catholic School: Annual Implementation Plan 2023

Updated: March 2023

**School Vision:** *Learn to Love, Love to Learn, Akona te Aroha, Arohaina te ako*

**School Mission:** *We encourage our children to achieve their full potential, by providing high quality learning programmes, permeated by the special character of St Anne's Catholic School.*

**School Values:** Aroha-**Love**, Tika-**Justice**, Whakanui-**Respect**, Arohanui-**Compassion** & Tumanako-**Hope**

**School wide systems that are in place:** Wonder Model, Religious Education Curriculum, Collaborative Practices Model

**St Anne's Catholic School recognizes the Government's National Education and Learning Priorities:**

- Learners at the centre - 1.1 School is Safe, 1.2 High aspirations
- Barrier-free access - 2.3 Reduce Barriers, 2.4 Foundational Skills
- Quality teaching and leadership - 3.5 Te Ao Māori, 3.6 Strengthening Teaching/PLD
- Future of learning and work - 4.7 Community Collaboration

**School Strategic Goals: (2022 - 2024)**

1. Responsive Curriculum - Provide our pupils an authentic and responsive curriculum.
2. Building Capability - We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.
3. Faith Centred Community - To grow an environment where our Gospel Values, charism and cultural identity are lived.



# Responsive Curriculum

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

## What specific analysed evidence is driving this? (*What's shaping our School*)

- We have not had a formal school vision outline.
- Since COVID we have welcomed new whānau and through lockdowns
- Several new teaching staff.

## What would indicate success of this strategic goal: (measuring progress and success)

Our school vision will be clear and accessible for all.

A communication plan will be implemented so all stakeholders are clear about the direction and aim of the school for our learners.

School wide values, learner disposition and literacies are clear.

Intentions for 2023	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
1.1 Refine Our Curriculum	<p>1.1.1 Reflect and review our school vision. (2.4) (<i>Kahui Ako</i>)</p> <p>All stakeholders voices to be valued and acted upon, so that we can collectively con-construct our school vision.</p>	<p>1.1.1</p> <ul style="list-style-type: none"> <li>- PLD with SS (Cognition)</li> <li>- Draft current vision</li> <li>- Gather voice</li> <li>- whānau,</li> <li>- staff,</li> <li>- pupils</li> <li>- Board</li> </ul>	<p>SLT PLD with Cognition 13th Mar. Draft current version.</p> <p>Pr: SLC 16th &amp; 23rd Mar via Google Form</p> <p>Pr: Google Form Term 1</p> <p>TL: Sample Groups Term 1</p> <p>Pr: Board Meeting 30 March</p>	



		<ul style="list-style-type: none"> <li>- Collate and interpret</li> <li>- Present and discuss with LT</li> <li>- PLD with SS (Cognition)</li> <li>- Co-construct draft School Vision</li> <li>- Present to Staff, Board, Community</li> </ul>	<p>SLT: Term 1 Week 10                  Term 2 Week 1 meeting                  TBC                  Term 2                  PR: Staff Meeting, Board Meeting, Newsletter, TBC</p>	
	<p><i>1.1.2 Reflect and Review STREAM Framework and implementation plan (1.2, 3.6, 4.7)</i></p> <p>All teachers will have a clear understanding of the ST(RE)AM Inquiry process and are confident in using the model.</p>	<p>1.1.2</p> <ul style="list-style-type: none"> <li>- LT and Leadership confirm STREAM lead team</li> <li>- STREAM Team and NB (Blended learning) co-construct voice gathering tools for staff and learners.</li> <li>- Gather voice</li> <li>-</li> <li>- Collate and interpret</li> <li>- Co-construct draft Framework</li> <li>-</li> <li>- Present to staff</li> <li>- Trial implementation plan</li> <li>- Gather voice</li> <li>- Confirm Framework and implementation plan.</li> </ul>	<p>Term 1 - AM ZOOM NB to discuss voice gathering.                  AM, NB: 29th Mar ZOOM session</p> <p>STM Team: Week 2 Term 2</p> <p>STM Team: Week 4 Term 2                  STM Team, NB: Week 2 Term 2</p> <p>STM Team Week 6 Term 2                  All Staff Term 3                  STM Team: Week 2 Term 4                  STM Team: Week 6 Term 4</p>	



	<p>1.1.3 <i>Unpack NZ Histories (3.6)</i></p> <p>We have a St Anne's NZ Histories framework to support teachers in implementing in Social Science lessons</p>	<p>1.4.1 Team to work with SS (Cognition) to co-construct the PLD framework.</p> <ul style="list-style-type: none"> <li>- Define PLD focus</li> <li>- Provide PLD</li> <li>- Gather voice of current practice</li> <li>- Interpret current position</li> <li>- Co-construct draft Framework</li> <li>- Present to staff</li> <li>- Trial implementation plan</li> <li>- Gather voice</li> <li>- Confirm Framework and implementation plan.</li> </ul>	<p>SLT: discussion with SS</p> <p>SS: Introduce NZH, unpack framework</p> <p>SS and Group survey staff on current implementation</p> <p>SS and Group: Term 2</p> <p>SS and Group: Term 2</p> <p>Lead Group: Term 2</p> <p>Full staff: Term 3</p> <p>Lead Group: Term 4</p>	
<p>1.2 <i>Accelerating literacy and numeracy</i></p>	<p>All teachers across Years 1-2 have a clear understanding of an effective literacy strategy that supports the learning and achievement of our akonga driven by data and evidenced based theory.</p>	<p>1.2.1 Provide PLD in Better Start Literacy Approach for teachers in Yrs 0-2 (Reading). (2.3, 2.4, 3.5, 3.6)</p> <ul style="list-style-type: none"> <li>- BSLA PLD - inform pedagogy and support implementation via ZOOM</li> <li>- Tchrs complete assessment and implement programme</li> </ul>	<p>BSLA team every Thursday Terms 1, 2, 3, 4</p> <p>Tchrs collect initial assessment Term 1, group and implement programme.</p> <p>Term 2: Week 10 assessment completed.</p> <p>Term 4: all assessment</p>	



	<p>All Akonga have an opportunity to be successful through a 2nd Tier accelerated approach to Literacy learning.</p> <p>Y3-8 Teachers will be upskilled with how to explicitly teach differentiated writing skills across the curriculum using the writer's toolbox.</p>	<ul style="list-style-type: none"> <li>- Teachers to complete UC microcredential.</li> <li>- PLD via zoom x2 Tcher Aides</li> </ul> <p>1.2.2 Implement Sunshine Decodables in Years 1-4. (2.3, 2.4)</p> <ul style="list-style-type: none"> <li>- TA assessed referred pupils</li> <li>- Tchers group pupils</li> </ul> <ul style="list-style-type: none"> <li>- Programme implemented</li> <li>- Pupils monitored for eligibility to move to next programme (Quick60)</li> </ul> <p>1.2.3 Provide PLD in Writers Toolbox and implement in Years 5-8 (Writing) (2.3, 2.4, 3.6)</p> <ul style="list-style-type: none"> <li>- PLD for staff on</li> <li>- set up and Admin</li> <li>- teaching resources</li> <li>- implementation</li> <li>- Tchers implement programme</li> </ul>	<p>completed</p> <p>AP observe all new teachers in July.</p> <p>Term 1, x10 Tuesday AP to support and observe</p> <p>TA to assess Yr 3-4 Hub Tchers to select groups. Yr 1-2 Tcher Aide select groups Hub Tchers and TA implement programme. AP with Tchers and TA monitoring student progress and success. Decide on programme transition.</p> <p>AP to set up Online Tool. AP: Term 1 - 2 PLD sessions (admin) Term 2 - 2 PLD Term 3 - 1 PLD</p> <p>Term 1 -4 AP: 5 weekly discussions</p>	
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	<p>All teachers will continue along their own journey of teaching and learning using a problem solving approach within Mathematics using the pedagogy of DMIC</p>	<ul style="list-style-type: none"> <li>- Monitor student progress</li> <li>- Review - Tchers and pupils</li> </ul> <p>1.2.4 PLD and implementation of DMIC, Developing Mathematical Inquiry Community, in maths Yrs 0-8. (1.2, 2.3, 2.4, 3.6)</p> <ul style="list-style-type: none"> <li>- Confirm Maths Lead Team                         <ul style="list-style-type: none"> <li>- voice of their team</li> <li>- support their team tchers</li> <li>- refine implementation (assessments, tracking)</li> </ul> </li> <li>- AP to support LTcher</li> <li>- PLD for new Tchers to DMIC</li> </ul> <ul style="list-style-type: none"> <li>- Maths Mentors provide inclass support</li> </ul> <ul style="list-style-type: none"> <li>- Maths Mentors provide Tcher PLD</li> </ul>	<p>AP: survey student group, survey Tchers, Progress celebrations</p> <p>Term 1 - Lead Team confirmed Through meetings Termly @ Hub Meetings Term 2 and 3 Maths meetings</p> <p>Termly AM, TB 21st Feb PLD</p> <p>Maths Mentors: x1 observation of lesson and feedback.</p> <p>Term 1 - Tcher contect knowledge in Measurement</p>	
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# Building Capability

**2. Building Capability** - We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.

**What specific analysed evidence is driving this? (What's shaping our School)**

- Covid impact - students, data, whānau, community, hauora and wellbeing.
- New staff/teachers/leader - Induction programmes
- Awareness of cognitive overload - hauora.
- Collaborative spaces
- Programme changes - non negotiables.
- Curriculum priorities
- Coaching - Team leaders and student
- Absences - Monday and Friday, Attendance rate overall

**What would indicate success of this strategic goal:** (measuring progress and success)

Team leaders can confidently articulate their own team's vision/strategies for success.

Positive relationships between student, teacher, whānau.

Staff feel empowered to challenge themselves.

School vision is clear and all opportunities are aligned to it (gate keep additions)

Teams are using the TETRAMap and collaborative practice strategies to strengthen positive relationships.

A lift in student attendance

Students meeting school achievement targets

Intentions for 2023	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
2.1 Embed Coaching and mentoring	The coaching model will	2.1.1 Trial PGC framework and		



<p><i>philosophy</i></p>	<p>enhance learning relationships that allow us to have richer teaching and learning conversations and will lead to building leadership capacity in individuals (students, teachers, leadership)</p>	<p>process (coaching model) (3.6)</p> <ul style="list-style-type: none"> <li>- Draft version</li> <li>- Trial process with TL's</li> <li>- Gather feedback</li> </ul> <p>2.1.2 Refine PCT Mentoring programme. (3.6)</p> <ul style="list-style-type: none"> <li>- Define process</li> <li>- Draft induction and mentoring report</li> <li>- Trial process</li> <li>- Support Mentors</li> <li>- Gather feedback</li> </ul> <p>2.1.3 AP's to embed coaching conversations with Team Leaders (Yr 5-8). (3.6)</p> <ul style="list-style-type: none"> <li>- Facilitate coaching workshop for new TL.</li> <li>- Provide termly on-going coaching sessions via Leadership meeting.</li> <li>- Support TLs through Professional Growth Cycle</li> <li>-</li> </ul> <p>2.1.4 AP to support Yr 5-8 Team</p>	<p>AP meet with TL to lead through process.</p> <p>TL meet with Hub teachers for first session.</p> <p>AP to present and discuss with Mentors and Mentees.</p> <p>AP: termly discussion with Mentors Discuss with Mentees and Mentors</p> <p>AP facilitate training coaching sessions with new TL. Term 1 - 4 AP Team Leader meeting</p> <p>Terms 1 - 4 AP's and TL meet twice per term in coaching sessions.</p>	
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		<p>Leaders in implementing student coaching. (1.1, 3.6)</p> <ul style="list-style-type: none"> <li>- Select student coachees</li> <li>- Train student coachees Gather student voice - capability.</li> <li>- Meet termly to support students coaches.</li> <li>- Gather student voice - re capability.</li> </ul>	<p>Term 1 - TL/Coaching team</p> <p>Term 1 - AP facilitate student coaching sessions</p> <p>Term 1 - 4 TL/Coaching Team to meet</p> <p>Term 4 - AP/TL/Coaching</p>	
<p><b>2.2 Teachers strengthening communication and collaborative approaches</b></p>	<p>Teachers will develop greater self awareness of their own and others communication and personality strengths. They can use these skills positively to grow effective collaboration.</p>	<p>2.2.1 Madelize from Tetramap to provide PLD with teaching staff. 3.6)</p> <p>2.2.2 Jacque to work with the Leadership Team to develop Collaborative Practice Model. 3.6)</p>	<p>PLD TOD Day Term 1 - Tching staff.</p> <p>Term 2 Staff Meeting</p> <p>PLD Full Day x2 Term 1. Jacque &amp; TL</p> <ul style="list-style-type: none"> <li>- Draft effective collaboration</li> <li>- Use of learning spaces</li> <li>- Teaching Collaboration</li> <li>- Planning</li> </ul> <p>PLD Full Day x2 Term 2</p>	



PLD Full Day x2 Term 3

# Faith Centred Community

3. Faith Centred Community - To grow an environment where our Gospel Values, charism and cultural identity are lived.

**What specific analysed evidence is driving this? (*What's shaping our School*)**

- Five new teaching staff to Year 5 - 8. Some may not have completed Health PLD 'Having Life to the Full'. Staff in this area, asked to have this qualification to be able to teach the pubertal growth programme.
- New RE Curriculum for Level 1 released. Asked to be implemented in 2024.
- Science of ST(RE)AM has been major focus, only some focus on catholic lens

**What would indicate success of this strategic goal: (measuring progress and success)**

All staff in Yrs 5-8 are confident to teach the pubertal growth programme.

Our Year 1-2 teachers have an understanding of the Level 1 RE Curriculum and are able to adapt their programme to meet these intentions.

Our teaching staff know the nine Catholic Social Teaching Principles and are able to incorporate these into their ST(RE)AM focus.

Intentions for 2023	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
3.1 <i>Commitment to our Catholic Special Character</i>	All Yr 5-6 teachers feel confident in teaching the pubertal changes	3.1.1 Yr 5-8 teaching staff to complete 'Having Life to the Full' PLD. 3.6)	DRS to check who has	



	programme	<ul style="list-style-type: none"> <li>- Check who has completed</li> <li>- Book staff on course</li> <li>- Staff complete course.</li> </ul> <p>3.1.2 RE Curriculum - PLD for Year 1-2 teachers to implement Level 1 programme. 3.6)</p> <ul style="list-style-type: none"> <li>- Confirm staff to attend</li> <li>- Attend 1 day PLD per term</li> <li>- Share new knowledge with Team</li> </ul> <p>3.1.3 RE in ST(RE)AM - embed Catholic Social Teaching that drives our integrated topic. (1.1, 1.2, 2.3, 3.6)</p> <ul style="list-style-type: none"> <li>- Staff PLD on CST</li> <li>- Staff review and deepen CST in STREAM focus.</li> </ul> <p>3.1.4 RE Internal Review - Continue developing actions from 2022 RE Internal Review (2.4, 3.6)</p> <ul style="list-style-type: none"> <li>- Complete 2023 RE Internal Review.</li> </ul>	<p>completed the course and enter bookings - March</p> <p>DRS: March (SP, SF and DRS) DS to book relievers, DRS to book with Diocese Share and discuss resources with Team @ Team Meetings</p> <p>DRS &amp; RE Team facilitate PLD Staff meeting - Term 2 &amp; 3</p> <p>DRS: lead staff workshop</p>	
<b>3.2</b> <i>Focus on Hauora for all</i>	Continue the re-engagement of our students and staff using Te Whare Mauri Ora as	<p>3.2.1 Re-engagement - Hauora of our students (1.1, 3.5)</p> <ul style="list-style-type: none"> <li>- Analyse Term 1 Attendance</li> </ul>	-AP to analyse Term 1 attendance	



	a basis.	<ul style="list-style-type: none"><li>- Staff voice aligned to Pou</li><li>- Sample Student Voice aligned to Pou</li><li>- WSL to create action plan</li><li>- Implement plan termly</li><li>- Collect voice</li></ul>	<ul style="list-style-type: none"><li>-WSL: Staff Meeting Term 2</li><li>-WSL: Term 2</li></ul>	
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