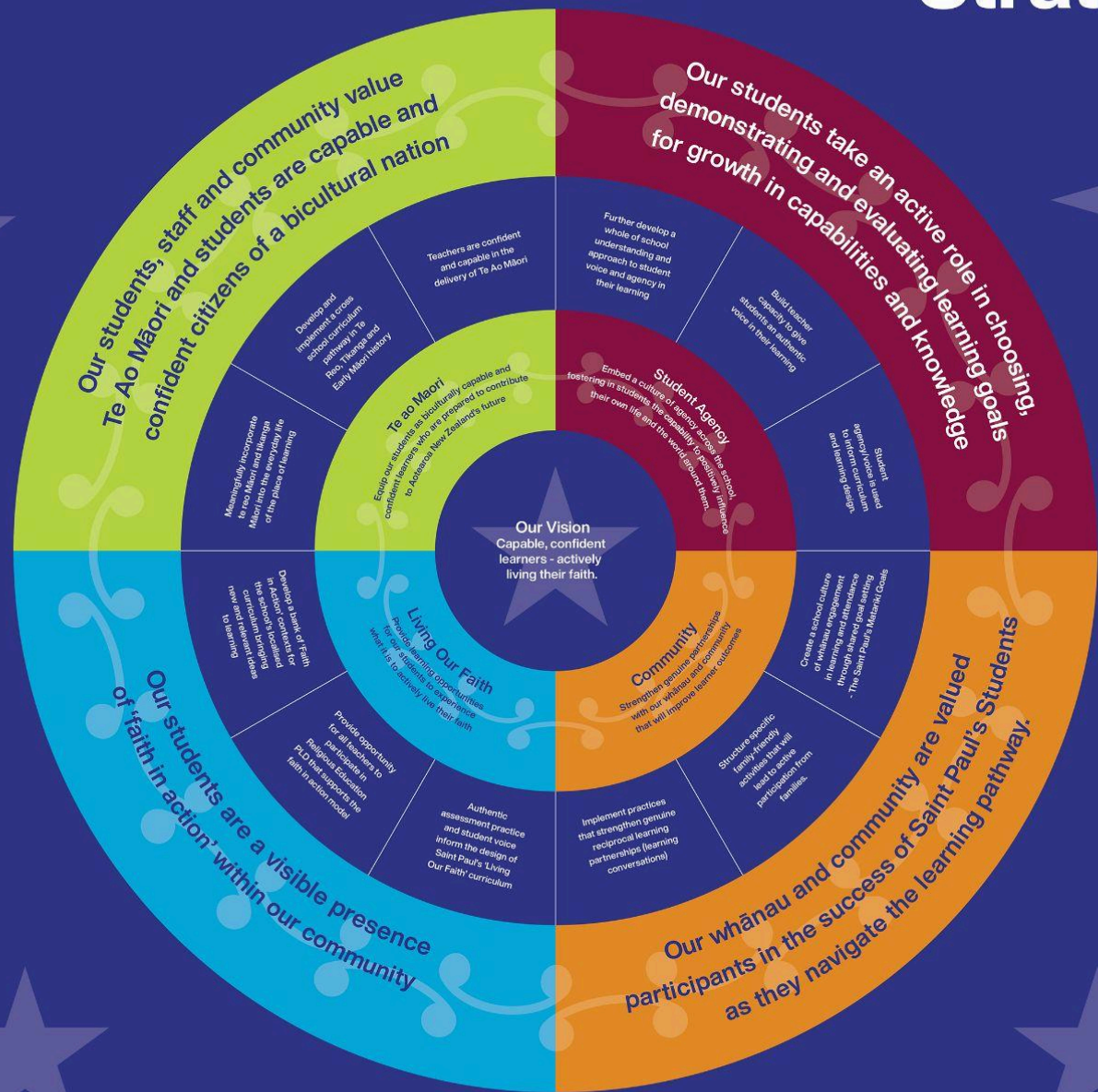


Our Values

- Resilience
- Excellence
- Living our Faith

Our Mission:
All children shine to their potential within a supportive Catholic Learning Community.



"Me tirama na koe i waenganui i a ratou kia rite ano ki nga whetu e whakawhiti ana i te rangi"
"You must shine among them like stars lighting up the sky" Saint Paul - Philippians 2:15

Annual Plan - 2024

Goal One: Mātauranga Māori - Equip ākonga as biculturally capable and confident learners who are prepared to contribute to Aotearoa/New Zealand's future

3 year success measures: Ākonga, staff and whānau value Te Ao Māori and ākonga are capable and confident citizens of a bicultural nation

Initiatives	Term 1	Term 2	Term 3	Term 4
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Continue to strengthen a concept based curriculum in Te Ao Māori with increased teacher knowledge of Rangitane aspirations, local environment and important sites.	Ākonga are engaged in the development of our school playground and through this, deepening their understanding in the concepts of Hauora, Mara Hupara (growing physical strength through play) and kaitiaki (guardians of the earth) Cultural Responsiveness Framework is used for ongoing reflection and review of school planning towards best practice		
Consistency in best teaching practice of Aotearoa NZ History at all learning levels	Implementation of NZ Histories embedded in school curriculum with even year taught 2024.			
Teaching of Reo and Tikanga is consistent across the school towards school curriculum expectations	Cross school coherence in expectations of Teaching Reo and Tikanga at Saint Paul's	PGC includes review focus against teaching of Reo and Tikanga	Consistent teaching of Reo and Tikanga in all classes and shared with whānau.	

Actions/Output	Who	Resources	Indicators of Success
Continue to strengthen a concept based curriculum in Te Ao Māori with increased teacher knowledge of Rangitane aspirations,	All staff	Staff and team meeting time and planning review focus week 4 each term	Curriculum Kete holds Unit plans with links to localised learning contexts (sites/environment) School curriculum reflects aspirations of Rangitane and knowledge of their tikanga and local history

local environment and important sites.			
Ākonga are engaged in the development of our school playground and through this, deepening their understanding in the concepts of Hauora, Mara Hupara (growing physical strength through play) and kaitiaki (guardians of the earth)	All staff, BOT, FOSP, students, community	Karl Nesbitt, TDC Enviro team Fundraising team	Kura environment is a place of learning in Te Ao Māori, Science, RE/Spirituality, PE & Health Education Saint Paul's Curriculum overviews learning within the Taiaho.
Cultural Responsiveness Framework (The Hikairo Schema for Primary) is used for ongoing reflection and review of school planning towards best practice	Leadership and staff	Kahui Ako Within School role allocated to this area The Hikairo Schema for Primary	Ongoing self review against Tū Rangatira guidelines strengthens teaching and learning at Saint Paul's.
Implementation of NZ Histories embedded in school curriculum with cross school consistency in teaching of even year taught 2024.	All staff - planning Leadership - review Kahui Ako WSR Janine Higgins (guidance)	CRT/Learning team time Leadership release time Staff meeting time	Best practice in teaching of ANZH Curriculum across the school
Embed cross school coherence in expectations of Teaching Reo and Tikanga at Saint Paul's	All staff Leadership review Kahui Ako Within School lead	PLD led within call back days and staff meetings Poutama Reo toolkit	Planning across all learning levels demonstrates consistency in teaching and learning of te reo and tikanga Māori across all levels
PGC includes review focus against teaching of Reo and Tikanga	Leadership team All staff	Progress towards PGC goal reviewed each term Team meeting team Poutama Reo toolkit	All staff PGC reflections demonstrate self confidence in their professional journey learning Reo and Tikanga
Consistent teaching of Reo and Tikanga in all classes and shared with whānau.	Leadership team Kahui Ako Within School Lead	Staff planning time Review against planning Wk 4 Reporting cycle Poutama Reo toolkit	Cross school consistency in teaching of Reo and Tikanga and sharing of learning outcomes

Goal Two: Agency - Embed a culture of agency across the school, fostering in students the capability to positively influence their own life and the world around them.

3 year success measures: Our students take an active role in choosing, demonstrating and evaluating learning goals for growth in capabilities and knowledge

Initiatives	Term 1	Term 2	Term 3	Term 4
Further develop a whole of school understanding and approach to student voice and agency in learning	Embed a shared understanding of Learner Capabilities as 'business as usual' at Saint Paul's Review of Learner Capabilities with culturally responsiveness lens - Mātauranga Māori	Ongoing review of planning towards achievement in Learner Capabilities		
Build teacher capacity to give students an authentic voice in their learning	Embed a common understanding of the Inquiry Cycle, recognising the link to Practice Analysis Conversations. Embed a consistent approach to agency in Maths by addressing strengths and needs at Syndicate Level Plan			
Student agency/voice is used to inform curriculum and learning design	Improve levels of critical thinking and engagement in learning.			
Develop a whole school understanding of positive behaviour at Saint Paul's	Review school's Positive Behaviour document - Set goal for end of year achievement	Develop a whole school understanding of common practice language, values and behaviours that will lead students to shine to their potential	Common understanding of Saint Paul's Positive Behaviour Plan is documented (Positive Culture for Learning)	

Actions/Output	Who	Resources	Indicators of Success	Review
Embed a shared understanding of Learner Capabilities as a 'business as usual' at Saint Paul's	Leadership All staff	Leadership release/evaluation Staff/team meetings Update and reprint branding	Students/teachers/whanau share the language of growing agency across the Saint Paul's Learner Capabilities	
Ongoing review of planning towards achievement in Learner Capabilities	Leadership All staff	Week 4 staff meeting Team meetings	Planning across all learning levels demonstrates consistency in teaching and and student growth towards learner capabilities	
Review of Learner Capabilities with culturally responsiveness lens - Mātauranga Māori	Leadership Kahui Ako within school lead Curriculum team	Leadership meetings Kahui Ako cross school meetings Curriculum team meetings	Learner Capabilities evidence Saint Paul's commitment to Te Tiriti	

Strengthen practice of using the Inquiry Cycle, recognising the link to Practice Analysis Conversations.	Leadership All staff	Leadership meeting Leading Adult Learning Course Staff and team meetings Julie Beattie	Kaiako practice ongoing inquiry into their practice through learning conversations	
Embed a consistent approach to agency in Maths by addressing strengths and needs at Syndicate Level	Maria Sarah Thomas Syndicate Leaders Kaiako	Maths Internal Evaluation Staff Meeting Syndicate/team meetings	Continued improvement in Maths achievement through strength based practice	
Improve levels of critical thinking and engagement in learning.	All teaching Staff	Staff meeting (Week 4 of each term) to review planning Professional Growth Cycle	Student voice reflects growing agency in learning.	
Review school's Positive Behaviour document and set term by term goal for end of year achievement	Leadership All staff	School Behaviour Doc Staff meeting time Learning team meeting time Teacher Aide meeting time	Common understanding of our schools Positive Behaviour Model	
Develop a whole school understanding of common practice language, values and behaviours that will lead to students to shine to their potential	All staff	School Behaviour Doc Staff meeting time Learning team meeting time Teacher Aide meeting time	Common practice, language, values and behaviours lead to students shining to their potential	
Common understanding of Saint Paul's Positive Behaviour Plan is documented (Positive Culture for Learning)	Leadership All staff	Internal evaluation Staff/Learning team meetings Positive Behaviour Doc revised	Common practice, language, values and behaviours lead to students shining to their potential	

Goal Three: Our Community - Strengthen genuine partnerships with our whānau and community that will improve learner outcomes

3 year success measures: Our whānau and community are valued participants in the success of Saint Paul's students as they navigate their learning pathway with high engagement and attendance

Initiatives	Term 1	Term 2	Term 3	Term 4
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Implement practices that strengthen genuine reciprocal learning partnerships (learning conversations)	Engage whānau with student learning		
	Review and implement Reporting Cycle that meets whānau needs	Review levels of consistency in “on time” reporting across all levels	
	Review home/school communication platforms and expectations		
Structure specific family-friendly activities that will lead to active participation from families.	Develop and implement a plan for coffee catch ups and information sharing with whānau that will support those who are new to our kura		
	Develop plans for Silver Jubilee - blessing of buildings and plants		
	Whānau engagement in development of Saint Paul’s playscape		
Create a school culture of whanau engagement in learning through shared goal setting - The Saint Paul’s Matariki Goals	Students and whanau engage with Saint Paul’s Matariki Goals ‘Reach for the stars’	All teachers support students in evaluating and sharing their growth in learning and capability goals	
	Whānau and kaiako are collaborative participants in raising levels of student attendance		

Actions/Output	Who	Resources	Indicators of Success	Review
Engage whānau with student learning	Leadership Kaiako	School newsletter Beginning of Term Newsletter Students sharing learning	Educationally powerful connections between kura and whānau are a strength of our school	
Review and implement Reporting Cycle that meets whānau needs	Leadership Team Leaders Kaiako	Leadership meeting time Staff meeting time Learning team meeting time	Effective reporting benefits learners and whānau and recognises teacher workload	
Review levels of consistency in “on time” reporting across all levels	Leadership Kaiako Whānau	Leadership meeting time Staff meeting time Learning team meeting time Whānau Survey	End of Year Whānau consultation highlights satisfaction with reporting cycle across levels	
Review home/school communication platforms and expectations	Leadership Kaiako Whānau	Leadership meeting time Staff meeting time Learning team meeting time Whānau Survey	A communication strategy is developed to provide clear and consistent communication	

			within school, and then to our wider community.	
Develop and implement a plan for coffee catch ups and information sharing with whānau that will support those who are new to our kura	Maria Maureen	Leadership time Community speakers Whānau	Whānau have a sense of being connected and valued within a positive community culture	
Develop plans for Silver Jubilee - blessing of buildings and plants	Board of Trustees Leadership Karl Nesbitt Playground team All staff	Board of Trustees Sub committee All staff Students	Whole school community celebration of an auspicious occasion	
Whānau engagement in development of Saint Paul's playscape	Board of Trustees Leadership	Staff and community meeting time	Whole school community collaboration in transformation of school's outdoor learning space improves outcomes in learning and wellbeing	
All teachers support students in evaluating and sharing their growth in learning and capability goals	Leadership All staff Tamariki	Learning time Whānau Connect Meetings Reporting	Students set realistic goals, measure success and continue to strive towards their Matariki Learning Goals using school learner capabilities frameworks	
Whānau and kaiako are collaborative participants in raising levels of student attendance	Leadership Kaiako Whānau Waimea Cluster contractor	Leadership/Admin meeting time Waimea Cluster Contractor RRF Funding	Improved levels of attendance in line with MOE and Kahui Ako targets	

Goal Four: Living Our Faith - Provide learning opportunities for our ākonga to experience what it is to actively live their faith

3 year success measures: Our students are a visible presence of 'faith in action' within our community

Initiatives	Term 1	Term 2	Term 3	Term 4
Develop a bank of 'Faith in Action' contexts for the school's localised curriculum bringing new and relevant ideas to learning	<p>Syndicates develop a list of Faith in Action local contexts</p> <p>All integrated planning includes opportunities for 'faith in action' recognising Krathwohl Taxonomy</p> <p>Develop a cross school common practice of meditation</p>			

Provide opportunity for all teachers to participate in Religious Education PLD that supports the faith in action model	Develop a PLD plan for 2024 reflecting ADW PLD plan and staff needs	Review Curriculum Pathway in RE - Integrated Resources towards 2024 "Fullness of Life" folder'		
		Staff evaluation towards best practice of student agency within RE		
Authentic assessment practice and student voice inform the design of Saint Paul's 'Living Our Faith' curriculum	Kaiako evaluation against towards best practice in assessment			
"Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us". - ADW Goal	Curriculum plans include environmental and social education.		Ākonga and community voice is gathered and harnessed to implement long-term, sustainable and resourced programmes within school playspace and beyond	

Actions/Output	Who	Resources	Indicators of Success	Review
Syndicates develop a list of Faith in Action local contexts - add these to school curriculum	All staff	Syndicate/Learning team meetings DRS - Internal Eval Saint Paul's Curric	School Curriculum includes list of age appropriate localised contexts for faith in action projects	
All integrated planning includes opportunities for 'faith in action' recognising Krathwohl Taxonomy	All staff	Staff Meeting Syndicate/Learning team meetings Principal DRS - Internal Eval Saint Paul's Curric	School Curriculum Kete holds integrated planning that has intentional acts of teaching and learning leading to students actively living their faith.	
Develop a cross school common practice of meditation	Students All staff	Karen Moynah Richard Kerr Bell	All children and staff engage in weekly meditation/mindfulness	
Develop a PLD plan for 2024 reflecting ADW PLD plan and staff needs	All staff	Anna- Maria Vissers DRS Principal Richard Kerr Bell	Staff are confident in planning opportunities for growth in RE and Spirituality	

Review Curriculum Pathway in RE - Integrated Resources towards 2024 "Fullness of Life" folder'	All staff	Syndicate/Learning team meetings	Curriculum Pathway in RE holds a range of resources for teaching and learning in what it is to experience 'Fullness of Life'	
Staff evaluation towards best practice of student agency within RE	All staff DRS Principal Team Leads	Week 4 meetings team meetings DRS Internal Review	Authentic opportunities for student Agency within RE is ongoing best common practice at Saint Paul's	
Staff evaluation towards best practice in assessment	All staff DRS Principal Team Leads	Week 4 meetings team meetings DRS Internal Review	Authentic assessment opportunities towards student Agency is ongoing and common 'best practice' at Saint Paul's	
Curriculum plans include environmental and social education.	All staff DRS Principal Team Leads	Week 4 meetings team meetings DRS Internal Review	Kaitiakitanga is common practice at Saint Paul's	
Student and community voice is gathered and harnessed to implement long-term, sustainable and resourced programmes within school playspace and beyond	All staff DRS Principal Team Leads	End of Year school survey	School Curriculum reflects the aspirations of students, their whānau and the wider community	

Annual Plan – Accelerating learning for students not achieving at the expected level

	Term 1	Term 2	Term 3	Term 4
To progress the achievement of students identified as not meeting the expected level	Review consistency across school in implementation of Ideal Structured Literacy Programme - Years 1-8 Additional Literacy Support in Years 1- 6 (Steps / Ideal / Anne-Marie & Jude with Better Start Literacy Approach (BSLA) Embed use of the new curriculum and progress steps at Year 1 - 3 in Literacy and Numeracy, identifying clear next steps for ākonga Mentoring in (BSLA) for Years 1-2			
Teachers inquire into priority learner data what have we	Termly tracking of priority learners using Target Action Planning Doc			

tried, what do need to do differently for this group, what learning do we need to undertake as professionals?. Shared language around what tools, etc use.	Action plan developed in response to data			

Actions/Output	Who	Resources	Indicators of Success	Review
Implement Ideal Structured Literacy Programme - Years 1-8	Team leaders	Purchase of resource/licence PLD time for staff	Improvement in writing achievement in response to ISL and other strategies	
Additional Literacy Support in Years 1- 6 (Steps / Ideal / Jude with structured literacy)	Judith / Team Leaders, Team Leaders	Staffing resource, Ideal Programme, Teacher release	Children progressing in Reading stages with fluency and confidence.	
Implement BSLA in Years 0 - 2	Junior Learning Team Teachers, Sarah Etchells	Release Time PLD Junior Learning Team Teachers	Children progressing in Reading stages with fluency and confidence. Reading progress accurately and consistently monitored from School Entry SEA reflects the changes in the BSLA teaching	
Implement strategies for raising achievement in Mathematics in line with Common Practice expectations and school internal evaluation	Maths Evaluation Leader All staff with support from team leaders	Common Practice Model Te Marautanga o Aotearoa Internal Evaluation for Maths	Increased levels of student engagement in Mathematics lead to improvement in student achievement	
Mentoring in Structured Literacy for Years 3-6	Judith, Maria, Sarah Etchells	Release time Down the Back of Chair resources needed	Kaiako confidently teach BSLA and identify priority learner needs.	
Termly tracking of priority learners using Target Action Planning Doc	All staff	Staff meeting time	Priority learner data informs next step strategies in teaching and learning	
Action plan developed in response to data and new assessment framework.	All staff	Staff meeting time	Action plan leads to improved achievement	

