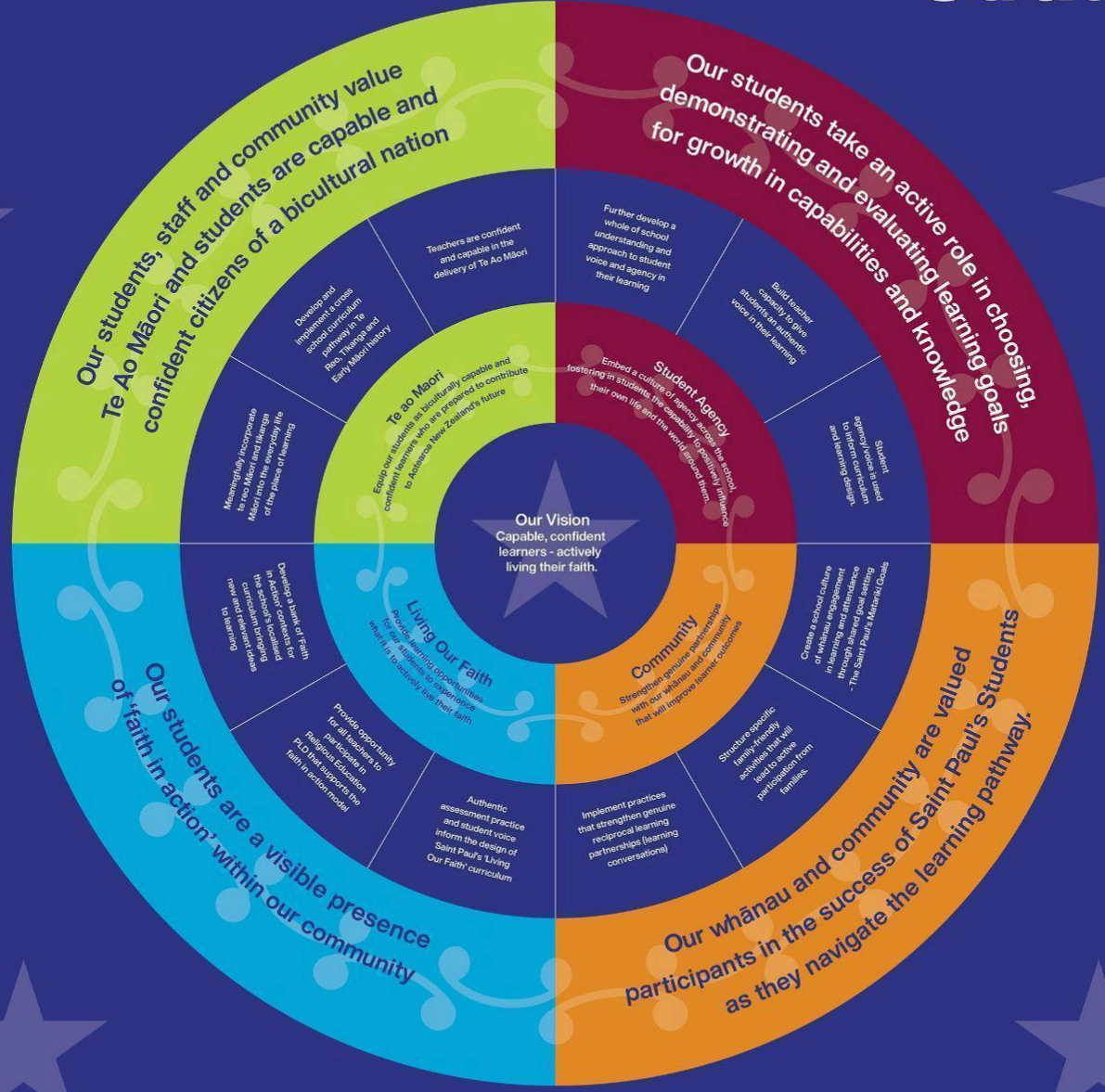


Our Values

- 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 Implementation Plan - 2025

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	Actions	T 1	T 2	T 3	T 4	Key Metric	What Will Success Look Like?
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Strengthen Te Ao Māori with increased teacher knowledge of Ngā kawatau at Governance and Leadership, Effective Teaching Pedagogy.					Ngā Kawatau Matrix and Next steps.	Board and Kaiako are able to identify their next steps using the matrix
	Strengthen across school plan for growing a culturally responsive school						Cross School Plan is implemented at all levels
	Collect ākonga / kaiako voice around current practise within Saint Pauls					Annual Whānau Survey	
	Ākonga have increasing understanding in the concepts of Hauora, Mara Hupara (growing physical strength through play) and kaitiaki (guardians of the earth)					Internal Review finds increased teacher knowledge and implementation across curriculum	Active, healthy students with a strong connection to whenua
Consistency in best teaching practice of Aotearoa NZ History at all learning levels	Implementation of NZ Histories embedded in school curriculum with odd year taught 2025. (Matariki teaching focus across the school)					Leadership Review of Planning / ākonga voice	Three year cycle implemented with fidelity across Years 0-6 and two year for Years 7 & 8
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					Internal Review finds increased teacher knowledge and implementation across curriculum	Cohesive whole school planning progression of teaching and learning 0-8
	PGC includes review focus against teaching of Reo and Tikanga					Leadership Review of PGC documentation and conversation	Te Reo / Tikanga goal embedded in the PGC cycle of inquiry
	Consistent teaching of Reo and Tikanga in all classes and shared with whānau.					Ākonga and Kaiako voice	

Initiative 1A: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning	Measure: Increased knowledge and confidence in Te Reo and Tikanga			
Key Actions:	Accountable	Responsible	Resource	When
Strengthen Te Ao Māori with increased teacher knowledge of Ngā kawatau at Governance and Leadership, Effective Teaching Pedagogy.	BOT Leadership Team Kaiako	DP	Staff / BOT Meetings	Term 2/3
Strengthen across school plan for growing a culturally responsive school	DP Curriculum Leads	DPs	Staff Meeting	Terms 1-4
Collect ākonga / kaiako voice around current practise within Saint Pauls	Kaiako Ākonga	DP	Leadership	Term 1
Ākonga have increasing understanding in the concepts of Hauora, Mara Hupara (growing physical strength through play) and kaitiaki (guardians of the earth)	Kaiako	PE Kaiako	Classroom time	Terms 1-4

Initiative 1B: Consistency in best teaching practice of Aotearoa NZ History at all learning levels	Measure: Kaiako and ākonga have increased knowledge and confidence of local history and pūrakau			
Key Actions	Accountable	Responsible	Resource	When
Implementation of NZ Histories embedded in school curriculum with odd year taught 2025. (Matariki teaching focus across the school) <ul style="list-style-type: none"> - Review EOTC Local Sites, form a localised Annual Plan - Develop a School Wide plan for pūrakau Years 1 - 8 	Kaiako	DPs	Ministry and Kahui Āko resources The Prow Museum	Term 2

Initiative 1C: Teaching of Reo and Tikanga is consistent across the school towards school curriculum expectations	Measure: Kaiako and ākonga have increased knowledge and confidence of Te Reo Māori			
Key Actions	Accountable	Responsible	Resource	When
Cross school coherence in expectations of Teaching Reo and Tikanga at Saint Paul's	Kaiako Curriculum Leads	DPs	School curriculum	Terms 1 - 4
PGC includes review focus against teaching of Reo and Tikanga	Kaiako	Kaiako	PGC Cycle	Terms 1 & 4
Consistent teaching of Te Reo Māori and Tikanga in all classes and shared with whānau.	Kaiako	DPs	Review of	Terms 1 & 4

	Curriculum Leads		Planning	
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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	Actions	T 1	T 2	T 3	T 4	Key Metric	What Will Success Look Like?
Further develop a whole of school understanding and approach to student voice and agency in learning	Support ākongā and kaiako in effective use of assessment practices to guide learning and teaching towards improved outcomes for learners.					Internal Reviews Akonga voice	Students are active participants in goal setting and learning
	Establish school systems that see regular revisiting of how we highlight learner capabilities within the cycle of the week/year and foster 'split screen thinking'					Team and leadership review of planning	Whole school approach
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.					Teachers receive feedback on teaching through Practice Analysis Conversations	The Inquiry Cycle is a common practice tool used by kaiako
	Embed a consistent approach to agency in Maths by addressing strengths and needs at Syndicate Level Plan					Internal Review of Mathematics and Statistics	Cohesive planning school wide
	Build kaiako confidence to implement the new curriculum in order to give ākongā authentic voice in their learning					Planning is aligned with all new curriculum documents	Saint Paul's Curriculum reflects the NZ Curriculum aspirations and aligns with school's pedagogy
	Review of assessment for learning tools that will support our kaiako and ākongā					Assessment Map updated and adapted to meet any new assessment requirements	School's Assessment cycle reflects MOE expectations and Saint Paul's Theory of Assessment Practice
Student agency/voice is used to inform curriculum and learning design - The Saint Paul's Matariki Goals	Improve levels of critical thinking and engagement in learning through the implementation of Te Mātaiaho..					Team and leadership review of planning	Students are active participants in goal setting and 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					Internal Review	Clear and transparent Positive Culture for Learning and Behaviour
	Common understanding of Saint Paul's Positive Behaviour Plan (Practice, Language, Values) is documented (Positive Culture for Learning)					Review of etap data	School wide Behaviour data Reduced Number of Interventions

Initiative 2A: Further develop a whole of school understanding and approach to student voice and agency in learning	Measure:			
Actions:	Accountable	Responsible	Resource	When
Support ākongā and kaiako in effective use of assessment practices to guide learning and teaching towards improved outcomes for learners.	Kaiako	DP	Team meetings/ Sarah Thomas	Term 3/4
Establish school systems that see regular revisiting of how we highlight learner capabilities within the cycle of the week/year and foster 'split screen thinking'	Kaiako	DP	Leadership meetings	Term 1/2

Initiative 2B: Build teacher capacity to give students an authentic voice in their learning	Measure:			
Actions:	Accountable	Responsible	Resource	When
Embed a common understanding of the Inquiry Cycle, recognising the link to Practice Analysis Conversations.	Kaiako	Leadership Team	PGC Cycle	Ongoing
Embed a consistent approach to agency in Maths by addressing strengths and needs at Syndicate Level Plan	Kaiako	Curriculum Leads	TOD Team Meet	Termly
Build kaiako confidence to implement the new curriculum in order to give ākongā authentic voice in their learning	Kaiako	DPs Curriculum Leads	PLD Staff Meetings Team Meetings	Ongoing
Review of assessment for learning tools that will support our kaiako and ākongā	Kaiako	DP Curriculum Leads	PLD Staff Meetings Team Meetings	Terms 1&3

Initiative 2C: Student agency/voice is used to inform curriculum and learning design - The Saint Paul's Matariki Goals	Measure: Tamariki are equipped to engage in, reflect and monitor their learning steps			
Actions:	Accountable	Responsible	Resource	When
Improve levels of critical thinking and engagement in learning through the implementation of Te Mātaiaho.	Kaiako	DP Curriculum Leads	PLD Staff Meetings Team Meetings	Terms 1 & 3

Initiative 2D: Develop a whole school understanding of positive behaviour at Saint Paul's	Measure: Whole school engagement with positive behaviour goals			
Actions:	Accountable	Responsible	Resource	When
Review school's Positive Behaviour document - Set goal for end of year achievement	Lead DP	DP	Staff Meeting	Terms 1 & 4
Common understanding of Saint Paul's Positive Behaviour Plan (Practice, Language, Values) is documented (Positive Culture for Learning)	Lead DP Kaiako	DP	Classroom programmes	Ongoing

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	Actions	T 1	T 2	T 3	T 4	Key Metric	What Will Success Look Like?
Implement practices that strengthen genuine reciprocal learning partnerships (learning conversations)	Engage whānau with school pedagogy and it’s alignment with the Science of Learning					Annual whānau survey	Whānau are actively engaged with learning through conversations with tamariki
	Board engagement with staff and whānau to develop a pathway forward in the world of AI recognising the character and pedagogy of our school					Policies, procedures and curriculum documents reflect best practice in the use of AI and acknowledge the school’s special character and pedagogy	Kaiako and tamariki have the skills and values to use AI
	Review and implement Reporting Cycle that meets whānau needs and aligns with MOE expectations					Annual whānau survey	Reporting Cycle agreed and communicated
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					Community feedback - Annual Whānau Survey	A cycle of whānau gatherings is implemented recognising the diverse needs of the community
	Whānau engagement in development of Saint Paul’s playscape					Ongoing progress towards playscape plans	An increasing number of whānau are engaged in the ongoing development of 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’					High levels of whānau engagement	Students and whānau feel connected to ākonga learning goals
	All teachers support students in evaluating and sharing their growth in learning and capability goals (Split Screen Thinking)					Formal reporting to whānau and ‘Just in Time’ feedback against learning and learner capabilities	Kaiako feedback against student learning goals recognises learning and capabilities
	Whānau and kaiako are collaborative participants in raising levels of student, engagement, achievement and attendance					Clear progressions of learning are understood by ākonga, kaiako and whanau.	Ākonga and whānau are actively engaged with learning through shared learning conversations

Initiative 3A: Implement practices that strengthen genuine reciprocal learning partnerships (learning conversations)	Measure: Whānau are actively engaged with learning through conversations with tamariki and communication with kaiako.			
Actions:	Accountable	Responsible	Resource	When
Engage whānau with school pedagogy and it's alignment with the Science of Learning	Kaiako	DPs	Home Communication Whānau evenings	Ongoing Terms 2 & 3
Board engagement with staff and whānau to develop a pathway forward in the world of AI recognising the character and pedagogy of our school	BOT Leadership	IT Lead Leadership Mic Wan	Board Meetings Staff meetings	Terms 1-3
Review and implement Reporting Cycle that meets whānau needs and aligns with MOE expectations	Leadership Team	DPs	Whānau Consultation	Term 1

Initiative 3B: Structure specific family-friendly activities that will lead to active participation from families.	Measure: A schedule of planned activities see whānau engaged with the life of the school			
Actions:	Accountable	Responsible	Resource	When
Develop and implement a plan for coffee catch ups and information sharing with whānau that will support those who are new to our kura	Lead DP	DP	leadership Guest speakers	Ongoing
Whānau engagement in development of Saint Paul's playscape	BOT	Principal	Working Bees	Ongoing

Initiative 3C: Create a school culture of whanau engagement in learning through shared goal setting - The Saint Paul's Matariki Goals	Measure: Kaiako, whānau and ākonga work collaboratively towards learning goals - 'Matariki Goals'			
Actions:	Accountable	Responsible	Resource	When
Students and whanau engage with Saint Paul's Matariki Goals 'Reach for the stars'	Kaiako Whānau Ākonga	Leadership	Class learning Home communication whānau meetings	Terms 1 & 3

All teachers support students in evaluating and sharing their growth in learning and capability goals (Split Screen Thinking)	Kaiako Ākonga	Leadership Team Leads	Staff meetings Class planning Learning time	Across Year
Whānau and kaiako are collaborative participants in raising levels of student, engagement, achievement and attendance	Kaiako Whānau	Leadership Team Leads	Class learning Home communication whānau meetings	Across Year

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	Actions	T 1	T 2	T 3	T 4	Key Metric	What Will Success Look Like?
Develop a bank of 'Faith in Action' contexts for the school's localised curriculum bringing new and relevant ideas to learning	Syndicates develop a list of Faith in Action local contexts					Year level overview of 'faith in action' contexts for learning and positive change in our community and wider world.	Kaiako, ākonga and whānau are participants in identifying 'faith in action' contexts.
	All integrated planning includes opportunities for 'faith in action' recognising Krathwohl Taxonomy					Team and leadership review of planning.	Faith in action projects will demonstrate deep learning and be visible in 'Projects of Hope' publication.
	Develop a cross school common practice of meditation					Ākonga provide a reflection on the benefits of meditation	Ākonga and kaiako are all able to practice meditation during weekly time slot
Provide opportunity for all teachers to participate in Religious Education PLD that supports the faith in action model	Develop a PLD plan for 2025 reflecting ADW PLD plan and staff needs					PLD Plan developed	Clear and transparent plan understood by all staff
	Review Curriculum Pathway in RE and respond by developing Integrated Resource kit for 2025 "Hope For The Future" folder'					DRS and team reviews of coverage of AOs over two years	Online learning team Curriculum Pathway for odd and even years
	Staff evaluation towards best practice of student agency within RE					Team and leadership review of planning	All deep learning opportunities in RE offer opportunity for student agency
"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.					Team and leadership review of planning	Faith in Action projects and planning for deep learning have a focus on environmental and social education
	Ākonga and community voice is gathered and harnessed to implement long-term, sustainable and resourced action plan					Community / Whānau Survey	Long Term Planning for Environmental Education

Initiative 4A: Develop a bank of 'Faith in Action' contexts for the school's localised curriculum bringing new and relevant ideas to learning	Measure:			
Actions:	Accountable	Responsible	Resource	When
Syndicates develop a list of Faith in Action local contexts	Kaiako	Team leads DRS	School curric Community	Term 2
All integrated planning includes opportunities for 'faith in action' recognising Krathwohl Taxonomy	Kaiako	Team leads DRS	REA Community experts	All terms
Develop a cross school common practice of meditation	Kaiako	DRS	Parish experts	Terms 2 &3

Initiative 4B: Provide opportunity for all teachers to participate in Religious Education PLD that supports the faith in action model	Measure:			
Actions:	Accountable	Responsible	Resource	When
Develop a PLD plan for 2025 reflecting ADW PLD plan and staff needs	Leadership Team	DRS	ADW	Term 1
Review Curriculum Pathway in RE and respond by developing Integrated Resource kit for 2025 "Hope For The Future" folder'	Kaiako	DRS Principal	Staff & Leadership Meetings Online resources	All terms
Staff evaluation towards best practice of student agency within RE	Kaiako	DRS Principal	REA Maureen/DR S	Terms 2 & 3

Initiative 4C: "Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us". - ADW Goal	Measure:			
Actions:	Accountable	Responsible	Resource	When
Curriculum plans include environmental and social education.	Kaiako	DRS Principal	ADW	All terms
Ākonga and community voice is gathered and harnessed to implement long-term, sustainable and resourced action plan	Kaiako Ākonga	Leadership team	Community Parish	Term 2

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

Supporting Ākonga - Curriculum Action Plan	Supported Ākonga - Internal Evaluation
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Initiatives		T 1	T 2	T 3	T 4	Key Metric	What Will Success Look Like?
To progress the achievement of students identified as not meeting the expected level	Kaiako are supported to develop pedagogy of teaching and learning in line with new curriculum to ensure a rich school wide English and Maths/Statistics programme					Staff Attend Ministry PLD Evaluate current practices at learning team/ syndicate / whole school level Agreed approach to Literacy teaching and learning.	Ākonga understand they are part of a Literacy Journey that is progressive Teachers attend PLD and evaluate existing and new practices
	Evaluate Implement, and monitor Tier 2/3 intervention programmes across the school.					Analysis of intervention ākonga data and review of programmes - Internal Review Response to Data PL documentation	Responsive programmes of support catering to individual learners.
	Mentoring and support for kaiako in Literacy– (BSLA for Years ½, iDeal for Years 0-2), Maths and Statistics (ALIM - Years 5 - 8)					Internal Review Response to Data PL documentation	Skilled, confident kaiako using informed pedagogy
	Grow assessment-capable learners who understand what they need to learn, where they are at with learning, what their next learning steps are.					Ākonga progress and achievement data Kaiako planning documentation Ākonga voice	Ākonga are active participants in their learning
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'					Clear progressions of learning are understood by ākonga, kaiako and whanau.	Ākonga, with the support of their kaiako are actively participating in evaluating and monitoring their next steps in learning.
	All teachers support students in evaluating and sharing their growth in learning and capability goals (Split Screen Thinking)						
	Whānau and kaiako work in partnership in raising levels of student attendance					School Attendance data	Ākonga and whānau are actively engaged with learning through shared learning conversations

Initiative: To progress the achievement of students identified as not meeting the expected level	Measure: Improvement in targeted areas of ākonga learning			
Actions:	Accountable	Responsible	Resource	When
Kaiako are supported to develop pedagogy of teaching and learning in line with new curriculum to ensure a rich school wide English and Maths/Statistics programme	Kaiako	Leadership Team	Sarah Thomas/ MOE PLD	Terms 1-4
Evaluate Implement, and monitor Tier 2/3 intervention programmes across the school.	SENCO/ Leadership	SENCO /DP's	BOT/MOE Funded intervention	Terms 1-4
Mentoring and support for kaiako in Literacy– (BSLA for Years ½, iDeal for Years 0-2), Maths and Statistics (ALIM - Years 5 - 8)	Kaiako	Leadership Team	BOT/MOE Funded intervention	Terms 1-4
Grow assessment-capable learners who understand what they need to learn, where they are at with learning, what their next learning steps are.	Kaiako	Leadership	Planning Learning Assessment	Terms 1 & 3

Initiative: Create a school culture of whanau engagement in learning through shared goal setting - The Saint Paul's Matariki Goals	Measure: Whānau are actively engaged with ākonga learning goals with a focus on raising achievement and attendance			
Actions:	Accountable	Responsible	Resource	When
Students and whanau engage with Saint Paul's Matariki Goals 'Reach for the stars'	Kaiako Whānau	Kaiako	Home Communication Reporting to whānau	Terms 1-4
All teachers support students in evaluating and sharing their growth in learning and capability goals (Split Screen Thinking)	Kaiako Ākonga Whānau	Kaiako Team leads	Home Communication Reporting to whānau	Across year
Whānau and kaiako work in partnership in raising levels of student attendance	Kaiako Leadership Office Admin Whānau	Leadership	etap Leadership & Admin meetings	Ongoing