

Annual Implementation Plan 2025

Goal 1 - Catholic Character

1a. Opportunities for students to learn and develop as Christ's witnesses through their actions and their gradual formation/growth of conscience in fundamental, permanent virtues and prayer

Expected Outcome	Current	Key future actions	Who is Responsible? Timeline & Resourcing	How will we measure success?
<ul style="list-style-type: none"> Provide a range of liturgical opportunities for students. 	<p>In 2024: We provided opportunities to belong to, and participate in:</p> <ul style="list-style-type: none"> Action group - SHINE Student Liturgy Leadership Student prayer leadership - within class & school masses/liturgies Daily Gospel/Bible study Weekly Mass Service to humanity - Mission Day, response to those in need 	<p>Increase numbers and participation (or maintain) in student groups and liturgical programmes. For example, a student lead choir is formed to perform at weekly mass.</p> <p>Prayers will be in all languages represented in the school, at every weekly mass/liturgy</p> <p>Meditation prayer becomes part of class prayer practice</p>	<p>Priest School Staff/Teachers Families Students Director of Religious Studies</p>	<p>Increased numbers and/or participation in student groups and liturgical programmes.</p> <p>All languages/cultures celebrated within masses and prayers.</p> <p>Increased family participation in student masses (language, coaching, attendance at Masses)</p>

Goal 1 - Catholic Character

1b. Partnership with parents who are the first educators

Expected Outcome	Current (To continue)	Key future actions (Reference to Catholic Character Review 2024)	Who is Responsible? Timeline & Resourcing	How will we measure success?
<p>Increased information and parent education about student progress and achievement in relation to The Tō Tātou Whakapono Our Faith.</p>	<p>Weekly newsletter includes focus for liturgical season and mass theme for the week.</p> <p>Website information</p> <p>The school actively supports and promotes parish programs for the Sacraments of Initiation, Eucharist and Confirmation.</p> <p>2024 The school ran a baptismal programme.</p>	<p>Give parents a further opportunity to engage with and support their tamariki learning in Religious Education and communicate with parents about what their tamariki are learning e.g newsletter, Seesaw etc.</p> <p>Investigate ways of including reporting to parents on assessment and faith development as the new curriculum is implemented.</p> <p>Re-establish weekly reporting of current RE classroom focus via the school newsletter- for parent information and follow up.</p>	<p>Priest School Staff/Teachers Families Students Director of Religious Studies</p>	<p>Parent feedback & voice on the increased communication on the RE programme.</p>

Goal 1 - Catholic Character

1c. Implementation of the new curriculum Tō Tātou Whakapono Our Faith.

Expected Outcome	Current	Key future actions	Who is Responsible? Timeline & Resourcing	How will we measure success?
Tō Tātou Whakapono Our Faith will be implemented in all classes.	The 'Faith Alive' resources are used in the senior school and the Tō Tātou Whakapono Our Faith curriculum in the junior school.	The Diocesan Religious Education Advisor to support teaching staff with implementing the new curriculum Tō Tātou Whakapono Our Faith through staff meetings and classroom support.	Diocesan religious education advisors Director of Religious Studies Principal	Use of Tō Tātou Whakapono Our Faith curriculum will be used for planning and delivery of RE programmes. Classroom Observations

Goal 2 - Cultural Responsiveness

2a. To accelerate student learning and achievement by focussing on developing strong relationships and implementing discursive practices. (Russell Bishop)

Expected Outcome	Current	Key future actions	Who is Responsible? Timeline & Resourcing	How will we measure success?
<p>Maintain fidelity to the school's learning culture.</p>	<p>Classroom teacher Feedback Loops x per year (Term 1 and 3) all teachers. Extra formal feedback loops as needed/requested.</p> <p>Gather and analyse overall Feedback Loop data against Relationship Based Learning profile and gathered student voice</p> <p>Continue Spotlight Observations - School-wide Feedback loop data to inform the direction for Terms 2-4. Includes student voice gathering on a regular basis (aligns with part 2 RBL profile).</p> <p>All school meetings facilitated following the established RBL profile. To ensure fidelity to RBL philosophy & agentic</p>	<p>Feedback Loop monitoring will be strengthened by:</p> <p>Continue to analyse formal Feedback Loop data, set teaching goals, and leadership priorities Terms 1 and 3.</p> <ul style="list-style-type: none"> ● Prioritised dates set for both formal observations and coaching conversations. ● Impact coaches to moderate loop data at conclusion of Time 1 & 2. ● 2025 Whole School PD will focus on planning and success criteria to inform feedback via Teacher Only Days and pods. ● Further targeted PD will be determined depending on team needs (informed by loop data) 	<p>Impact coaches Staff/Teachers Students POD Leaders School Leaders</p> <p>Release time</p>	<p>Feedback loop data and analysis (Data gathering during Writing, with an emphasis on target learners).</p> <p>Continue to gather student voice</p> <ol style="list-style-type: none"> 1. What are you learning today? 2. How will you know you have been successful? 3. What are your next learning steps? 4. What does your teacher do to support your learning?

	<p>approach</p> <p>School-wide programmes align with RBL approach</p> <p>Fidelity is to be maintained in regards to the delivery of these programmes, BLSA, WTB, MNP, ELLP etc.</p> <p>School students learning culture survey gathered in Term 3 2024. This will lead to revisiting the clarity of learning expectations (Part 1 RBL profile) in 2025.</p>	<p>Protocols implemented to support teachers to achieve their goals (from Loop)</p> <ul style="list-style-type: none">• Weeks 2 and 4 post Feedback Loop in class check-in• Student voice collected by teacher, peer or impact coach• Informal observations of progress towards goal (10min)• Collaborative monitoring of individual goals within teams to ensure actions towards improvement• Classroom visits by POD Leaders at least fortnightly• Integrate regular student voice gathering by teachers for their own practice.• Develop a feedback loop protocol and procedure for Teaching assistants' feedback loops.		
--	---	---	--	--

Goal 2 - Cultural Responsiveness

2b. Local curriculum to continue to be developed

Expected Outcome	Current	Key future actions	Who is Responsible? Timeline & Resourcing	How will we measure success?
<p>Raised achievement in Writing for all, recognising urgency for Māori and Pasifika students.</p>	<ul style="list-style-type: none"> ● School-wide target is 80% at or above in Writing by the end of the year. <p>2024 End of Year</p> <ul style="list-style-type: none"> ● Writing data <ul style="list-style-type: none"> ○ 72.47% at or above (whole school) ○ 48% at - Pasifika ○ 70.40% at - Māori ○ 3.55% of whole school "above" in writing ● Reading Data <ul style="list-style-type: none"> ○ 80.84% at or above (whole school) ● Maths Data 83.28% at or above (whole school) ● 8 of the 12 funded Pasifika students had a Record of Oral Language under the 	<ul style="list-style-type: none"> ● Fidelity to all programmes (RBL, BSLA, WTB, ESOL) ● Oral language focus in teaching and Feedback Loops (we recognise reading and writing float on a sea of oral language - James Britton 1976) ● Oral language and JOST assessments for all priority learners to inform teaching T2 ● Targeted student workshops in class ● Writers are given the opportunity for extension through Writers Club T2-3 ● Termly monitoring of all students, including Pasifika students progress (teacher 	<p>Class Teachers School Leaders ESOL staff Learning Village BICS/CALP Analysis</p> <p>Pasifika parents and families</p>	<p>Progress in assessment data:</p> <p>Oral: JOST, ROL, PVST, recorded language samples</p> <p>Writing: Analysis of writing samples using writing moderation and Writer's Toolbox</p> <p>An increase in the whole school achievement "above" in writing.</p> <p>Using a tracking document to monitor 3 weekly progress, teachers next steps.</p> <p>Analyse data to show students who have made progress and or achieved curriculum expectations</p> <p>A reduction in the end of year writing gap "at" between Pasifika and whole school students</p>

	<p>expected entry-level score of 18 (This number represents 25% of the total number of Pasifika students).</p> <ul style="list-style-type: none"> ● 34% of the total Pasifika students enrolled were either in the junior school or senior students new to NZ were ei ● Writing is currently a schoolwide priority subject, using Writer's Toolbox approach ● Our structured literacy programme supports confidence in surface features of writing ● Oral language assessment for all new entrant and newly enrolled learners and funded ESOL students ● Staff PD on using the new English curriculum 	<p>planning, student work, and student voice)</p> <ul style="list-style-type: none"> ● Y5-8 Pasifika students Writers Toolbox data analysis twice a term to inform progress and teaching decisions. ● Pasifika parent partnership meetings to share data and collaborate on response ● Unpack the oral language section of the new curriculum with staff ● Tracking document for all staff to have access to - POD leaders to drive urgency 		
--	---	---	--	--

Goal 2 - Cultural Responsiveness

2c. Our commitment to Te Tiriti o Waitangi is visible: Teaching and using Te Reo consistently in class, Opportunity for leadership by Maori students, Local curriculum to include Maori (context, history, language)

Expected Outcome	Current	Key future actions	Who is Responsible? Timeline & Resourcing	How will we measure success?
Kia Kaha: Te Reo Māori will be taught school wide	<ul style="list-style-type: none">Te Reo Māori used in many classes	<ul style="list-style-type: none">Refresh our school's Te Reo Māori progressions by the end of Term 2Te Reo Māori and tikanga classroom lessons timetabledTe Reo Māori is promoted in our everyday language across the kuraBi-lingual signs in the kura & public works of art by the end of 2025Te Reo integrated via	Class Teachers School Leaders	Teachers Te Reo Māori proficiency will be monitored using St Peter Chanel School's progressions Class observations during timetabled Te Reo/tikanga lessons

		BLSA, Religious Education and topics of inquiry. (Mataiaho)		
Local curriculum continues to be developed - Māori context, history and language integrated into planning	<ul style="list-style-type: none"> The school has begun to unpack Aotearoa New Zealand History curriculum 	<ul style="list-style-type: none"> Introduction of Te Mataiaho (Curriculum refresh) Staff meetings and workshops to introduce, unpack, and plan use of Te Mataiaho. Integrate knowledge of local context, tikanga, history, and language – including the prior knowledge that ākonga bring with them to school inquiry foci. 	School Leaders Teachers Ministry of Education support	Documentation and planning Learner engagement - student voice
Māori will have opportunities to achieve success as Māori	<ul style="list-style-type: none"> Leadership opportunities for Māori students Junior and senior kapahaka, 	<ul style="list-style-type: none"> Extend Leadership opportunities for Māori students Regular kapahaka performances Marae visits Te Reo/Waiata across whole school. Creation of “Māori Leaders” student group. Access the expertise that Māori parents, whānau, hapū, and iwi offer. 	School Leaders Teachers	RBL profile Part 1 and 2 data from teacher Feedback Loops Māori student voice Māori whanau voice Te Ao Māori opportunities tracked

