



Annual Implementation Plan 2025

To live, learn and love with Jesus, being the best we can be.

Strategic Goal 1: Faith Journey: Our faith community continues to grow as we embrace our whanau			
NELPs: Learners at the centre			
Annual target/Goal: Our school community are supported in their understanding of what it means to be a Faith Community			
What do we expect to see by the end of the year? Completion of Baptism and sacramental programme flowing through into strengthened connections within Parish/School			
Actions:	Who	Resources	Success:
<p>Our faith community actively nurtures and supports children’s faith development, fostering a strong spiritual foundation.</p> <p>All members of our community feel valued and fully involved in rituals, enhancing a shared sense of belonging.</p> <p>Children confidently participate in various liturgical activities, deepening their understanding and engagement in faith.</p> <p>Pastoral care is embedded in our daily processes, ensuring a compassionate and supportive environment for all.</p> <p>Whānau and staff experiencing loss, grief, or change receive meaningful and timely support.</p>	<p>DRS Principal BoT</p> <p>Teachers</p> <p>all staff</p> <p>seasons</p>	<p>Release time</p> <p>books facilitator</p>	<p>Students in Years 4–6 will be able to articulate how they experience and express their faith at school, and all classes will have participated in some type of faith-based activity (e.g., liturgies, prayer services, service projects, or classroom prayer experiences), with visible student-led contributions.</p> <p>Students, staff, and whānau surveyed will report feeling valued and included in school rituals, and new opportunities for involvement in rituals will be implemented, reflecting diverse cultural perspectives and contributions.</p> <p>Students will have actively participated in school or parish liturgical celebrations (e.g., Mass, prayer services, feast day liturgies), with each class undertaking planning for at least one per term.</p> <p>Implemented pastoral care routine aligned with PB4L practices (e.g., check-ins, restorative circles, or positive reinforcement systems), with a focus on Gospel values. Students will report feeling safe, supported, and valued at school when surveyed. Pastoral care will be visibly linked to Catholic Character through regular integration of prayer, scripture, and Catholic Social Teaching in response to needs.</p> <p>Facilitate the Seasons for Growth program to support students dealing with grief, loss, or change.</p>

Strategic Goal 2: Learning and Teaching: We value the building of a strong learning partnership between all akonga and strive to grow great humans.

NELPs: Quality teaching and leadership

Annual target/goal: All staff have engaged in PD aligned with school priorities, and report increased confidence and connectedness

What do we expect to see by the end of the year? Confident, well-supported staff who collaborate effectively, feel valued in their wellbeing, and are equipped with high-quality professional development to deliver an inclusive, engaging curriculum. Confidently using HERO to support student progress, communication, and whānau engagement.

Actions:	Who	Resources	Success:
<p>Staff receive ongoing, high-quality professional development that enhances their skills and effectiveness.</p>	<p>SLT MoE</p>	<p>RTLB Tāhurangi resources</p>	<p>All staff will have participated in some PD that supports NME (Neurosequential Model for Education), Restorative Practice and PB4L (Positive Behaviour for Learning) Maths & English Curriculum Implementation – Support the successful rollout of the new Maths and English curriculum with clear teaching strategies and resources.</p>
<p>The curriculum is effectively delivered, engaging, and inclusive, catering to diverse learning needs.</p>	<p>SLT</p>	<p>MOE Maths PLD Massey SLPD</p>	<p>Teachers will be supported to plan units of work aligned to Te Mātaiaho: Mathematics and English and Science of Learning planned collaboratively in PODs, ensuring that key elements of explicit teaching, positive dispositions, rich tasks, communication and Structured Literacy are included.</p>
<p>Teachers feel well-equipped with resources and professional development to enhance student outcomes. Assessment and feedback processes support continuous improvement, and whānau are engaged in their children’s learning journey.</p>	<p>Pōhutukawa POD</p>		<p>Progress is observable in the scale score reports of PAT Mathematics. Progress is evident in SL assessments: Dibels ORF, Maze, Spelling across the school.</p>
<p>Support students to progress through the foundation areas so they are on track for success in the wider curriculum</p>	<p>SLT</p>		<p>Student Leadership (Years 4-6) – Develop leadership opportunities for Years 4-6, fostering responsibility and participation.</p>
<p>Increase the love of reading across the school through Learning Hub engagement.</p>	<p>SLT Librarian</p>	<p>Newsletter Access-it</p>	<p>PaCT Assessment – explore how we can continue to utilise the LPF framework and examples and PaCT assessment tool to track and enhance student progress and align to the Year group expectations of the Maths and English curricula. Ensure consistent use of Seesaw for student learning documentation and parent engagement. Evidence of work aligns with intended outcomes. Importance of reading at home communicated throughout the school through a range of activities and events coordinated through the Learning Hub.</p>

<p>Staff feel well-supported in their wellbeing, contributing to a positive and thriving work environment.</p> <p>The new SMS is integrated across the school, streamlining administrative processes and enhancing data accuracy. Staff feel confident and supported in using the system effectively through training. The system improves communication between teachers, whānau, and students, enabling real-time access to important information. Reporting and tracking student progress is more efficient, leading to improved learning outcomes and well-informed decision-making.</p> <p>Implement and monitor Stepped Attendance Response (STAR)</p>	<p>Principal</p> <p>SLT with staff</p>		<p>One-on-one meetings and check ins</p> <p>Coaching conversations support staff well-being and inquiry focus.</p> <p>Staff norms are revisited regularly at staff meetings and on weekly Admin meeting minutes/ HERO</p> <p>TA check-ins are regular.</p> <p>All staff are trained and confident in using HERO and reporting to whanau efficiently across the school.</p> <p>Gradual improvement of attendance data</p> <p>Community are aware of and follow systems for reporting absence from school</p>
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Strategic Goal 3: Culture and Identity. We will embrace the unique diversity of our community and acknowledge and support culturally responsive practices that maintain the well-being of all.

NELPs: Barrier-Free Access

Annual target/goal: To develop capability in te reo Māori. All staff and children to know their pepeha. Teachers develop understanding of culturally responsive practices in the classroom environment.

What do we expect to see by the end of the year? All staff and students using the kupu of the week and can say their pepeha. Culturally responsive practices are evident in every classroom.

Actions:	Who	Resources	Success:
<p>Provide professional development for staff to enhance their confidence and capability in using Te Reo Māori.</p>	<p>Unit holder</p> <p>Teachers</p>	<p>Kāuru resources</p>	<p>Teachers and students will introduce 10 new kupu each term to their class. These will be the same words across the school, to build language capability. Simple sentences connecting the words will be spoken.</p>

<p>Organise and facilitate a visit to Hongoeka Marae, providing students with authentic learning experiences about local Māori culture, history, and tikanga through engagement with iwi.</p> <p>Samoan Language Week – Celebrate Samoan culture and language with themed activities, greetings, and cultural performances.</p> <p>Matariki Celebration – Organise school-wide Matariki events, including storytelling, star gazing, and traditional Māori practices.</p> <p>Whānau Day – Plan a special day for families to engage in school life, fostering strong community connections.</p> <p>Māori Language Week – Integrate Te Reo Māori into daily activities, lessons, and celebrations to promote language learning and cultural appreciation.</p> <p>NZSL Week – Promote New Zealand Sign Language through activities, lessons, and awareness campaigns to support inclusivity and communication.</p> <p>Whānau Consultation – Facilitate meaningful engagement with whānau to gather feedback and strengthen partnerships in learning.</p>	<p>ASTL support</p> <p>Unit holder</p> <p>Staff</p> <p>P and F group</p>		<p>Pepeha will develop across the school and build from one year to the next. A google doc will be created to track the development of each pepeha. Students will say their pepeha in class each week.</p> <p>Whānau feel well-supported and equipped to nurture their children’s learning and faith journey.</p> <p>Significant calendar events are celebrated collectively, strengthening community connections.</p> <p>Hongoeka Marae: gain understanding and appreciation of local Māori culture, history, and tikanga through meaningful engagement with Hongoeka Marae. Strong relationships are fostered between the school and local iwi, enriching cultural learning and strengthening the connection to te ao Māori. Staff and students feel confident in participating in marae protocols, enhancing their sense of belonging and respect for tangata whenua.</p> <p>Student-Led Cultural Groups: Cultural groups are actively supported and driven by student leaders, fostering pride and inclusivity.</p> <p>Welcoming School Events: The community feels welcomed and actively participates in school events, reinforcing strong relationships.</p>
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<p>Build Aotearoa New Zealand Histories into the teaching programmes ensuring that students are building knowledge and understanding of what has come before us.</p> <p>Explore opportunities for culturally responsive practices in implementing the English and Mathematics curriculum with the students in our school as a focus.</p> <p>To discuss culturally responsive practices as a staff and how this might be evident in a classroom and in different areas of the school.</p>	<p>Teachers</p> <p>SLT and teachers</p>		<p>Big Picture Planning and Inquiry plans include ANZH. Include texts and knowledge from other cultures in English and Mathematics lessons. Mathematical recording and approaches from different cultures are included as appropriate and relevant.</p> <p>Culturally responsive practices are evident in the school and embedded in curriculum and teaching practices.</p>
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