

Annual Implementation Plan 2024

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 2023: 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>Altar servers - re-establish post covid</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 2023)	Who is Responsible? Timeline & Resourcing	How will we measure success?
Increased information and parent education about student progress and achievement in relation to The Tō Tātou Whakapono Our Faith.	<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>2023 The school ran a baptismal programme in Term 4.</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</p> <p>School Staff/Teachers</p> <p>Families</p> <p>Students</p> <p>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?
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Tō Tātou Whakapono Our Faith curriculum will be implemented in all classes.	<i>The Bridging Document</i> and the 'Faith Alive' resources have been used (2023)	Make greater use of the diocesan religious education advisors in order to support teaching staff with implementing the new curriculum Tō Tātou Whakapono Our Faith.	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 programme. Classroom Observations
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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?
Maintain fidelity to the school's learning culture.	Classroom teacher Feedback Loops x 2 per year (Term 1 & 3)	Feedback Loop monitoring will be strengthened by: Continue to analyse formal	Impact coaches Staff/Teachers Students POD Leaders	Feedback loop data and analysis (Data gathering during Writing, with an emphasis on target)

	<p>Gather and analyse overall Feedback Loop data against Relationship Based Learning profile and gathered student voice</p> <p>Time 1 & 2 student voice comparison showed an increase in knowing what they are learning, how they will be successful, and knowing what their next learning steps are</p> <p>Time 1 & 2 teacher discursive practice comparison showed that there had been a significant movement in feedforward, continued positive movement in feedback and some movement in co-construction, power sharing, and prior learning</p> <p>All school meetings facilitated following established RBL profile</p> <p>Agentic approach</p> <p>Using school systems which support the fidelity to the research based programmes</p> <p>Student voice gathering for teachers during terms 2 & 4 (by impact coach).</p>	<p>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. • 2024 Whole School Focus PD on co-construction and power sharing via Teacher Only Days and pods. Teachers will each select power sharing or co-construction activities and together discuss effectiveness and impact of these strategies. • Targeted PD depending on team needs (informed by loop data) <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 	<p>School Leaders</p> <p>Aleise White Cognition PD with team Leaders</p> <p>Release time</p>	<p>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?
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		<p>towards improvement</p> <ul style="list-style-type: none">• Classroom visits by POD Leaders at least fortnightly• Establishment of regular student voice gathering by teachers for their own practice. <p>Classroom teaching assistants to begin Feedback Loops x 2 per year (Term 2 & 4) New staff inducted into RBL practices/procedures within two terms through Feedback Loops, and co-construction meetings.</p>		
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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>2023 End of Year</p> <ul style="list-style-type: none"> ● Writing data <ul style="list-style-type: none"> ○ 80.69% at or above (whole school) ○ 55.17% at - Pasifika ○ 75.87% at - Māori ○ 3.55% of whole school "above" in writing ● 6/9 ESOL funded Pasifika students with a Record of Oral Language under 18 (entry level) ● Writing is currently schoolwide priority subject, using Writer's Toolbox approach ● Our structured literacy programme supports confidence in surface features of 	<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 assessments for all priority learners to inform teaching T2 ● Targeted student workshops in class ● Writers given opportunity for extension through Writers Club T2 ● Termly monitoring of Pasifika students progress (teacher planning, student work, and student voice) ● Y5-8 Pasifika students 	<p>Class Teachers School Leaders ESOL staff Learning Village BICS/CALP Analysis</p> <p>Pasifika urgency group including appointed teachers and teacher volunteers</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>A reduction in the end of year writing gap "at" between Pasifika and whole school students</p> <p>An increase in the whole school achievement "above" in writing.</p>

	<p>writing</p> <ul style="list-style-type: none"> Oral language assessment for all new entrant and newly enrolled learners and funded ESOL students 	<p>Writers Toolbox data analysis twice a term to inform progress and teaching decisions.</p> <ul style="list-style-type: none"> Pasifika parent partnership meetings to share data and collaborate on response T2 		
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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 2 Te Reo Māori and tikanga classroom lessons timetabled Te Reo Māori is promoted in our everyday language across the kura Bi-lingual signs in the kura & public works of art by the end of 2024 Te Reo integrated via BLSA, Religious Education and topics of inquiry. (Mataiaho) 	<p>Class Teachers School Leaders</p>	<p>Teachers Te Reo Māori proficiency will be monitored using St Peter Chanel School's progressions</p> <p>Class observations during timetabled Te Reo/tikanga lessons</p>

<p>Local curriculum continues to be developed - Māori context, history and language integrated into planning</p>	<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. 	<p>School Leaders Teachers Ministry of Education support</p>	<p>Documentation and planning</p> <p>Learner engagement - student voice</p>
<p>Māori will have opportunities to achieve success as Māori</p>	<ul style="list-style-type: none"> • Leadership opportunities for Māori students • Junior and senior kapahaka, 	<ul style="list-style-type: none"> • Leadership opportunities for Māori students extended • Regular kapahaka performances • Marae visits • Te Reo/Waiata across whole school. • Creation of "Māori Leaders" student group. • Access and capture the expertise that Māori parents, whānau, hapū, and iwi offer. 	<p>School Leaders Teachers</p>	<p>RBL profile Part 1 and 2 data from teacher Feedback Loops</p> <p>Māori student voice Māori whanau voice</p> <p>Te Ao Māori opportunities tracked</p>