

# ST JOHN'S SCHOOL

Te Kura o Hato Hoani  
MAIRANGI BAY, AUCKLAND



**Annual Plan**

**2023**

**End of Year Report**

# Pono- Faith

## To nurture and celebrate our Catholic Character and Faith

Policies will reflect our Special Catholic character		
Actions	Responsibility	Timeframe
BOT will consider the Special Catholic Character as the policies are reviewed according to the review cycle  Policy content will show this consideration	BOT	Ongoing
Achievement	This has been considered in the formulation of policies.	
The school environment will reflect our Special Catholic Character		
Actions	Responsibility	Timeframe
All classrooms and the staffroom will have a sacred area for prayer focus	Class teachers DRS	Start of year and ongoing
There will be a cross or crucifix in all administration and learning areas of the school	DRS	Term 1
All classrooms, administration areas and workspaces will display the mission, vision and values of the school	Class teachers SLT	Start of year and ongoing
Images of Christ used will be varied and culturally responsive	Teachers DRS	Ongoing
Achievement	Prayer areas remain a focus in learning spaces and the staffroom. When we relocate into the administration building, on completion, a prayer focus will be reinstated and iconography will be considered to ensure that our 'front of house' reflects our Christian, Catholic and Josephite identity.	
School Gospel values will be promoted and embedded		
Actions	Responsibility	Timeframe
The five values will be taught explicitly throughout the year	Teachers	Ongoing
Values alignment to Gospel scriptures will be taught in classrooms	Teachers	Term 1 ongoing
Value awards will be created which reflect the link to the Gospel	SLT	Term 1/2
Values will be acknowledged and certificates will be awarded by any staff member	All staff	Ongoing
The PB4L matrix with values aligned will be used in implementing the behaviour management programme of the school	PB4L lead team Teachers	Ongoing
Achievement	Our values have been aligned to Gospel scriptures and explicit teaching has occurred in classrooms around the values. Teachers award school certificates to students acknowledging the values.	
One Catholic Character dimension will be reviewed		
Actions	Responsibility	Timeframe
A review will be undertaken by the DRS.	DRS	Term 2
Achievement	A review was undertaken on Dimension 3: Christian Witness. The review question was "How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and life?" looking at the focus areas of Social Outreach and Catholic School Community.  The summary of findings is that "it seems evident that through social outreach practices that have been successful for many years at St. John's and through	

	<p>introducing some new initiatives this year, students have shown a willingness to give their own time to assist others in their school, parish, and community, and to lead where appropriate. They understand that such actions are based on the Gospel message and the person of Jesus Christ. Through implementing something new like a Caritas rice 'stop it' challenge day, being met with resistance from some members of the community created a space for the school to ensure that clear communication and understanding was necessary for akonga and families for the experience to become authentic. The rice challenge became a successful initiative. We hope to build on this idea, and create room for our families to reflect and show gratitude for what they do have whilst raising awareness for what those less fortunate in our world have. Our teachers have learnt alongside the akonga this year about meaningful social outreach.</p> <p>It also seems evident that though listening to feedback from students, families, our parish team and teachers we can further develop the relationship between the parish, school and wider community. Through introducing an evening whānau Mass, a beginning of year Mass, explicit teaching of the responses/traditions during the Mass for akonga, it has led to relationships strengthened between the parish and school. Children have actively been asking about Altar serving and expressing an interest in different roles in our parish. This will support families who may have lost their faith to come back to the Church."</p>
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**Staff and students will develop their understanding of the Charism of Mary MacKillop and Julian Tenison Woods**

Actions	Responsibility	Timeframe
Two staff members will attend the Josephite Colloquium	DRS	2024
Young MacKillop leaders will be selected from the Year Six students to support the DRS in liturgy and outreach	SLT	Beg of Term 1 and end of Term 2
Teachers will plan and teach lessons on Mary MacKillop, Julian Tenison Woods and the sisters of St Joseph	Teachers	Term 1; Weeks 1-2
The school will celebrate the Feast of St Mary of the Cross (or day close if on a weekend)	DRS	August 8 <sup>th</sup>

Achievement	<p>Our Young MacKillops have an active role in the school, particularly leading liturgy and social outreach. Mary MacKillop and the Josephite values remains a focus in class, particularly in the lead up to the celebration of her Feast Day. Images of Mary and Julian are present in all classrooms.</p> <p>The Colloquium did not go ahead this year. We have dates through for next year and plan for two staff members to attend in 2024.</p>
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**Staff, students, and whānau will be given opportunities to encounter Christ**

Actions	Responsibility	Timeframe
All meetings will begin with prayer	Teachers	Ongoing
Whānau will be invited to school and classes masses	Teachers	Ongoing
Teacher rotations during prayer time once a week (Wednesdays)	Teachers	Terms 2-3
Class prayer kete will go home with the children, in turns.	Teachers	Ongoing
Young MacKillops will lead lunchtime Rosary during October	DRS	Term 4
A staff retreat/or Mass will be held	DRS/ Principal	Term 3/4

Year Six students will participate in a retreat		DRS/ Principal	Term 3/4
Achievement	<p>Prayer remains a central practice in our school at all levels. Meetings with children, parents and groups across the school begin with prayer, not just for procedure, but acknowledging that God is present in all we do.</p> <p>A Year 6 retreat is being held this year at the end of Term 3 where the children can come together as a year group before moving on and focus on encountering Christ in a special way in the everyday. This reflection time will be followed by a time of social outreach where the focus will be the Catholic social teaching principle of Stewardship – Kaitiakitanga. This is about being responsible guardians. We are kaitiaki - guardians of the earth. Exercising stewardship is caring for the gifts God has given us, including the environment, our own personal talents and other resources.</p> <p>The Young MacKillops have taken an active leadership role in prayer, particularly when meeting together for assemblies as a team or school. Due to a change in DRS leadership, the Term 4 Rosary sessions did not occur. We will review as an SLT whether this is an action we would like to pursue next year.</p>		
The relationship between the parish and the school will be nurtured and enhanced			
Actions		Responsibility	Timeframe
The school will share Mass planning with the parish team through a dedicated email		DRS Teachers	Ongoing
Classes will participate and contribute in a parish mass once a term		DRS Teachers	Ongoing as rostered
One whole school mass will be prepared and led each term		DRS	Ongoing as rostered
Liturgies will be prepared and led in the church for; <ul style="list-style-type: none"> <li>● Ash Wednesday</li> <li>● Lenten reconciliation</li> <li>● St Mary of the Cross</li> <li>● Blessing of the Advent Wreaths</li> <li>● Advent reconciliation</li> </ul>		DRS	Ongoing as rostered
Father Emile, Father Alex and Father Cruz will be rostered to visit classes		DRS	Ongoing as rostered
The parish team will be invited to share in celebrations and events at the school		DRS	Ongoing
Parish sacramental programme will be supported through the school Religious Education Programme and by teachers		DRS Teachers	Ongoing as rostered
School and parish newsletters will be shared		Office secretary	Ongoing
Parish will be invited to the meetings for New Entrant parents		Principal	Ongoing
The school will request copies of the Parish Council meeting minutes			Ongoing
Achievement	<p>The School-Parish relationship has continues to be strengthened with many opportunities to come together and celebrate. Father Cruz and Father Emile have a visible presence in the School and the school regularly participates in School and Parish Masses. With the restricted use of the hall to gather, the coming together in the Church for liturgies and Masses have been extremely valuable. In addition to the celebration of liturgy, we have used these opportunities to invite community members to celebrate with us as we farewelled staff and Father Alex, inducted new leaders and acknowledged key events in our school.</p>		
The relationship between St John's School and other Catholic Schools will be nurtured and enhanced			
Actions		Responsibility	Timeframe

Staff to attend the Diocesan Dedication Mass at the beginning of the year.	Teachers	February 15 <sup>th</sup>
St John's will continue to be an active part of the North Shore Catholic Schools Kāhui Ako	Principal ASL WSL	Ongoing
Teachers will attend the termly RE Cluster meetings as additional teacher meetings for their professional development	Teachers DRS	Ongoing as rostered
Sharing and visiting other Catholic schools will be encouraged	Teachers	CRT time Ongoing
The principal and team leaders will participate in Catholic professional learning groups	Principal DP	Ongoing as rostered
Catholic Schools Day will be celebrated with another/other Catholic Schools in our Kahui Ako	Teachers DRS	2025
We will participate in the Catholic Schools Cross Country	Principal Sport Co-ordinator	
We will participate in the Annual Catholic Proclaimer of the Word competition	Principal DRS	
Achievement	<p>We are fortunate to belong to a Special Character Kahui Ako and network of North Shore Catholic Schools and a bigger network of Catholic Primary Schools across Auckland. As leaders, the Principals and the Deputy Principals meet regularly and continue to strengthen the great relationships; sharing information, providing opportunities for staff and students to gather, ensuring good transition practices and sharing of best practice and ideas.</p> <p>Catholic Schools Day was not scheduled for this year. The next Catholic Schools Day is in 2025.</p> <p>The Proclaimer of the Word and the Catholic Cross Country Competitions clashed with other school activities that we had already committed to prior to notification of these dates.</p>	
<b>The Liturgical Year will be a key focus of the Religious Education Programme</b>		
<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>
Holy Week and Easter focus will be taught	DRS Teachers	Term 1; Week 9-10
Rosary focus will be taught	DRS Teachers	Term 4; Week 1-2
Advent and Christmas focus will be taught	DRS Teachers	Term 4; Week 7 and Weeks 8-9
Liturgical celebrations to take place throughout the year <ul style="list-style-type: none"> <li>● Jesus picnic</li> <li>● Rangitoto Team Christmas Show</li> <li>● Easter Liturgy (Y6)</li> <li>● Reconciliation in Lent and Advent</li> <li>● Blessing of the Advent Wreaths</li> <li>● First Holy Communion</li> <li>● Confirmation</li> <li>● Baptism (may occur)</li> </ul>	DRS Teachers	Ongoing
Achievement	Liturgy and the celebration of the Sacraments have continued to be important in our school. It has been wonderful to witness the distributed leadership of these events to both staff and students.	
Professional development will be undertaken to provide opportunities for teaching staff to develop their faith and knowledge		

Actions	Responsibility	Timeframe
DRS will facilitate or lead one teacher meeting on RE PD per term	DRS	Termly as rostered
Teachers will attend the RE Cluster meetings where applicable	Teachers	Termly as rostered
Teachers will undertake a minimum of 12 hours of Religious Education Professional Development	SLT	Ongoing
Two teachers will complete Living Life to the Full course on Catholic Spirituality	DRS	TBC
Achievement	Teachers have undertaken RE PD as a staff and other selected PD relevant to them, including one teacher taking part in the Aspiring DRS course. The main focus for PD in RE this year was the implementation of the new RE curriculum for Year 1 and 2. Next year this will be the focus of Years 3 and 4. In Term 4 a range of new Professional Development opportunities were offered and well received by the staff.	
Catholic traditions and rituals will be celebrated together as a community		
Actions	Responsibility	Timeframe
Whole school liturgies will be celebrated for <ul style="list-style-type: none"> <li>Beginning of the Year</li> <li>Ash Wednesday liturgy</li> <li>St Joseph Mass</li> <li>St John the Baptist Mass</li> <li>Feast of St Mary of the Cross Liturgy</li> <li>Assumption of Mary Mass</li> <li>Graduation Mass</li> </ul>	DRS	Ongoing as rostered
Achievement	Celebrated as scheduled.	

## Hauora- Wellbeing

To develop in our children the skills, attitudes and values to live as contributing members of an inclusive community

Students will be instructed and encouraged in practices of caring for self and others

Actions	Responsibility	Timeframe
Teacher meeting PD	TIC Cool Schools	Term 1
Cool School programme will be taught	Teachers	Term 1
Peer mediators will be trained and rostered on duty for lunch times	TIC Cool Schools	Term 1 Ongoing
Keeping Ourselves Safe Programme will be taught	Principal Teachers Police Education Officer	Term 2 or 3
PB4L Matrix will continue to be used with accompanying specific lessons as needed	Teachers	Ongoing
Achievement	The Cool Schools Programme and the Peer Mediator programme has continued this year.  Keeping Ourselves Safe Programme was undertaken this year. A parent meeting was held and follow up information was shared on request to clarify information with parents. Teachers have worked alongside the Police Education Officer to deliver the programme.	
Our bi-cultural heritage will be acknowledged and celebrated		

Actions	Responsibility	Timeframe
A teacher will take responsibility for leading Te Reo, Te Ao and Tikanga Māori in our school	TIC Māori	Ongoing
All Māori students will be priority learners	SLT Teachers	Ongoing
Senior Kapa Haka will be offered for Year 4-6 Students	TIC Kapa Haka	Ongoing
Official visitors will be welcomed by pōwhiri	SLT TIC Kapa Haka	Ongoing
Children and Teachers new to our school will be welcomed by pōwhiri twice per year	TIC Kapa Haka	Ongoing
Senior Kapa Haka will take a lead role in school pōwhiri	TIC Kapa Haka	Ongoing
Senior Kapa Haka will participate in the Kāhui Ako Cultural Festival	TIC Kapa Haka	Term 2
Senior Kapa Haka will participate in the Onepoto Cultural Festival	TIC Kapa Haka	Term 4
Senior Kapa Haka uniforms will be purchased	TIC Kapa Haka	Term 2
Junior Kapa Haka will be offered for Y1-3 students	TIC Kapa Haka	Ongoing
Junior Kapa Haka will participate in the MBPS Matariki Festival	TIC Kapa Haka	Term 3
Students will be instructed in marae protocol	TIC Kapa Haka Teachers	Ongoing
Students will experience and participate in the pōwhiri process	Teachers	Ongoing
Students will be given an opportunity to visit a marae	SLT TIC Kapa Haka	TBC
Achievement	<p>The junior school learned Kapa Haka songs as part of the regular Rangitoto singing. One class will be sharing these as a group within the Rangitoto Team Nativity Production.</p> <p>Kapa Haka Festivals did not happen this year due to external decisions including restrictions at hosting schools.</p> <p>Our Year 6 students formed the Senior Kapa Haka this year and performed within the school as part of the Year 6 musical production, at mihi whakatau and opening the school Gala.</p> <p>The decision was made to hold off the purchase of senior uniforms until a new tutor is found.</p>	
Our multicultural community and society will be acknowledged and celebrated		
Actions	Responsibility	Timeframe
All Pacifica students will be priority learners	SLT Teachers	Ongoing
The outdoor classroom will be refurbished to reflect our multicultural community	SLT Board	Term 1-2
Achievement	<p>Pacifica learners were identified as a priority group and the level of their achievement was equal to or higher than the whole school cohort.</p> <p>Outdoor classroom refurbishment on hold until the completion of the Administration upgrade.</p>	
Staff, students, and whānau will be given opportunities for social outreach		
Actions	Responsibility	Timeframe

A school Social Outreach overview will be formulated and followed including;		DRS SLT	Ongoing as rostered
<ul style="list-style-type: none"> <li>● Caritas Lenten Appeal</li> <li>● Daffodil Day</li> <li>● Cans for Christmas</li> <li>● Gumboot Day</li> <li>● Child Cancer Foundation</li> <li>● Loud Shirt Day</li> <li>● Pink Shirt Day</li> <li>● Mission Fair</li> </ul>			
Classes will prepare a food bank donation for the parish St Vincent de Paul group as part of one of their class masses. The DRS will advise what is of high priority		DRS Teachers	Ongoing as rostered
Nearest and Dearest Day will be held at school		SLT Teachers	Term 3
Students will organise and participate in the annual Mission Fair on the Friday before Mission Sunday		DRS	Term 4, Friday before Mission Sunday
The school will respond to calls for outreach from the Diocese		DRS	As requested
Achievement	The Catholic social teaching principle of having a preferential option for the poor - he whakaaro nui mō te hunga rawakore compels us to think first of the needs of those who are most vulnerable. Social Outreach continues to be an important part of our school programme to raise monies and awareness for a variety of organisations and initiatives. Our community as a whole embrace and support these initiatives with generosity and positivity. This year an initiative with Year 5 and 6 sees social outreach and action being taken outside the school environment into the community with great success.		
Students will develop their sense of belonging to the school through shared practices and experiences and the development of communities within the school community			
Actions		Responsibility	Timeframe
Teachers will provide opportunities for students to participate in shared experiences at a class, year, team, house and school level		Teachers	Ongoing
The buddy class system will be reintroduced. Teachers will facilitate tuakana-teina buddies within their buddy classes (do not have to be same gender)		Teachers	Term 1, Week 2
The house system will continue with the aim of strengthening sense of whānaungatanga		SLT	Ongoing
Buddy classes will meet regularly (at least twice a term)		DRS Teachers	Ongoing as rostered
Teachers will prepare activities for termly house hui		Teachers	Ongoing
Students will continue learn about the legacy their house is named after		SLT Teachers	Ongoing
Staff will be allocated a house		SLT	On appointment and reviewed annually
Achievement	The reinstatement of the buddy system has been a success this year. Over the last couple of years the focus was on strengthening the children's sense of belonging within their house. The decision was made to reinstate the buddy system following feedback from students, staff and whānau about how the students valued their 'big' and 'little' buddies. We will continue to ensure there are also times to gather and celebrate at a house level. The legacy naming of the houses has been integrated and consolidated through the reinforcement of		



	<p>information from teachers.</p> <p>Teachers gather together, particularly within their year groups, to team teach, share information and resources and to develop relationships across classes. This will continue to be of benefit as the classes and formulated each year.</p>	
St John's School will grow leaders		
Actions	Responsibility	Timeframe
House Captains will be elected by the students at the beginning of 2023 Term 1 for Terms 1 and 2, and 2023 Term 2, for Terms 3 and 4	TIC House System	End of Term 2 and 4
Young MacKillops will be selected from Year Six at the beginning of Term 1 for Terms 1 and 2, and the end of Term 2, for Terms 3 and 4	DRS SLT	Beginning of Term 1 and end of Term 2
Year Six leaders for Term 1 and 2 will be commissioned at a School Mass in Week 2 Term	SLT TIC House System	Beg of Term 1
Year Six leaders for Term 1 and 2 will be acknowledged and thanked at the final assembly in Term 2	SLT TIC House System	End of Term 2
Year Six leaders for Term 3 and 4 will be inducted at the final assembly in Term 2	SLT TIC House System	End of Term 2
Year Six leaders for Term 3 and 4 will be acknowledged and thanked at the Graduation Mass	SLT TIC House System	End of term 4
Year Six students will attend Annual Young Leaders Day	Waitemata Team Leader	TBC
Achievement	<p>There are many opportunities for all our Year 6 students to become actively involved in our school and I look forward to seeing the next group of Year 6 leaders take up this leadership. In such roles the students are invited to lead their peers and demonstrate and develop responsibility for both themselves and others. Leadership begins with identifying and understanding our values; Faith, Community, Respect, Excellence and Wellbeing. As leaders they are in a position to, through their own words and actions, influence, motivate and guide others to become the best they can be and grow closer to God.</p> <p>House Leaders; elected by their peers to lead our four houses. This is a long-held tradition. They will hold office over two terms and provide a valuable student voice to the Senior Leadership, their mandate is to KNOW what is right, to STAND for what is right and to LEAD others in that direction.</p> <p>Young MacKillops also hold office for two terms. These children are selected by the DRS and the Year 6 teachers. They provide a student voice around social justice and work with our DRS to support and promote the Special Character of our school, particularly through leadership in liturgy.</p> <p>Young Leaders Day did not happen this year.</p>	
New Entrant students and whānau will be supported in effective and positive transition processes into school		
Actions	Responsibility	Timeframe
Parents will identify which preschool was attended where applicable	Principal's PA	On enrolment
Parents will be sent dates for New Entrant meetings and visits at least a month in advance	Principal's PA	Ongoing as rostered
Parents will attend a New Entrant Information meeting	Principal	Ongoing as rostered
A parent information booklet will be distributed to new parents	Principal	At scheduled meeting prior to starting

Parents will be introduced to key staff as part of the New Entrant meeting including; SLT, Parish representative and office staff.	Principal	At scheduled meeting prior to starting
New Entrant parents will be offered a tour around the school by Year 6 students	Principal	At scheduled meeting prior to starting
New Entrant students will be encouraged to attend two "Little John's" sessions led by Rangitoto Team Leader.	Rangitoto Learning Leader	Ongoing as rostered
Stationery lists will be distributed at the New Entrant Parent Meeting (for children not starting at the beginning of the school year) and will be available for purchase/collection when the students are attending Little John's.	Office secretary	As scheduled prior to starting
Achievement	The transition to school is important and there are robust processes in place to support this; clear enrolment process and support from the school office for parents as they complete the process. The Principal and Junior School Team Leader hold meetings with parents as a cohort group and individually when needed or requested to talk through the induction and transition process and written information is also provided.	
Students will be supported in effective and positive transition processes from Year 6 to Year 7		
Actions	Responsibility	Timeframe
School will pass on any transition and enrolment information given to us by Year 7 schools to parents	Waitematā Learning Leader Year 6 teachers Office Secretary	Term 3-4
Transition forms will be completed and submitted in a timely manner	Year 6 teachers	Term 4
Year 6 teachers will meet with Year 7 representatives to pass on relevant information	Year 6 teachers DP	Term 4
The SENCO will work with SENCOs from Year 7 schools to pass on information of students with additional needs	SENCO	Term 4
Transition visits will be organised for students to visit Year 7 schools if required	Year 6 teachers DP	Term 4
Opportunities will be made for representatives from Year 7 to meet and observe students with additional needs if required	Year 6 teachers	Term 4
Year 7 student representatives from Carmel and Rosmini will speak to Year 6 children	Year 6 teachers	Term 4
Year 6 students will have the opportunity to attend transition and orientation events at Year 7 schools	Principal Year 6 teachers	Term 3-4
Achievement	There is a clear process for transition to Year 7, particularly within our Kahui Ako. Information is shared through established channels and conversations are had between the schools for those students whose transition may need more support.	

## Ako- Learning

To provide a child centred education that maximises each child's learning potential

Priority learners will be identified and supported through the school's additional needs programme		
Actions	Responsibility	Timeframe

Teachers will complete and update Additional Needs register on etap termly	Teachers	Termly Week 8
Learning Support Assistants (LSA) will be employed and allocated based on student need	Principal SENCO	Ongoing beginning Week 2 Term 1
Teachers will plan weekly for LSA	Teachers	Ongoing weekly
LSA will feedback to the teachers on student progress and achievement and any concerns	LSA	Ongoing weekly
SENCO will implement PD for LSA	SENCO	Ongoing
LSA will participate in professional learning meetings at least once a term to build on their knowledge and skills	SENCO LSA	Termly
A Lead teacher responsible for ESOL will continue to be employed 0.2 (Board Funded)	Principal	Annually
ESOL identification forms will be completed as required	Teachers	As required
Students will receive targeted ESOL lessons	TIC ESOL ESOL LSA Teachers	Ongoing weekly
Class teachers and ESOL LSA will liaise on student needs	TIC ESOL ESOL LSA Teachers	Termly
Achievement	<p>There is an increase in the number of children requiring additional support for their learning; both in their accessing the curriculum (academic challenges) and in their ability to focus on learning (social and emotional challenges). We are fortunate to have excellent Learning Support Assistants on staff to support our teachers with some of the most vulnerable of our students. They do an amazing job working alongside the students to ensure they are physically and emotionally safe and then helping them learn. The ability to do this is as a result of the generous funding of the Board.</p> <p>Our LSA have had both internal and external PD opportunities. External PD opportunities allowed the LSA to participate in learning that was particularly relevant to their roles and the children they were working with. The main foci for the external PD has been Numeracy, Literacy and Neurodiversity.</p> <p>ESOL continues to grow in numbers and need. We are having more children arriving at school with less English. Over 50 students are funded ESOL students, receiving both in class and withdrawal support by our specialist LSA. We completed an ESOL verification visit and received a very successful report.</p>	
Local curriculum will be developed		
Actions	Responsibility	Timeframe
Principles of local curriculum development will be a factor when designing termly curriculum foci and learning experiences	Curriculum team Teachers	Termly
An annual theme will be selected. The annual theme for 2023 is Curiosity	Curriculum team	Annually Term 4
Achievement	As planned	
Student voice will be utilised in the selection of inquiry foci and school wide themes		
Actions	Responsibility	Timeframe
The curriculum team will seek student voice from students to be used when making decisions around curriculum foci and learning experiences	Curriculum Team	Twice yearly
Teachers will provide opportunities for students to give feedback during and after topic theme teaching	Teachers	Summation of topics and units

Achievement	As planned		
All students will participate in instruction of Te Reo and Te Ao Māori			
Actions		Responsibility	Timeframe
Students will receive deliberate and explicit instruction in te reo and tikanga Māori led by the classroom teacher and supported by TIC Maori Learning		TIC Māori Teachers	Ongoing
Teachers will incorporate te reo and te ao Māori in their curriculum planning		Teachers	Ongoing
Te reo resources will be purchased		TIC Te Reo	Term 1-2
A teacher meeting will be held to upskill teachers in te reo, tikanga and te ao Māori		SLT TIC Te Reo External provider (possible)	TBC
Achievement	<p>Students continue to receive instruction with the support of the TIC Te Reo. Levelled lessons have been compiled and a variety of resources to support these have been purchased.</p> <p>Tw Wiki o te reo Māori was held with a high level of participation from both students and staff.</p>		
Digital Technology Curriculum will be implemented			
Actions		Responsibility	Timeframe
Resources will be purchased to support and enhance the use of digital technology teaching in the classroom		TIC e-learning	Ongoing
Integrated planning will identify where digital technologies are utilised and developed		TIC Curriculum Teachers	Ongoing
Achievement	As planned		
Religious Education Programme will be implemented			
Actions		Responsibility	Timeframe
RE will be taught four times a week and given priority time		Teachers	Ongoing
The draft RE curriculum Document will be used for the planning and teaching of the RE programme Y1-2		Teachers	Ongoing
The RE Bridging Document will be used for the planning and teaching of the RE programme Y3-6		Teachers	Ongoing
Teachers will specifically plan for differentiation		Teachers	Ongoing
RE Advisors will provide PD at teacher meetings		DRS	As required
A teacher meeting on RE will be held each term		DRS	Termly
A bi-annual overview will be followed and reviewed at the end of the year		DRS Teachers	Ongoing
Faith Alive will be used as a resource to support		Teachers	Ongoing
Achievement	The Year 1 And 2 teachers have been on a PD journey this year, familiarising themselves with the new curriculum. This has been shared with the teaching team through sharing in house and through participation in the RE Symposium across the country (online).		
Assessment and evaluation in Religious Education will used to inform teaching			
Actions		Responsibility	Timeframe
Teachers will use pre-assessments to aid in planning		Teachers	Ongoing
Summative assessments of knowledge and affective domain will be completed at the end of each strand		Teachers	Ongoing

Achievement	As planned		
Sexuality education will be reviewed, and a schoolwide programme implemented			
Actions		Responsibility	Timeframe
The new Relationship and Sexuality Curriculum will be introduced and developed to be aligned with the Catholic Perspective of Sexuality following PD.		SLT DRS	Term 2 onwards
An overview will be formulated for Years 1-6		DRS SLT Trained teachers	Term 1/2
A programme statement will be written		DRS SLT Trained teachers	Term 2
Resources will be collected and collated		DRS Trained teachers	Ongoing
Achievement	This progress was delayed due to delays in PD and communications from Catholic Schools Office. The Principal attended a session in Term 3 in reference to the Catholic Teaching on sexuality and relationships. The leadership team will now discuss and formulate what the curriculum will look like in our context. Community consultation will be included as part of the process. Keeping Ourselves Safe, Year 5 and 6 Puberty sessions will form part of this curriculum.		
A cycle of curriculum and school programme review will be established			
Actions		Responsibility	Timeframe
A cycle of curriculum and school programme review will be established		SLT	Term 1
One major curriculum review will be undertaken each year		Curriculum Team	Term 3
One minor curriculum review will be undertaken each year		Curriculum Team	Term 2
Achievement	In line with the new English and Mathematics Curriculums, teachers have reviewed what they are currently doing in their literacy and Maths programmes and identified ways in which they remove barriers to learning progress for all students. This review will continue into 2024 as we explore the new curriculums in more detail.		
Reporting to parents' procedures and processes will be reviewed			
Actions		Responsibility	Timeframe
A termly newsletter will be sent home from each team conveying important team specific information and identifying the topics being taught in the term		Team Learning Leaders	Termly Week 1
Avenues for sharing learning with parents will be investigated		SLT Teachers	Term 1/2
Review written report formats and timing		SLT Teachers	Term 1
Achievement	Was discussed at leadership and with teachers. With changes likely from the Ministry of Education, further review of reporting to parents is on hold until after the election.		
School Mathematics programme will continue			
Actions		Responsibility	Timeframe
Prime will continue across the school.		Teachers	Term 1 ongoing
Teacher and course books will continue to be purchased.		Curriculum Team	Term 1 and ongoing
Practice books will be added to the student stationery list through Kindo		Curriculum Team Office Secretary	Term 1

The Mathematics programme will be revised to reflect review following initial implementation	SLT	Term 2
Mathematics assessments eg. Jam, AsTTLe, GLOSS and IKAN can be used by the teacher if they want additional information	Teachers	Ongoing
Achievement	As planned.	
Play Based Learning will continue		
Actions	Responsibility	Timeframe
Year 1 will continue to run a play inspired learning programme		
Year 2 and 3 will run a blended programme	Teachers	Ongoing
Digital technologies will be developed and supported through play based learning	Teachers	Ongoing
Achievement	As planned	
ESOL Programme will continue		
Actions	Responsibility	Timeframe
ESOL programme will continue with Lead Teacher and Learning Support Assistants	SENCO TIC ESOL	Ongoing
Achievement	As planned	
Staff will be given professional development opportunities which support the strategic direction of the school		
Actions	Responsibility	Timeframe
Professional development priorities will be identified	SLT	Term 1
All teachers will take part in PD offered within meeting times	Teachers	Ongoing
Other PD which supports the strategic direction of the school will be promoted	SLT	Ongoing
Prior to attending individual PD, staff will complete a PD application stating the link to the PD priority and how the new knowledge will be distributed to other staff	Teachers	As required
The SLT will participate in external professional learning groups	SLT	Ongoing as scheduled
Achievement	As planned	
Staff will be encouraged and expected to share best practice and professional development knowledge		
Actions	Responsibility	Timeframe
Teachers will share best and next practice at teacher meetings and team meetings and informal workshops	Teachers	Ongoing
Teachers will be expected to share new knowledge following professional development	Teachers	As required
Teachers with curriculum or whole school responsibilities will lead teacher meetings when required	Teachers	As required
Teachers with curriculum or whole school responsibilities will present to the school Board in person or in writing when required	Teachers	As scheduled in Board work plan
Achievement	As planned	
Teaching staff will participate in collaborative inquiry groups		
Actions	Responsibility	Timeframe
Kāhui Ako Within School Leaders (WSL) will attend meetings with other WSL within the Kāhui Ako	WSL	Ongoing and as required- dates set by lead Principal and

		Across School Leaders
All teachers will be part of a collaborative inquiry (CI) PLG within the school	Teachers	Ongoing
Collaborative Inquiry foci will be aligned to school strategic goal and Kāhui Ako workstreams	WSL Teachers	Ongoing
Achievement	<p>Teachers have been meeting and working as a whole staff, as teams and as year levels to continue to review and implement changes in our Writing programme. This has been supported by our WSL and PD attended by both teaching and LS staff, particularly around structured literacy and engaging students in Writing.</p> <p>This ties in with our ERO Te Ara Huarau-an improvement evaluation approach focus - Teachers will evaluate how effectively the implementation of the school's learning progression framework and a structured literacy approach has impacts outcomes for all students as well as our Collaborative Inquiry Goal - Teachers will continue to participate in the process and embed the practice of collaborative inquiry led by Kahui Ako Within School Leaders</p>	

## Taiao- Environment

To provide a well-resourced, future focussed learning environment

Access and utilisation of storage and work spaces in the school will be reviewed		
Actions	Responsibility	Timeframe
Storage spaces will be assessed and optimised to minimise space used	SLT	TBC
Staff work spaces will be assessed and optimised to provide space for all staff to work	SLT	TBC
Key audit will be undertaken to ensure staff have correct access	Principal Caretaker	Term 2
Achievement	<p>The assessment and 'cull' of resources in the resource room adjacent to the library in the holidays has had multiple positive benefits; out of date resources have been removed, resources are more logically organised and visible to aid in location, and school resources are more centrally located. This allowed for other spaces to be utilised for different storage purposes needed as a result of the removal of storage under the administration block.</p> <p>Discussions have been held within management around how non-classroom administration and teaching and learning spaces will be allocated and used following the move back to the administration block.</p> <p>Rekeying the school has been a significant undertaking and has resulted in significant benefits. Having a more centralised system has allowed for teaching staff to have more efficient access and created an ease in the logistics of key management.</p>	
The cycle of new classroom furniture and furnishing purchasing will continue		
Actions	Responsibility	Timeframe
Furniture will be purchased to support the new fitout of our administration block	Principal/DP/Admin Staff	TBC
Achievement	Some furniture has been purchased. Some will be purchased after we have moved back into the space and we see where the need is.	
A programme of blinds and curtain installation will be implemented		
Actions	Responsibility	Timeframe

Blinds and/or curtains will be purchased for three classrooms (4, 5 and 6)		Principal	Term 1
Achievement	Curtains have been installed in Rooms 4-6 as blinds were not practical. Blinds have been purchased and installed in R7-9, replacing the existing blinds that were beginning to perish.		
ICT Infrastructure will continue to be supported and developed			
Actions		Responsibility	Timeframe
New Era will be contracted to provide on and off site support		Board	Ongoing
An ICT budget will be formulated		Principal and CSA	Term 1
CSA will be continue to support staff with ICT concerns		Principal	Term 1
Achievement	As planned		
The cycle of digital device purchasing will continue			
Actions		Responsibility	Timeframe
Chromebooks will be purchased to replace devices on a cycle rotation.		CSA	Term 4
Achievement	32 new Chromebooks have been purchased and a stocktake of all Chromebooks and an assessment of the older devices is planned for the end of the year prior to deployment of new devices.		
BYOD will continue to be supported across the Senior school (years 4-6)			
Actions		Responsibility	Timeframe
Information letters will be sent out to inform parents about the option of BYOD in Years 4-6		CSA	Term 1 and 4
BYOD agreements will be signed by students in Year 4-6 if wishing to BYOD		CSA	Term 1
Secure storage will be provided in classrooms		CSA Teachers	Term 1 and as required
Achievement	BYOD has continued to be part of our digital programme.		
The programme of renewing classroom devices will continue			
Actions		Responsibility	Timeframe
TVs will be purchased for and administration and interview room		Principal CSA	As required
Achievement	Will occur after we move back into the administration area.		
A cycle of review and culling of resources will be established			
Actions		Responsibility	Timeframe
LSA with responsibility for resources will continue to review and cull resources		LSA Resources	Ongoing
Achievement	Ongoing process		
School identity and Special Character will be evident and prominent through signage and iconography			
Actions		Responsibility	Timeframe
Information on the house namesakes will continue to be communicated and displayed for 2023		DRS TIC House system	Term 1 ongoing
House banners will be used when representing the school at appropriate events		SLT TIC House system	Ongoing
Achievement	Information has been shared within classes and houses and legacy information to form part of Administration area display.		
Environmentally aware and sustainability practices will be investigated			
Actions		Responsibility	Timeframe
The Senior students will participate in the Garden to Table programme		Waitematā Team Teachers	Ongoing
A Garden to Table 'expert' will continue to be employed		Principal	Ongoing



Students will have the opportunity to participate in recycling initiatives	Teachers	Ongoing
School staff will consider the environment and sustainable options when making property decisions	Staff	Ongoing
LED lights will be used when replacements are required	Caretaker	As required
CSA will investigate printing managed printing options to reduce paper wastage	CSA	Term 2
Board will consider the environment and sustainable options when making property decisions	Board	As required
Achievement	Sustainability practices and decision making continue following the Catholic social teaching principle of Stewardship – Kaitiakitanga, being responsible guardians and exercising stewardship; recycling, composing staffroom and GTT waste, continued development of GTT gardens and orchard, new printers being installed will allow for managed printing, reducing waste.	
A natural planting programme will be developed and implemented		
Actions	Responsibility	Timeframe
Options for planting the bank outside Rooms 4, 5 and 6 will be investigated	Principal Caretaker Board	TBC
Achievement	Initial discussions have been held with SLT, caretaker, Catholic Schools Office-Property and plant experts. Planting is planned for next Spring.	