Ss Peter & Paul Implementation Plan 2025

Strategic Goal 1			
Support students to learn and grow in understanding of what it means to be disciples of Jesus.			
Annual Target/Goal:			
Staff are supported in their understanding of Special Catholic Character, and the Bishops' goals for Catholic Education.			
What do we expect by the end of the year?			
Completion of planned PLD flows through to confident delivery of new RE curriculum.			
Actions	**Who is responsible**	**Resources required**	**How will we measure success?**
Promote the shared bank of precedents and resources connected to the Liturgical Year enabling teachers to better plan and prepare for Liturgical Events.	DRS Liturgy team Lead team	Release time	Shared Drive is utilised by staff independently and this enables institutional knowledge to be shared amongst all staff, enabling the seamless preparation and delivery of Liturgical Events.
Communicating and providing support to teachers to enable them to work towards completion of the desired certification level; creating a culture of enthusiasm for attaining the certificate. Provide feedback to decision makers on the flexible models schools need to make this happen.	DRS	Release time	Database clearly records teachers professional development annually and therefore supports the cumulative recording of study undertaken by staff in relation to certification.
Communicating to staff, and staff utilising all professional development that becomes available in relation to the new RE curriculum to enable successful implementation across the school.	DRS CSES NCRS	PLD Release time	Evidence of communication in Staff Brief and via email and attendance by staff at relevant PLD. Anecdotal evidence that teachers feel more confident in their delivery of the R.E. programme. Planning documentation reflects implementation of the new RE curriculum. Student assessment shows increased knowledge in R.E. and a deeper understanding of how to apply that knowledge to life. Student behaviour and restorative practice reflect an understanding of the model of Jesus.

Strategic Goal 2

Nurture whole-child development to enable students to reach their highest possible standard in education achievement.

Annual Target/Goal:

Students receive quality, structured teaching time for reading, writing and mathematics within a stimulating learning environment.

What do we expect by the end of the year?

Progress data shows an increased number of students achieving solidly at curriculum expectations.

The Depth & Complexity framework is embedded across the school and shared with our parent community.

Increased book borrowing across fiction and non-fiction demonstrates increased regular reading at school and at home.

Actions	Who is responsible	Resources required	How will we measure success?
To implement the English (Yr 1-6) and Mathematics (Yr 1-8) curricula in classroom practice throughout the school.	Lead team Classroom teachers	Curriculum Documents PLD in mathematics provided by MOE	Teachers express and share their understanding of the requirements of English and Mathematics curricula. Planning is underpinned by English (Yr 1-6) and Mathematics (Yr 1-8) curricula in classroom practice, and drives the selection of activities.
Support teachers to deepen their understanding of the English and Mathematics curricula so they can provide a structured approach to learning in these foundation areas.	Lead team Classroom teachers	Structured literacy PLD provided by Elaine	Teaching programmes in foundation areas are structured to fulfil the requirements of the curricula, and the needs of our students in meeting them.
Increase teachers' capacity to design effective and rigorous tasks to ensure learning in the foundation areas has been embedded and can be applied.	Lead team Classroom teachers	Planning time in Areas using CRT time High quality instructional materials	Through professional development, collaboration and staff expertise, teachers are supported to design engaging numeracy and literacy programmes from a wide range of quality resources.
Support students to progress through the foundation areas so they are on track for success in the wider curriculum.	Lead team Classroom teachers	Resource banks Teacher Aides	Students have many opportunities to explore numeracy and literacy across the wider curriculum. Teachers use curriculum documents to monitor progress and achievement. Evidence of student work aligns with intended outcomes. Through a range of assessment practices, students are able to think critically about their learning in English and Mathematics. Teachers observe increased student engagement, enjoyment and confidence in literacy and numeracy.

Design curriculum that is supported by the Depth & Complexity framework and a clear understanding of the learning that matters most.	Lead teachers Lead team Classroom teachers Parents	PLD and release as required, particularly for new teachers and students Release for lead teachers for planning time Depth & Complexity framework and support materials Teacher expertise Student expertise Parent engagement	Teachers understand the requirements of a successful embedding of the Depth & Complexity framework. Through professional development, collaboration and expertise amongst our staff, teachers are supported to strengthen their learning programmes through the Depth & Complexity framework; integrating the universal concept into all areas of the curriculum. Teachers are aware of resources that support Depth & Complexity. All students have opportunities to extend and enhance their learning. Through peer and self-assessments, students are able to think critically about achievement in their learning.
Increase the love of reading within the classroom and beyond	Library team (Anna/Victoria) Principal Classroom teachers Parents	Newsletter Library / Anna Library resources Collaborative planning during staff meetings	The importance of reading at home is communicated in multiple ways. Through the library, disengaged readers have strategies and resources to hook them into reading. Reading logs, reading surveys and borrowing statistics show reading is embraced as an activity for pleasure.
Broaden the content of student reading to support learning, thinking and research skills.	Library team (Anna/Victoria) Classroom teachers	Release for continued research and data collecting as part of our Non-Fiction Inquiry	Teachers have systems to hold students accountable for reading a range of fiction and non-fiction books. Increased borrowing of non-fiction texts. Over time, increasing numbers of students ask questions, make connections, take risks, and are able to navigate information gathering from digital platforms independently.
Support the teaching of literacy (and the wider curriculum) within class library programme	Library team (Anna/Victoria)	Library planning time	Students, teachers and the library team work together to extend library resources as required.

	Classroom teachers Parents		The library catalogue reflects the interests, needs and cultures of our school community.

Strategic Goal 3

Work in partnership with whanau to build healthy relationships for the safety and well-being of all students and staff.

Annual Target/Goal:

A cohesive working environment and sustainable approaches to support deep learning ensure our students and staff continue to thrive.

Attendance data improves from 2024 results - reduction in explained but unjustified absences.

What do we expect by the end of the year?

 Achievement and attendance data, along with the documentation of initiatives provide evidence that we continue to improve to meet new challenges and complexity.

Actions	Who is responsible	Resources required	How will we measure success?
School values framework is extended visually across the school in an age appropriate way. Parents have clarity about our processes and expectations.	Lead team Lead teacher classroom teachers Parents	Release time Induction of new staff, students & families	Students know expectations and understand how these expectations are linked to our school values. Parents are informed of expectations through area newsletters, school newsletters, school website and with teacher conversations. Across areas behavioural playground support is communicated and supported by behaviour guidelines to ensure fairness and follow up supports our school values. Parents know expectations and understand how these expectations are linked to our school values. Further reduction in time spent on dealing with behaviour and its consequences.

Actions	Who is responsible	Resources required	How will we measure success?
Design & selection of assessments (both formal and informal) is appropriate to the needs of the child, and is purposeful and informative.	Lead Team Classroom teachers	Current tools Updated PAT tests + costs of on-line testing Phonics assessment PD	Clear, effective assessment information is shared with parents. Students are assessment capable. Community consultation provides opportunities for parents for review of the effectiveness of our assessment information. (See links to assessment in other goals and actions)
Implement and monitor Stepped Attendance Response (STAR)	Office team Lead team Classroom teachers Parents	Allocated office time CRT time for meeting with parents	Gradual improvement of reporting on attendance data. All families are aware of and follow systems for reporting any absence from school.

Strategic Goal 4
Ensure our educational practices are inclusive and meet the differing needs of our students.
Annual Target/Goal:
Practices and programmes of learning ensure all students make appropriate progress and their differing needs are met.
What do we expect by the end of the year?
Our achievement and attendance data, along with student surveys and focus groups indicate a high level of engagement and enjoyment of school life, resulting in improved learning outcomes. Students identified for accelerated progress demonstrate achievement of set goals and improved learning outcomes.

Actions	Who is responsible	Resources required	How will we measure success?
Implement learning support model with clarity and consistency Share learning support process with parent community Strengthen the process for Area/school wide tracking and monitoring of targeted students	Deputy Principal /Learning Support Lead Team Classroom Teachers Specialist Teacher	Local Cluster Meetings - Puni Kura Professional Development for teachers Teacher Aides	Progress and increased participation levels of our diverse learners. IEPs, other documented meetings, learning conferences show goals, planning and suitable learning activities tailored to the needs of each learner.

Teachers understand what quality teacher aide practice looks like		Agencies and services	Gathering and analysis of data is consistent and supports an effective response. Assessment and evidence of learning demonstrates that targeted progress is effective.
Further develop the role of cultural leaders as we embrace our school's cultural diversity.	Lead teacher Lead team Cultural leaders	Release time	Students are seen planning, advertising and leading cultural activities at our school. Our cultural diversity is increasingly represented and celebrated in ways all students can see, hear and experience, both informally and through the school curriculum. Student surveys indicate students feel connected to and valued for their culture at our school. Teachers invite and observe students sharing aspects of our school's cultural diversity.
Implement a cohesive physical activity strategy that enhances students' wellbeing, engagement, and enjoyment of sport and physical education.	Lead teacher Sports Team Classroom Teachers Sports Ambassadors	Kiwisport & PE Budgets Sports Specialist Expertise LHPSSA events SHC students	Students participate in sports and PE sessions Student surveys show students feel supported and challenged in P.E. Student self-assessments show students can think critically about their progress in physical education and they find it safe, confidence-building and enjoyable. Teachers observe full participation and willingness to give it a go!
To deepen teacher understanding of the possibilities of a rich Arts programme so we can build its cohesive development across the school.	Lead teacher Lead team inquiry team	Visual Arts materials Instruments Technology (filming, soundtrack, music, Youtube, research etc) Music expertise Teacher expertise	Teachers understand the requirements of the Arts curriculum. Through professional development, collaboration and expertise amongst our staff, teachers are supported to offer a rich Arts programme across the Arts, and to integrate the Arts into other areas of the curriculum. Teachers are aware of our Arts resources.

		Student expertise	Students have opportunities to participate in a wide range of Arts activities which extend their understanding, skill and creativity.
		Release for teachers leading significant Arts projects eg production, concerts, dance choreography, Artsplash	Through informal discussion and student surveys, students feel empowered to shape the direction of our Arts programme.
		External opportunities	Through peer and self-assessments, students are able to think critically about achievement in the Arts and develop their capacity.
			Students feel recognised for individuality, special interest and ability in the Arts.
			The Arts provide opportunity for cultural inclusion and joy.

Strategic Goal 5
Give practical effect to Te Tiriti o Waitangi and its principles evidenced by our decisions and actions.

Annual Target/Goal:
We will provide professional development opportunities to support staff in their own journey towards proficiency in Te reo Māori, and deepen their understanding of Te ao Maori and Te Tiriti in a way that has meaning for their practice.

What do we expect by the end of the year?
Increase proficiency in te reo Māori to enhance classroom experience, and use of functional reo organically by both kaiako and akonga. Continued building of teacher capability in teaching the pūrākau linking to Aotearoa New Zealand Histories and wider social sciences, waiata, te reo me tikanga.

Actions	Who is responsible	Resources required	How will we measure success?
Provide targeted support to staff to increase confidence and capability teaching pūrākau, language planning, waiata, te reo me tikanga.

Create a visual timeline connecting pūrākau with Aotearoa New Zealand Histories - covering Te Tiriti, | Lead teacher & Toa Lead team Teachers | Release time

PLD

Kura Ahurea shared drive

kapa haka time | Anecdotes and actions of teachers within the classroom demonstrate commitment to Te Tiriti, and to learning in Te reo Māori, and Te ao Maori e.g. protocols, language use, references, choices.

Students recognise and can use words and phrases of Te reo Māori in appropriate contexts, |

Matariki, Te wiki o te reo Māori and Parihaka, for use in learning across the school. Empower teachers to self-evaluate their understanding and use of Pūrākau, Te reo Māori, and Te ao Māori. Provide opportunities for Māori students to come together as Māori, being inclusive of others.		language resources Phrases of te wiki lanyards Visual timeline in the staffroom Ōhaki Evaluation	and engage with Te ao Māori with increasing knowledge and more complex connections. NZ Aotearoa Histories is taught as part of the social sciences curriculum across the school Te reo Māori, and Te ao Maori is integrated into planning across the wider curriculum. Assessment data and artefacts for learning show engagement and increasing proficiency. Evaluation of teacher progress indicates where to target support for teachers.
Make connections with all Māori whānau	Lead teacher, Toa & Principal	Release time	Responses demonstrate Māori whānau feel connected, heard and valued. Increased participation of Māori whānau
A lead team works at a strategic level to further develop work in the area	Lead teacher & Toa	Release time	Surveys As outlined in final report