



# ST PATRICK'S SCHOOL - 2024 ANNUAL PLAN

<b>Objective 1:</b>	<b>Implement a diverse curriculum that empowers and engages students for the future</b>	<b>Strategic Goal 1:</b>	<b>To use 'To Tatou Whakapono- Our Faith' in the design of our Catholic Social Teaching based RE curriculum</b>
<b>Annual Goal:</b>	<b>Create and begin to use a Catholic Social Teaching overview that includes the achievement objectives from To Tatou Whakapono - Our Faith</b>		<b>Leader:</b> DRS Chris Connor
<b>National Education Learning Priorities:</b>	<p>NELP Objective 1: Learners at the centre - learners with their whanau are at the centre of education (Priority 2)</p> <p>NELP-Objective 3: Quality teaching &amp; leadership - quality teaching and leadership make a difference for learners and their whānau (Priority 6)</p>		
<b>Measure:</b>	Staff have a sound knowledge and understanding of the new RE curriculum 'To Tatou Whakapono - Our Faith' and are in a position to be confident to implement this in classroom programmes		

Action	Responsibility	Resources	Start	Due
Create a two year overview that aligns the achievement objectives from 'To Tatou Whakapono - Our Faith' with our Catholic Social Teaching overview.	DRS (Organisation) Faith Leaders team (Participation)	Time: for the team to meet Cost: DRS 0.1 release time	Pre to start of term 1	Start of term 1
Explore the new resources to identify those that align with Catholic Social Teaching	DRS (Organisation) Faith Leaders team (Participation)	Time: for the team to meet Cost: DRS 0.1 release time	Start term 1	Ongoing
Use Catholic Social teaching to find ways to live our faith in action through meaningful service projects	All teachers (Participation)	Time: for the team to meet Cost: CRT release (MOE funded)	Start term 1	Ongoing
Exploring how we share our new RE curriculum and learning progress with our parent community	Leadership team (Organisation) All teachers (Participation)	Time: for the team to meet Cost: CRT release (MOE funded)	Term 2	Term 2
Exploring the design and creation of a school-wide evaluation & assessment process	DRS (Organisation) Leadership team (Organisation)	Time: for the team to meet Cost: DRS 0.1 release time	Term 3	Term 4

<b>Objective 1:</b>	<b>Implement a diverse curriculum that empowers and engages students for the future</b>	<b>Strategic Goal 2:</b>	<b>To increase understanding of the refreshed New Zealand curriculum &amp; use this to inform our curriculum redesign</b>
<b>Annual Goal:</b>	<b>A curriculum overview plan for Literacy &amp; Communication is designed &amp; implemented</b>		<b>Leader: Kim Teahan (DP) &amp; Daniel Herbert (WSL)</b>
<b>National Education Learning Priorities:</b>	<p><b>NELP Objective 1: Learners at the centre</b> - learners with their whanau are at the centre of education (Priority 2)</p> <p><b>NELP Objective 2: Barrier free access</b> - great education opportunities and outcomes are within reach for every learner (Priority 4)</p> <p><b>NELP-Objective 3: Quality teaching &amp; leadership</b> - quality teaching and leadership make a difference for learners and their whānau (Priority 6)</p>		
<b>Measure:</b>	<i>A curriculum plan for Literacy &amp; Communication is in place that contains guidance and best practice for teachers to implement in teaching and learning programmes</i>		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
<i>Gather information of current practice at St Patrick's School and from this choose a key area to dig deeper into (likely to be writing based on 2023 data)</i>	<i>DP (Organisation) Teachers (Participation)</i>	<i>Time: to administer/ analyse E-asttle &amp; Running records Cost: leadership release</i>	<i>Term 1 2024</i>	<i>End Term 1</i>
<i>Investigate examples of best practice across the Literacy and Communication curriculum in conjunction with Te Mataiaho's guidelines for the teaching of literacy and especially with writing.</i>	<i>DP &amp; WSL (Organisation)</i>	<i>Time: to participate in Kahui Ako support opportunities Time: school visits Cost: leadership release</i>	<i>Term 1 2024</i>	<i>End Term 2 2024</i>
<i>Explore PLD opportunities and support staff to integrate new learning into daily teaching. - potential focus on 'Assessment for Learning' PLD</i>	<i>DP &amp; Principal (Organisation)</i>	<i>Time: for exploring PLD options and applying Cost: MOE PLD funded hours</i>	<i>Term 2 2024</i>	<i>Term 3 2024</i>
<i>Create guidelines for the teaching of Literacy using learnt skills and knowledge and ensure these are implemented consistently across the school.</i>	<i>DP &amp; WSL (Organisation) Teachers (Participation)</i>	<i>Time: for creation of guidelines Time: upskilling at staff meetings Cost: leadership release</i>	<i>Term 3 2024</i>	<i>Ongoing until complete</i>
<i>Improve processes for identifying and planning for learners who are not making expected progress or who need adaptations to access the curriculum.</i>	<i>DP, WSL &amp; SEN team (Organisation) Teachers (Participation)</i>	<i>Time: for upskilling &amp; exploring opportunities/ practices Time: upskilling at staff meetings Cost: leadership release</i>	<i>Term 2 2024</i>	<i>Ongoing</i>

<b>Objective 1:</b>	<b>Implement a diverse curriculum that empowers and engages students for the future</b>	<b>Strategic Goal 3:</b>	<b>To increase the confidence, knowledge and use of te reo Māori</b>
<b>Annual Goal:</b>	<b>Implementation of the Te Puna Reo programme - staff professional development and teaching framework</b>		<b>Leader: Philippa Young (WSL)</b>
<b>National Education Learning Priorities:</b>	<p><b>NELP Objective 1: Learners at the centre</b> - learners with their whanau are at the centre of education (Priority 2)</p> <p><b>NELP Objective 2: Barrier free access</b> - great education opportunities and outcomes are within reach for every learner (Priority 4)</p> <p><b>NELP-Objective 3: Quality teaching &amp; leadership</b> - quality teaching and leadership make a difference for learners and their whānau (Priority 5&amp;6)</p>		
<b>Measure:</b>	Staff are able to successfully deliver the Te Puna Reo language programme to the ākonga on a consistent basis		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
School PLD: Implement a programme of support for the staff to be upskilled in te reo through the Te Puna Reo Māori language programme	WSL & Principal (Organisation)  Teachers (Participation)	Cost: \$3,000 for cost of Te Puna Reo programme Time: upskilling at staff meetings	Pre to start of term 1	Ongoing
School Curriculum design: lead teachers to lead the school staff in starting to redesign our school teaching programme of te reo Māori using the Te Puna Reo Māori language programme as a basis.	WSL (Organisation)  Teachers (Participation)	Time: upskilling at staff meetings  Cost: WSL leadership release	Term 1	Ongoing
Investigate ways to include our school community so that they too, can participate in the language learning journey alongside their children	WSL (Organisation)  Community (Participation)	Time: for designing and implementing a plan to include the school community  Cost: WSL leadership release	Term 2	Ongoing

<b>Objective 2:</b>	<b>Establish a nurturing and supportive Catholic school that enables the growth of each unique individual</b>	<b>Strategic Goal 4:</b>	<b>Create meaningful partnerships with whānau that enable us to nurture ākonga growth</b>
<b>Annual Goal:</b>	<b>School find meaningful ways to regularly connect with all whānau throughout the year</b>		<b>Leader: Steve Wheeler</b>
<b>National Education Learning Priorities:</b>	<b>NELP Objective 1: Learners at the centre</b> - learners with their whanau are at the centre of education (Priority 1&2) <b>NELP Objective 2: Barrier free access</b> - great education opportunities and outcomes are within reach for every learner (Priority 3)		
<b>Measure:</b>	Feedback from whānau shows that they feel connected and well informed with what is happening for their child at school		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Start the year with whanau hui as an opportunity to engage in meaningful dialogue with whanau to emphasise the importance of the whanau/school relationship. Ensure staff are well-prepared for these by providing guidelines and then ensure that information received is recorded.	Principal (Organisation) Teachers (Participation)	Time: 2 days allocated at the start of the year  Cost: No cost	Term 1 2024	Term 1 2024
Staff use CRT as an opportunity to connect with at least some of the whanau of their students. This can be to share successes as well as see if there are any questions that the whanau have around their child's education.	Teachers (Participation)	Time: a portion of each CRT Day  Cost: CRT release (Ministry funded)	Term 1 2024	Ongoing
Review blog comments to ensure that they are personalised and give the whanau meaningful information about their child's learning and progress. Move to a whole school focus for each blog to allow greater consistency with these comments.	Leadership (Organisation) Teachers (Participation)	Time: SLT meet to review blogs  Cost: No cost	Term 1 2024	Term 4 2024
Staff to investigate ways to involve whanau in their child's learning programmes. This may be linked to areas such as: support in school, sharing skills, talents, culture.	Teachers (Participation)	Time: a portion of each CRT Day  Cost: CRT release (Ministry funded)	Term 1 2024	Ongoing

<b>Objective 2:</b>	<b>Establish a nurturing and supportive Catholic school that enables the growth of each unique individual</b>	<b>Strategic Goal 5:</b>	<b>Genuinely recognise and celebrate the cultural diversity of our community</b>
<b>Annual Goal:</b>	<b>Whānau hui with the schools cultural communities take place to ensure a wider community voice is acted upon</b>		<b>Leader: Steve Wheeler</b>
<b>National Education Learning Priorities:</b>	<b>NELP Objective 1: Learners at the centre - learners with their whanau are at the centre of education (Priority 1&amp;2)</b> <b>NELP Objective 2: Barrier free access - great education opportunities and outcomes are within reach for every learner (Priority 3)</b>		
<b>Measure:</b>	A range of opportunities enable the schools diverse cultural communities to have a voice & their feedback indicates that they feel valued and heard.		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Identify cultural groups within our school and find key representative of groups to support organisation for feedback & meetings	Principal (Organisation)	Time: to make contact and seek key representatives  Cost: no cost	Start of Term 1	End of Term 2
Organise and invite cultural groups within our school community to opportunities to discuss and give feedback on: <ul style="list-style-type: none"> <li>- expectations they have for schooling experience</li> <li>- are current schooling practices meeting these expectations</li> <li>- celebrating culture in daily school life</li> </ul>	Principal (Organisation)  Teachers (Participation & support where relevant)	Time: to make contact and seek key representatives  Cost: no cost	Start of Term 2	Term 3
Collect student voice on how cultural diversity can be supported and celebrated in daily school life	Principal (Organisation)	Time: to make contact and seek key representatives  Cost: no cost	Start of Term 2	End of Term 2
Investigate & implement ways to promote/ celebrate the diverse range of cultures we have here at school	Principal (Organisation) Teachers (Support & participation)	Time: to make contact and seek key representatives  Cost: no cost	Term 3	Ongoing

<b>Objective 2:</b>	<b>Establish a nurturing and supportive Catholic school that enables the growth of each unique individual</b>	<b>Strategic Goal 6:</b>	<b>To gain a deeper understanding of neurodiverse needs to enable the creation of appropriate programmes, environments &amp; relationships</b>
<b>Annual Goal:</b>	<b>Teaching and learning programmes and classroom environments are designed to meet the needs of students</b>		<b>Leader: SEN team</b>
<b>National Education Learning Priorities:</b>	<p><b>NELP Objective 1: Learners at the centre</b> - learners with their whānau are at the centre of education (Priority 1&amp;2)</p> <p><b>NELP Objective 2: Barrier free access</b> - great education opportunities and outcomes are within reach for every learner (Priority 3)</p> <p><b>NELP-Objective 3: Quality teaching &amp; leadership</b> - quality teaching and leadership make a difference for learners and their whānau (Priority 6)</p>		
<b>Measure:</b>	Staff have an improved understanding of how to support neurodiverse needs of students and their programmes are suitably adapted		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Use PB4L data to plan next steps and appropriate adaptations to meet the behavioural and pastoral needs of students. Ensure that restorative practice is at the forefront of this process.	SEN Team (Organisation) Teachers (Participation)	Time: Leadership, SEN, Syndicate and Hub meetings Cost: No cost	Term 2 2024	Ongoing
Identify professional development that is appropriate for the professional growth of staff in order to meet the needs of our neurodiverse students.	SEN Team (Organisation) Teachers (Participation)	Cost: Dependent on PD identified	Term 1 2024	Term 4 2024
Establish processes and expectations to ensure that the professional development is implemented at both a class and school wide level.	SEN Team (Organisation) Teachers (Participation)	Time: Application for RTLB support and ongoing depending on devised plan and support Time: staff & team meetings	Term 2 2024	Term 4 2024
SEN team to establish and implement processes to ensure consistent identification of students and support classroom teachers to make appropriate adaptations to environments, relationships and learning programmes.	SEN Team (Organisation) Teachers (Participation)	Time: Leadership, SEN, Syndicate and Hub meetings Cost: No cost	Term 1 2024	Term 4 2024

<b>Objective 2:</b>	<b>Establish a nurturing and supportive Catholic school that enables the growth of each unique individual</b>	<b>Strategic Goal 7:</b>	<b>Create opportunities for Māori ākonga to achieve success as Māori</b>
<b>Annual Goal:</b>	<b>Māori giftedness is explored and what this looks like is understood by our community</b>		<b>Leader: Kim Teahan (DP) and Philippa Young (WSL)</b>
<b>National Education Learning Priorities:</b>	<b>NELP Objective 1: Learners at the centre</b> - learners with their whanau are at the centre of education (Priority 1&2) <b>NELP Objective 2: Barrier free access</b> - great education opportunities and outcomes are within reach for every learner (Priority 3) <b>NELP-Objective 3: Quality teaching &amp; leadership</b> - quality teaching and leadership make a difference for learners and their whānau (Priority 5&6)		
<b>Measure:</b>	Staff are able to successfully deliver the Te Puna Reo language programme to their ākonga on a consistent basis		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Use Kahui Ako funded PLD hours with Nathan Riki and Janelle Riki-Waaka to support key staff members to develop a plan of celebrating Maori Giftedness at St Patrick's School.	DP and WSL (Organisation) Teachers (Participation)	Time: Meeting with Janelle and Nathan, staff meetings  Cost: No cost (using funded hours through Kahui Ako)	Term 1 2024	Term 4 2024
Increase staff understanding of Maori Giftedness and how we can best nurture these values within our classrooms and across the school at St Patrick's School and within our specific culture.	DP and WSL (Organisation) Teachers (Participation)	Time: Meeting with Janelle and Nathan, staff meetings  Cost: No cost (using funded hours through Kahui Ako)	Term 1 2024	Term 4 2024
Students, staff and community members work with Nathan Riki to write a school haka that reflects our school values and will be a taonga for our school.	Principal (Organisation)	Time: Meeting with Nathan and time to learn and practise the haka.	Term 1 2024	Term 3 2024

# 2024 Student Achievement Targets

## **Student Achievement Target: Reading achievement levels**

**Annual Target:** To support those students in Years 2 & 3, who are not yet at our school benchmarks in Reading to make where possible accelerated progress

**Baseline data:** Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for reading. At the end of 2023, in Reading **73%** of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:

- Year 2 students - 15 students (below)
- Year 3 students - 10 students (below) & 3 students (well below)

## **Student Achievement Target: Writing achievement levels**

**Annual Target:** To support those students in Years 2, 5 & 6 who are not yet at our school benchmarks in Writing, to make where possible accelerated progress

**Baseline data:** Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. At the end of 2023, in Writing, **62%** of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:

- Year 2 students - 23 students (below)
- Year 5 students - 2 students (below) & 8 students (well below)
- Year 6 students - 9 students (below) & 8 students (well below)

## **Student Achievement Target: Maths achievement levels**

**Annual Target:** To support those students in Years 5 & 6, who are not yet at our school benchmarks in Maths, to make where possible accelerated progress

**Baseline data:** Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. At the end of 2023, in Maths **78%** of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:

- Year 5 students - 16 students (below)
- Year 6 students - students (21 below)



## Action plan for student achievement targets:

<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of progress:</b>
<i>Term 1</i>	<i>Teachers identify specific actions for term 1 to meet the identified needs of targeted students.</i>	<i>Syndicate &amp; hub teams</i>	<i>Syndicate teams work collaboratively to identify a plan of action for identified students.  Classroom programmes are differentiated to meet the identified needs of students.</i>
<i>End of each term</i>	<i>Teachers evaluate targeted students' progress over the term.</i>	<i>Syndicate &amp; hub teams</i>	<i>Progress is analysed and reviewed to work out what support/ interventions are making a difference and being effective.</i>
<i>Start of each new term</i>	<i>Teachers identify new goals and identify specific actions for the new term to meet the identified needs of the students</i>	<i>Syndicate &amp; hub teams</i>	<i>Syndicate teams work collaboratively to identify a plan of action for identified students.  Classroom programmes are differentiated to meet the identified needs of students</i>
<i>End of the school year</i>	<i>Analyse end of year data to inform progress and planning for the next year.</i>	<i>Leadership team</i>	<i>Leadership team collaborates to analyse the end of year data. End of year results are used to inform next steps, which will include which interventions have and have not been successful.</i>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>· <i>Syndicate &amp; hub teams to work collaboratively monitoring student progress</i></li> <li>· <i>Regular meetings between the SEN team (LSC, Deputy Principal, Principal &amp; RTLB) to discuss progress</i></li> <li>· <i>Principal regularly reports to the Board of Trustees on progress.</i></li> </ul>		
<b>Resourcing:</b>	<ul style="list-style-type: none"> <li>· <i>Relevant budgets that will need to be used if there are costs associated with identified interventions.</i></li> <li>· <i>Internal support: SEN team</i></li> <li>· <i>External support: RTLB, MOE Learning Support &amp; other agencies</i></li> </ul>		