



# ST PATRICK'S SCHOOL - 2025 ANNUAL PLAN

<b>Objective 1:</b>	Implement a diverse curriculum that empowers and engages students for the future	<b>Strategic Goal 3:</b>	To use 'To Tatou Whakapono - Our Faith' in the design of our Catholic Social Teaching based curriculum
<b>Annual Goal 1:</b>	Engaging our children, through our social teaching themes, so that they can live the Catholic Faith.		Leader: Jane Cayless & Terri-Ann Coltham
<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 2: Barrier free access - great education opportunities and outcomes are within reach for every learner (Priority 4)</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>	Classroom programmes, focused on Catholic social teaching themes, include opportunities for students to understand and be part of projects where they can be the hands of Christ and make a difference in the world.		

Action	Responsibility	Resources	Start	Due
School wide processes ensure targeted planning and assessment for integrated learning.	Syndicate Leaders & DRS (Organisation) Staff (Participation)	Time: to work as staff teams to design, implement & review programmes  Cost: teacher release days	Term 1	Term 4
Ensure that all Catholic Social teaching themes across both school syndicates are working towards a community action.	Syndicate Leaders (Organisation) Staff (Participation)	Time: to attend the Catholic social teaching Wairarapa group and follow up planning discussions  Cost: teacher release days	Term 1	Term 4
Creating dynamic, innovative teaching and learning experiences across the curriculum.	Syndicate Leaders & teams (Organisation) Staff (Participation)	Time: to work as staff teams to design, implement & review teaching and learning experiences  Cost: teacher release days	Term 2	Term 4

<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 increase understanding of the refreshed New Zealand curriculum &amp; use this to inform our curriculum redesign</b>
<b>Annual Goal 2:</b>	<b>To develop and implement a structured, evidence-based writing program that enhances students' writing skills and supports consistent progress across all year levels.</b>		<b>Leader: Jane Cayless &amp; Terri-Ann Coltham</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 3 &amp; 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>	A school wide writing plan is in place for all teachers to ensure fidelity of the teaching of writing and teachers are using feedback to enhance student motivation and agency.		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Engage an outside facilitator to support us with determining our next steps for our school-wide writing programme	DP (Organisation)  Staff (Participation)	Time: to work alongside facilitator in designing and reviewing the PLD programme  Cost: \$12,00 Trust Lands Trust grant	Term 1	Term 4
Undertake professional development to support a shared understanding of the teaching of writing.	DP & Syndicate leaders (Organisation)  Staff (Participation)	Time: to work alongside facilitator on release days and at staff meetings  Cost: \$12,00 Trust Lands Trust grant	Term 1	Term 4
Creating practices that will ensure fidelity of implementation and complement the new writing curriculum progressions from the refreshed New Zealand curriculum.	Syndicate leaders (Organisation)  Whole Staff (Participation)	Time: to work alongside facilitator on release days and at staff meetings  Cost: \$12,00 Trust Lands Trust grant	Term 2	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 3:</b>	<b>Enhancing learning opportunities for students through the use of technology.</b>		<b>Leader: Daniel Herbert</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 3 &amp; 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>	Classroom programmes include opportunities for students to use technology to develop their learning.		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Foster student innovation and critical thinking through the integration of design and inquiry-based learning to address real-world problems.	Daniel Herbert (organisation)  Staff (participation and execution)	Time: training with Staff and Students in the use of programmes such as tinkercad.  Time: to work alongside Staff to align action with current planning	Term 1	Term 4
Expand student engagement and technological proficiency through participation in technology focused EOTC. Such as Aquabots and Robocup Junior	Daniel Herbert (organisation)  Kildare Teachers (support)	Time: to work with Staff and Students that are participating in EOTC programmes. Cost: Fundraising may be required. Cost: potential purchase of equipment / resources required to participate.	Term 1	Term 4
Implement and promote the use of technology to provide timely, effective, and personalized feedback to enhance student learning and reflection.	Daniel Herbert (organisation)  Staff (participation and execution)	Time: to research current options available and their suitability. Time: to provide training and support to Staff and Students.	Term 1	Term 4

<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>Gain a deeper understanding of neurodiverse needs to enable the creation of programmes, environments &amp; relationships</b>
<b>Annual Goal 4:</b>	<b>Create an inclusive learning environment that embraces diversity, ensures equitable opportunities, and meets the individual needs of all students</b>		<b>Leader: Kim Teahan</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 6)		
<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>
Engage an outside facilitator to support us with determining our next steps for our school-wide behaviour management	DP (Organisation) Staff (Participation)	Time - for designing and implementing a plan to include to work with this school project Cost - \$200 per session	Term 1	Term 4
Work with RTLB on a change management process to identify and consolidate appropriate professional development	SEN team (Organisation) Staff (Participation)	Time - at SEN liaison meetings to design, implement and review progress	Term 1	Term 4
Create and refine systems to ensure the diverse needs of students are identified and planned for.	SEN team (Organisation) Staff (Participation)	Time - at SEN liaison meetings to design, implement and review progress	Term 1	Term 4
Review our PB4L system to determine what aspects are or are not working for us.	DP (Organisation) Staff (Participation)	Time - at leadership, SEN, syndicate and staff meetings	Term 2	Term 2

<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 5:</b>	<b>Improve the way that cultural diversity is supported in our school community and classroom programmes</b>		<b>Leader: Steve Wheeler</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 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>	A range of opportunities enable the schools diverse cultural communities to feel supported, have a voice & all students are supported to feel valued and make progress in their learning.		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Design and implement a school wide ESOL language programme across the school.	Principal (Organisation) Teachers (Participation)	Time: to research best practice, MOE resources and design programme Time: at leadership, SEN, syndicate and staff meetings	Term 1	Ongoing
Design a school process for supporting new families to New Zealand, Masterton & St Patrick's School.	Principal (Organisation) Teachers (Participation)	Time: to research, organise and design process Cost: no cost	Term 1	Term 2
Organise and invite cultural groups within our school community to discuss and give feedback on: <ul style="list-style-type: none"> <li>- find key contacts with each community</li> <li>- expectations they have for schooling experience</li> <li>- are current practices meeting these expectations</li> <li>- celebrating culture in daily school life</li> </ul>	Principal (Organisation) Teachers (Participation & support)	Time: to organise and hold meeting Cost: small food budget for each meeting (\$50)	Start of Term 2	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 research and discuss ideas with students and key community members 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 5:</b>	<b>Create opportunities for Maori akonga to achieve success as Māori</b>
<b>Annual Goal 6:</b>	<b>Enhancing learning of Te Ao Maori through culturally responsive pedagogy</b>		<b>Leader: Philippa Young</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 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 5&amp;6)</p>		
<b>Measure:</b>	Classroom teaching programmes offer opportunities for students to develop their te reo and programme content reflects the bi-culturalism of New Zealand		

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Start</b>	<b>Due</b>
Develop resources for sharing purakau/ stories with students based on: <ul style="list-style-type: none"> <li>- School house group Maori legends</li> <li>- Other local stories</li> </ul>	WSL (Organisation) Teachers (Participation)	Time: to research local stories and develop resources  Cost: WSL leadership release	Term 1 2025	Term 4 2025
Students, staff and community members work with Nathan Riki to complete writing and learn a school haka that reflects our school values and will be a taonga for our school.	Principal & WSL (Organisation)	Time: Meeting with Nathan and time to learn and practise the haka. Cost: WSL leadership release	Term 1 2025	Term 2 2025
Upskill staff to use the resources from the 'Authentically maori & Authentically Catholic': <a href="https://cdaportal.nz/te-kamaka/">https://cdaportal.nz/te-kamaka/</a> from the Auckland Diocese, in classroom programmes	WSL (Organisation) Teachers (Participation)	Time: upskilling teachers at staff meetings  Cost: WSL leadership release	Term 2 2025	Ongoing
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.	WSL (Organisation) Teachers (Participation)	Time: to research best practice and : upskilling teachers at staff meetings Cost: WSL leadership release	Term 3	Term 4



# 2025 Student Achievement Targets

## Student Achievement Target: Reading achievement levels

**Annual Target:** To support those students in Years 2, 3, 5 & 6 who are not yet at our school benchmarks in Reading to make accelerated progress

**Baseline data:** Our baseline data is taken from the 2024 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 2024, in Reading 77% 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 2025:

- Year 2 students - 20 students (below)
- Year 3 students - 7 students (below)
- Year 5 & 6 students (well below) - 2 students (Year 5) & 3 students (Year 6)

## Student Achievement Target: Writing achievement levels

**Annual Target:** To support those students in Years 2, 3, 5 & 6 who are not yet at our school benchmarks in Writing, to make accelerated progress

**Baseline data:** Our baseline data is taken from the 2024 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 2024, in Writing, 69% 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 2025:

- Year 2 students - 22 students (below)
- Year 3 students - 5 students (below) & 4 students (well below)
- Year 5 students - 3 students (below) & 2 students (well below)
- Year 6 students - 4 students (below) & 4 students (well below)

## Student Achievement Target: Maths achievement levels

**Annual Target:** To support those students in Years 2, 4, 5 & 6, who are not yet at our school benchmarks in Maths, to make accelerated progress

**Baseline data:** Our baseline data is taken from the 2024 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 2024, in Maths 79% 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 2025:

- Year 2 students - 4 students (below)
- Year 4 students - 7 students (below) & 2 students (well below)
- Year 5 students - 4 students (below) & 2 students (well below)
- Year 6 students - 7 students (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>		