



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

ANNUAL PLAN

MAHERE Ā-TAU

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To increase/enrich our pasifika community through development of language and culture.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase the capability of the whole community of St Annes in their knowledge and understanding of Pasifika culture and languages.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Staff-Increased knowledge and use in the classroom of common pasifika songs, prayers, and traditions.

Staff-Increased knowledge and use in the classroom and playground of Pasifika languages, and in particular the Sāmoan language.

School-A prepared plan for a Sāmoan unit in the school.

Community-Increased knowledge, language ability and connection with the pasifika community.

Students-Increased ability and understanding of Sāmoan language and culture.

Students-Increased opportunities for all students in pasifika culture.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Focus #1 -Develop plan for 2025 and beyond (school)	DW / HU	-Support from Fue -Other schools' bilingual plans.	A plan will be established by the end of term two of what 2025 could look like. If possible, a curriculum plan developed for the unit.
Focus #2 -Daily language lessons building up ability (students)	AT	AT	Students will achieve higher than the initial diagnostic testing at the beginning of the year. They will be more willing to use the language in the school.
Monthly staff meetings / professional development in language/culture development (staff)	AT	-	Staff will have more confidence in being culturally aware. They will use and practice common pasifika songs/prayer/vocab.
Weekly class lessons with common songs and conversational Sāmoan (staff)	AT	-AT	Students will understand and use more pasifika language and easily know and use pasifika songs/prayer/vocab.
Preschool visits/relationship growth and understanding (school)	AT / JS	-A St Anne's transition plan established and printed.	We will know our local Sāmoan preschools and key personnel by name and have established a relationship. We will know how they run and transition and vice versa.
Develop relationships with possible partner schools (school)	DW	-	We will have spent time with local schools, especially in our kāhui and established a Sāmoan pathway. We will know personnel by name and be sharing resources.
Develop relationships with other schools on bilingual pathways (school)	AT / DW	-Support from Fue	We will have spent time with local schools, especially in our kāhui and established a Sāmoan pathway. We will know personnel by name and be sharing resources.
Meet families for in depth talanoa (community)	DW / HU /AT	-Food	There will be high attendance at the talanoa and as a team, plans will be made and feedback given.

Support families with resources to grow language and culture where appropriate (community)	AT	-CPL access -Education Perfect -Languagenut	Families needing support will be supported to access places like 'Centre of Pacific Languages', groups in the community and apps that will assist in language acquisition.
Provide community Gagana Sāmoa lessons (community)	AT	-	Feedback from families, ability and knowledge on where to access support will increase
Provide enrichment days (students)	AT	AT	The days provided will enhance the culture and language of our pasifika students. Students will begin to look forward to the next one.
Organise and run a Fiafia evening for pasifika success (students)	DW / AT	Support to organise / Food / new certificates	There will be a high attendance at this and will involve pasifika tikanga.
Pasifika dance / culture opportunities provided (students)	AT / SL / BS	Pasifika Uniform Cost ?	Our pasifika group will be larger than ever, possibly two groups. Students will want to attend and see it as a highlight. More events than normal and/or events are 'better' than existing.

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To implement a new bilingual curriculum and class approach using and assessing localised and research based learning.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To develop varying differences in the curriculum depending on bilingual level and explore the differences between them in terms of achievement.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

School-Clarifying in detail what will be taught and how it is taught in differing immersion levels.

School-An increased amount of accessible resources to supplement Te Reo Māori learning.

School-An emerging picture of predicted achievement levels depending on immersion levels.

Community-Community input into the look of the bilingual curriculum at different immersion levels.

Students-Understanding of basic reading, writing and speaking of Te Reo Māori. Ability to respond to learned prompts.

Students-Increased understanding of their own whakapapa and that of their community.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Focus #1 -A guide daily timetable is designed for each immersion level. (school)	TS / JH / DW	-Seek ideas from other bilingual schools.	A clear plan exists as to time of the day and what curriculum areas are being covered in each immersion level.
Focus #2 -A differentiated curriculum plan is developed for each immersion level, with a particular focus on Māori and English. (school)	TS / JH / DW	-Seek ideas from other bilingual schools.	A clear plan exists as to which curriculum areas are taught through which medium and when.
Focus #3 -A supplementary plan for expected localised trips for each immersion level designed and implemented. (school)	TS / JH / DW	-Seek ideas from other bilingual schools. -Pūrākau nō konei resource	A clear plan exists as to what localised trips are done and when, and what extras are done for higher Māori learning (immersion levels).
Focus #4 -Pre/formative/post assessment taken in detail in Māori/English/Maths in all immersion levels to see if immersion levels make a difference. (school)	TS / JH / DW	-Easttle -School made Māori test -NZCER test -All usual assessments	A clear indication of whether increased immersion levels increase achievement in our target areas.
Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan. (school)	DW / JC	-JC	Staff will implement effective approaches informed by relevant research.
Effective Te Reo Māori teaching resources made accessible for all staff not disadvantaging lower levels of immersion. (school)	TS / JH	-Resources printed and left with relevant materials and/or uploaded to google drive	Resources being used in classrooms. (displays, worksheets...)

New resources developed or found and their intended use demonstrated for staff. (school)	TS / JH	-Resources printed and left with relevant materials and/or uploaded to google drive -TS and JH to demonstrate	Teachers asking for support to develop specific resources. Review and reflection of certain resources from observations and implementing.
Mihi Whakatau is altered with higher immersion levels leading these events, this added to curriculum plan. (community)	JS / DW / TS	-Invitational letter. -Information letter to explain the process for visitors/new whānau. -Food	Whānau attendance and participation monitored. Feedback gathered around the process and how prepared/comfortable families felt. Changes reflected in the curriculum document.
Whānau hui for bilingual classes held each term to reflect on direction. (community)	TS / JH	-Invitations. -Annual and term plans. -Food.	Attendance and participation monitored. Feedback on contents of hui gathered. Changes reflected in the curriculum document.
Daily Te Reo Māori lessons that align with St Anne's School Te Reo Māori objectives. (school)	TS / JH	-Te Reo Māori objective levels in St Anne's Curriculum refresh document.	Regular routine across the school. Formative and summative assessments to measure against the Māori language objectives.

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To successfully implement the revised New Zealand Curriculum and increase teacher knowledge and understanding of it and best assessment practices (this includes new RE curriculum).

ANNUAL GOAL / WHĀIKA Ā-TAU:

Complete our school curriculum with changes in assessment, immersion levels, English and Mathematics as the focus.
Implement part of the new RE curriculum.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

School curriculum implemented
Revised assessment schedule implemented

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Update the St Anne's curriculum document (layout and content) into an accessible, useable and visually appealing document.	JH	- Current curriculum document -Shared drive	<ul style="list-style-type: none"> - Our curriculum doc will be understood and used by teachers as a living doc. - Information will be laid out in a way that makes it easy for teachers to access. - The physical document will be in each class for reference as needed. - The document will represent St Anne's implementation of an up-to-date and accurate reflection of the New Zealand Curriculum.
Update the assessment schedule to reflect focus areas and current junior and senior assessments.	JS DI JH	-Shared Drive	<ul style="list-style-type: none"> - The assessment schedule will be easy to find in the St Anne's curriculum doc. - The assessments on the schedule will be completed (as per the plan) at the correct time. -Data and analysis is easy and effective.
Outline the specific bilingual class curriculum requirements (timetable, subject splits).	JS / DW	- Meetings with Josh, Te Maio & Jean.	<ul style="list-style-type: none"> - The points listed in our curriculum doc will be best practice and research based. - Teachers in the bilingual classes will be aware of these requirements and ensure students.
Further develop a detailed guidance for how te reo Māori is taught at St Anne's.	JH / TS / DW	- TKI	<ul style="list-style-type: none"> - Our curriculum will have guidance for teachers to follow. - Include Across school planning in te reo Māori for consistency and to support annual planning each year. - St Anne's achievement objectives for te reo Māori will be up-to-date.
Standardise language and approach to literacy in te reo Māori.	JH / TS	-TKI	<ul style="list-style-type: none"> - Guidelines will be clearer and easier to follow. - Teachers will use this standard approach across the school if they are teaching these areas.
Increase staff understanding of the New English and Mathematics Curriculum.	JS / DI	<ul style="list-style-type: none"> - CRT for Dean and Jo to workshop this. - Staff Meetings 	<ul style="list-style-type: none"> Teachers will feel more confident moving into 2025 mandatory use of the new curriculum. Planning will reflect the new curriculum guidelines.

Create OTJ guidelines as a team.	JS / DI	- Staff Meetings	Teachers will feel more confident with marking OTJs. The data will be more valuable, show more consistency across the school and help identify trends. School OTJ guidelines recorded in St Anne's updated Curriculum doc.
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STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen the understanding and living of our values statement to ensure students feel safe at our kura. *'Living our faith through our actions'*

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase the knowledge of our school values, how to live them and acting on this.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Students-An increase in positive responses (80% in all sections) in our annual W@S survey in the 'aggressive student culture' section.

Students-Decrease in the amount of negative behaviours in the playground.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Weekly Mass attendance.	CM	-	-Students will feel more comfortable at Church and will be more confident of what is happening.
Increasing students understanding of the Mass	CM	-DRS teaches small understandings at the end of each Mass.	-Higher scores in the sacrament strand. -Students will become more reverent throughout Mass.
Increase the presence of the Faith Team in the school and provide opportunities for leadership.	CM	-	-The Faith Team will be seen as the most important leadership role in the school. -Students will seek the Faith Team when needed and look to them for support.
More positive opportunities at lunchtime.	DI / CM / JS	-Staff deciding on possible opportunities. -Active daily PALS -Sandpit designed and built.	-Students will be more engaged during break time (especially years 5-8). -When options are not given, students will be more creative in what they are playing. -A sandpit will be made and installed.
Consistent behaviour management during play.	CM/JS	-Updated and printed behaviour management expectations.	-A revised plan will be displayed in all rooms and used actively.
Weekly lessons focussed on the school values and tied back to the gospel from Wednesday Mass.	CF	Access to the weekly gospel, supplied by parish / DRS.	Students will be able to articulate who Jesus was and the school vision: What Jesus said, did and told us to do. This will create more respectful, inclusive and christian learning environments.
Explicit teaching of Gospel Values, Respect, Inclusivity and Team Player Attributes during play based learning time in junior school.	JS / DM	Sports Canterbury mentoring. Incredible Years Teachers PD.	Students are able to name the values and give examples of how they are lived in daily practice at school. Improvement in prosocial behaviour and skills as observed by teachers and teacher aides.

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen our transition programme from pre school to primary school and primary to high school. (Kāhui Hub Goal)

ANNUAL GOAL / WHĀIKA Ā-TAU:

Increase parent/student/teacher relationships and understanding of the school earlier and in more detail.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Teachers-Knowing more about children before they arrive.

School-More obvious and clear transition plans for all children.

Parents/Caregivers-More information about the school earlier.

Parents/Caregivers-A stronger relationship with teachers and staff of new schools.

Students-More confidence on arrival.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Establish a written and detailed enrolment process for each whānau to experience.	JS		As a team we will be confident making sure whānau have been given what they need to make the transition successful. This is able to be shared with other kura to support their transitions too.
Gain whānau feedback on the transitions in 2022 - 2023.	JS / JH	-Surveys	We will know our strengths and any areas for improvement to focus our updated process.
Hui with current NE kaiako, WST and SENCo to identify growing needs.	JS / JH	-Hui	Identified areas for improvement, so we can target our support to create the best outcomes for tamariki.
Have a planned mihi-whakatau every term on the first Friday of school for new whānau.	TS	-Notice -Planned on calendar	3 x successful Mihi Whakatau. Te Māio to get feedback from whānau.
Hold whānau information sessions every term following the Mihi Whakatau.	JS / DM	-Mihi Whakatau notice -Support from other kura and outside agencies	Whānau - school partnerships will be strengthened. Students will have a more supported transition to feel more included in the St Anne's community.
Begin kaiako handover process with ECE's.	JS	-Google Forms	Kaiako will be prepared to support students more accurately according to their needs.
Teacher PD on child development and Te Whāriki.	JS / DM	-Sports Canterbury - Incredible Years	Kaiako will be supported to meet the growing diverse needs of NE students in their first two years of school. Students will experience a more successful and easier transition which will set them up for successful future learning.
Resources made for whānau and students to support the transition to primary that are user-friendly.	JS / DM / JH	-Timata Pai booklet -Student social story -Parent info -powerpoint	Whānau and students will feel more prepared for the transition. Whānau will be more involved in the transition for their tamariki which set them up for stronger home-school partnerships in years to come.

		-St. Anne's Policies -document	
Resource sharing and connections made between NE- Y2 kaiako in the Kāhui Ako.	JS	-Support / interest from other kaiako in the Kāhui Ako	Increased kaiako confidence, creativity and enjoyment for teaching. Building capacity in kaiako across the kāhui - they will be surveyed to ask for feedback on whether it has been worthwhile.
Meeting with CCC DP / Deans/ WST to identify areas for strengthening.	JS / JH / WST	-Hui	Greater understanding from the secondary perspective and identify areas for strengthening.
Gain whānau feedback on transitioning from primary.	JH / TMTS	-Survey	Greater understanding of the issues our whānau face when transitioning and identified areas for strengthening.
Gain student feedback on transitioning from primary and identify areas for strengthening.	JH / TS	-Survey	Greater understanding of the issues our students face when transitioning and identified areas for strengthening.
Work with CCC to create resources that strengthen home-school partnerships using the existing relationships at primary school.	JS / JH / DM /TS	-Hui -Time	A smoother transition to secondary for students and whānau. A better understanding of the processes in secondary school and setting up stronger home-school partnerships for the future.
Work with Sports Canterbury, Mana Ake and Netsafe to establish programmes around cyber safety for students transitioning to highschool.	JS / JH	-Support from outside agencies. -Coordination with other kura.	Students who are safer and smarter online. Whānau having a better understanding of the dangers their tamariki are facing. Whānau are more equipped to support and safeguard, particularly as access to devices increases at secondary school.

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen our teaching of literacy throughout our hub. (Kāhui Hub Goal)

ANNUAL GOAL / WHĀIKA Ā-TAU:

To increase understanding of trends in teaching and assessment throughout of hub.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Schools-More understanding of other schools' assessment and teaching pedagogies.

Students-Improved assessment in targeted areas.

Teachers-Clear understanding of what is expected at each school and more trust and confidence in each others' assessment practices.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Survey kaiako and principals to identify where the needs are for literacy teaching.	JS / JH	-Hui and surveys	We will have a direction and focus for how to best support kaiako across the Kāhui. We will have an outline of what literacy practices are used throughout the Kāhui.
Meet with CCC to identify literacy trends they are seeing in students.	JS	-Hui	We will know where our primary schools need to focus more PD. We will have more clarity around what secondary kura are expecting from year 7 and 9 students.
Have selected kaiako to take part in PLD where there is a shared need.	S / JH / DM	-Financial support from Kāhui	We will have improved confidence in an area of literacy we are least confident in. We will be increasing capacity within all Kāhui schools by identifying lead kaiako.
Have selected kaiako feedback their learning to the team.	S / JH / DM	-Staff meetings	After surveying kaiako again, we will see improved confidence. We will be increasing capacity within all Kāhui schools by identifying lead kaiako.
Connect kaiako with particular skills and knowledge from the various Kāhui kura to share knowledge and resources.	JS / JH / DM	-CRT and financial support from the Kāhui	Building capacity within Kāhui Ako kura. Improved literacy teaching in identified areas of need.
Work within strategic goal #3 to develop deeper understanding of the English curriculum being introduced in 2025	JS / JH / DI	-New curriculum -Staff meetings	Teachers will feel more confident moving into 2025 mandatory use of the new curriculum. Planning will reflect the new curriculum guidelines: progress indicators, know/learn/do.
Work within strategic goal # 3 to improve assessment practices and OTJs in English (reading & writing).	JS / JH / DI	-New Curriculum -Staff meetings	Teachers will feel more confident with marking OTJs. The data will be more valuable, show more consistency across the school and help identify trends.