

Annual Plan

Goal 1 - Faith / Whakapono			
To enable each child to grow in faith through encounters with Jesus in a Catholic setting.			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
<p>2023 Dates:</p> <p><u>Liturgical celebrations</u></p> <ul style="list-style-type: none"> • Liturgies every Monday morning - Values award to be given out • Class Masses rostered on a Friday at midday • Staff prayers 8am Monday (rostered) • Whole staff prayer every Wednesday before morning tea ends <p>Term 1: Sunday 17 March - Family Mass - St Patrick's day Term 2: Sunday 19 May - Pentecost Sunday - Family Mass (class and school art, share food, dance, music) Saturday ??? - Tūrangī Mass (Matariki - share school learning, bring soup and rolls)) Term 3: Wednesday 15 August - Feast of the Assumption School Mass Sunday 15 September - Family Mass Term 4: Friday 1 November - All Saints day - School Mass Saturday 17 November - Tūrangī Mass Monday 11 December - End of Year Mass</p> <p>Other celebrations:</p> <p>Term 1: 8 February - Commissioning Mass in Hamilton 13 February - Shrove Tuesday 14 February - Ash Wednesday/Lent begins Mass? One Friday in Lent - lead Stations of the Cross 29 March - Good Friday 31 March - Easter Sunday</p> <p>Term 3: Thursday 26th July - Grandparents' Day Liturgy (Jochiam and Anne) Term 4: Friday 18 October - Mission Day - Mufti, sausage sizzle and tabloid sports (lunchonline) Sunday 1 December - Advent begins Thursday 12 December - Nativity play - Seniors to lead</p> <p>Sacramental Programme:</p> <p>Reconciliation - begins May - celebration Sunday Confirmation - begins September - celebration Sunday First Communion - begins November - celebration Sunday</p>	<p>Maryann Lorena Maureen</p>	<p>Ongoing</p>	<p>Prayer journals</p>

Adult Spirituality Alpha RCIA Welcome day - Alternate attendance Lorena, Maryanne & Maureen			
(Dimension 1 : Te Tutaki ki a te Te Karaiti - Encounter with Christ)			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
In partnership with the Parish, The Diocese Five Year Strategic Pastoral Plan Together on the Journey , we will concentrate on ‘Parish pathways’ action points 2&3 in order to continue to strengthen the companionship between the school and Parish communities	DRS/Principal/ Parish	Ongoing	
Invite Alison and Mons to morning tea and to speak to staff on Friday 2 February - asks for volunteers for job below: (This is an expectation) Tagged and non-tagged staff to be supported and encouraged to hold ministries within the parish such as: <ul style="list-style-type: none"> ● Children’s Liturgy ● Ministers of the Eucharist ● Readers ● Greeters ● Welcome ● Cleaning ● Hospitality - Baking for Mass or community lunch ● Attending school Masses 	DRS/Principal/ Parish	Ongoing	
Staff and Board will attend a retreat together about the Catholic journey of our school community at a call back day on the last Friday of the third term holidays	Lorena	13 Oct	Catering
Home/school partnership will continue to be strengthened through prayer bags, newsletters and the Religious Education whānau activities. Sending home or sharing some activity that is happening in the classroom either workbooks, worksheet, Seesaw post, Faith Alive sheet or Our Faith activities of their RE learning (3 times a term)	DRS Teachers Team Leaders	Ongoing	
Revamp the prayer bags and add new resources	DRS	Term 1	
In partnership with the parish, provide opportunities for parents to explore ways to walk alongside families to support them ‘returning’ to their faith eg through newsletters, Masses, meeting with Alison Principal to send personal invitations out to parents at the beginning of the year to each individual family who is eligible for the Sacraments and talk to each class.	DRS/Principal/ Parish	Ongoing	
Staff and Students invited to attend Turangi Masses on dates as listed above	All	Twice a year	Transport Catering

Provide a prayer journal to teachers to use at Monday morning prayer times along with a special intentions book for all staff to allow prayer to be offered for all who need it	DRS - book provision All	Ongoing	Cost of hard back journals
(Dimension 2 : Te Whakatapu ma te Matauranga - Growth in Knowledge)			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Support provided for tagged and non-tagged teachers through PLD development and opportunities to actively participate in staff prayer, school masses and liturgies	DRS All	Ongoing	
DRS to lead one staff meeting each term	DRS	Each term	Transport
Whole school professional development to be organised leading to extra qualifications - To Tatou Whakapono new curriculum focus and unpacking	DRS/Principal	Ongoing	Course costs
Learn one (or more) of the scripture readings associated with our school values and share the top 2 or 3 at a liturgy. Older students can do a longer version,	DRS Teachers	Term 2 Week 3	
Meet with Special Character leaders each term to help them organise liturgies etc	DRS/Principal	Each term	
Principal and DRS to New Zealand Catholic conference - 19 - 21 June	DRS/Principal	Term 2	Transport and accom
Principal to attend cluster conferences and meetings	Principal	Each term	Transport and accom
DRS to attend DRS Days	DRS	Each Term	
Leadership development and mentoring of non-tagged teachers by tagged colleagues.	DRS/Teachers	Ongoing	
Provide Columban Calendars for each class and admin area, and reading of the day diaries for the staff room	DRS	Term 1	
Teachers new to Catholic Schools will undertake professional development and share expertise to foster an environment of collaborative practice	DRS/Teachers	Ongoing as needed)	
(Dimension 3 : Te Whakaatu Karaitiana - Christian Witness)			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost

Bibles will continue to be presented to all New Entrants and new students arriving at our school	DRS/PTFA	Ongoing	
To further develop culturally responsive knowledge and practices to support Māori whānau within our Catholic context.	Arnelle/ Maureen	Ongoing	
Students to attend Y8 Regeneration Day in Hamilton	DRS	Term 4	
Reinstitute and train Guardian Angels providing support for preschoolers (Shamrocks) and new entrants and those who need breakfast or lunches. Use the school hall kitchen. Have a small table in there to use.	DRS/Principal	Ongoing	
Young Vinnies/Mini Vinnies to do activities to help others once a term	DRS	Ongoing	
Develop opportunities to meet kanohi ki te kanohi to with Catholic Māori whānau to gain an understanding of what being Maori and Catholic means - and develop a plan to how best support our learners	Principal/DRS/ Board/SLT	Ongoing	
Ask Mons to run a Maori Spirituality staff meeting to understanding Māori spiritually through the Religious Education programme (age appropriate level) Schedule into staff meeting time	DRS	Term 1	
Connecting classroom treaties to Te Tiriti o Waitangi and how it relates to our <u>covenant/promises</u> with God through the Sacraments (age appropriate level)	DRS Teachers	Term 1	
Continue to learn and use the Māori parts of the Mass for school Masses and liturgies	All	Ongoing	
Being culturally responsive by providing opportunities for all our students to celebrate their faith through prayers of the faithful in their first language and the celebration of Cultural feast days, eg. Mexican Day of the Dead, Diwali, Matariki, Chinese New Year etc	DRS/Teachers	Ongoing	
(Dimension 4 : Te Kaitiakitanga me te Whakapakari i te Tuakiri Katorika - Safeguarding and strengthening Catholic Character			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Ensure that steps are taken for the school to become compliant with non-preference enrolments	Principal	Ongoing	
Choose an aspect one dimension to focus on this year for an internal review	Principal/DRS	Term 1	
Once the above dimension has been identified, survey teachers, children and community. Outcomes from the survey can be used to plan and respond in an authentic way.	Principal/DRS	Term 2	
All classrooms and the staffroom will have a sacred area for prayer focus	DRS/Teachers	Term 1	
There will be a cross or crucifix in all administration and learning areas of the school	Principal/DRS	Term 1	
All classrooms, administration areas and workspaces will display the mission, vision and values of the school,	Principal/DRS/	Term 1	

including our key competencies for each level (in kids speak for reports)	Teachers		
Images of Christ used will be varied and culturally responsive	DRS/Teachers	Ongoing	
Values will be aligned to Gospel scriptures and taught in classrooms (see scripture reading task above - Term 2)	DRS/Teachers	Ongoing	
Artwork reflecting our values using the symbols from the certificates. Possibly having a lead teacher guiding or children with special abilities to complete the work, eg using mosaic, handprints etc. Displayed in our school		Term 1	Materials and paint
Classes will learn about their classroom saint and be able to talk about the Gospel values they lived by using our saints signs	Teachers	Ongoing	
Class visits by Mons, every term - teacher to let Mons know the theme of the classroom learning	DRS	Termly	

Goal 2 - Learning / Ako

To provide quality, meaningful knowledge based education using an evidenced based curriculum prioritising mathematics and literacy.

To have high expectations for all learners

Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Priority students and target students will be identified by data from 2023	Principal/SLT	T4 2023	
Goals and targets set at the beginning of the year and monitored twice a term at team meetings to ensure the accelerated progress of students identified	Principal/SLT/ Teachers	Twice a term	
One teacher meeting per term - sharing the successful progress of target students and discussing strategies to support those who haven't made the expected progress	Principal/SLT	Each term	
Small groups of tier 2 and 3 students will be taken for literacy and maths to support accelerated learning Progress monitoring and reporting of tier 2 and 3 students in small groups	WSL/DP	Termly	Board funded Tch/TA
Gifted and talented students will be identified by data and their previous teacher from 2023 and added to a register to identify areas where we can support these students eg national and local competitions, high ceiling tasks	All	T4 2023	
ESOL groups will be identified, taught and monitored by ESOL tutor and by the classroom teacher	DP/Senco/TAs	Ongoing	

Mid-term moderation of data by team leaders and WSL, DP and principal	SLT - less DRSS	Once a term	
Actions/How will this happen in 2023?	Who is responsible?	Timeframe/ When will it be done?	Resourcing /cost
To provide coherent learning pathways			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Continue to develop our localised curriculum documents that are aligned to the refreshed curriculum to form an agreed pedagogy	WSL/SLT	Ongoing	
High impact teaching strategies that support the growth of all learners	All	Ongoing	
Using data to inform teaching and learning	All	Ongoing	
The Mathematics programme will be revised and professional development supplied if necessary to improve our mathematics outcomes for students	WSL/Maths lead teacher	Ongoing	Resources
Daily review of previous explicit teaching at the beginning of literacy and numeracy sessions	Teacher	Ongoing	
Termly long term planning in each hub following scope and sequence for teaching	All	Ongoing	
STEAM specialist teaching each term	Melissa	Ongoing	Resources
A Te Reo and tikanga scope and sequence will be developed and implemented	Ling/Teachers	Ongoing	
Collaborative planning continues to take place to ensure progress of all students using school integrated term overviews	Team leaders	Ongoing	
Assessment will take place each term using assessment for learning, formative, summative and diagnostic assessment and relevant data will be entered on to eTAP (see assessment overview)	Principal/Team leaders/Teachers	Each Term	
Team leader, DP and Principal professional development opportunities will be provided	Principal	Ongoing	
Teacher Professional Learning aligns with the areas of need	Principal/WSL/DP	Ongoing	
Teachers to set goals for professional growth cycle and review each term	Principal/Teachers	Each term	

Principal/DP/Team leader observations of teachers for professional growth cycle feedback	SLT	Ongoing	
Goal 3 - Wellbeing			
To contribute to the well being of our students and wider school community by using te whare tapa wha			
To help our students become confident resilient risk takers			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Implement a leadership programme in our senior school to promote personal student growth	DP/Senior team leader	Term One	
Our behaviour management flow chart is used consistently by all members of staff and shared with students so they know the school's expectations	DP/All	Ongoing	
Provide opportunities for children to share personal/team successes that are achieved inside and outside of school	All	Ongoing	
Provide a range of activities that encourage risk taking inside and outside of the classroom e.g. mountain biking, rock climbing, treks etc	Teachers	Ongoing	
Provide a range of leadership opportunities for all students within the school - senior leaders, Young and Mini Vinnies, Greening Taupō, active participation and leadership in assemblies, liturgies and Masses etc	Principal/Team leaders/Teachers	Ongoing	
To create strong, positive learning partnerships that are responsive to the aspirations of learners and their whānau			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Connect with whānau at the beginning of the year to share class expectations in a social environment (picnic)	Teachers	Term 1	
Ask whanau to complete a 'getting to know my child' questionnaire to share information about their hopes and aspirations for their child	Teachers	Term 1	
Celebration of learning - open classroom opportunities in Term 1 and 3, Matariki in Term 2 and End of Year Celebration in Term 4.	All	Ongoing	
Mid year written report followed by a parent teacher meeting early in Term 3	Teachers	Term 3	

Written report at the end of the year	Teachers	Term 4	
Seesaw is used as a tool to give parents just in time snapshots of their child's learning journey and successes	Teachers	Ongoing	
To provide a safe, inclusive environment where barriers to learning are identified and reduced			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
SENCO to support learners, teachers and teacher aides - as required	SENCO	Ongoing	
Rongohia te hau survey in term 1 with the assistance of Pip Across school leader	Principal/SLT	Term 1	
Take part in a wellbeing survey to be used as a tool to provide student and community perspective	Principal/SLT	Term 1	
Use our IT provider, the systems put in place and explore the Netsafe Schools Resources to develop and promote online safety	Principal/IT SLT	Ongoing	
Book John Parsons - Online Safety Facilitator if he is available for our Year 4-8 students + staff	Principal	Term 1	
Continue to implement the "Pause, Breathe, Smile" Programme in the school	Teachers	Each term	
Effectively monitor attendance and support families to ensure children attend school regularly.	DP	Ongoing	
Goal 4 - Community - Hapori Whānui			
To visibly contribute to our parish, school, local community and environment by demonstrating our school motto of Faith in Action - Te Whakapono me ana Mahi			
To connect to others in the community within authentic and engaging learning contexts			
Actions /How will this happen in 2024?	Who is responsible?	Timeframe/ When will it be done?	Resourcing/ Cost
Have a meeting with our Māori community to talk about their aspirations for their whānau and then look at meeting with our other ethnic communities	Principal/WSL	Term 1	
Consult with the school community about our localised curriculum to get feedback	Principal/WSL	Term 1	
We actively participate in the Taupō Kāhui Ako and connect with other learning communities to take advantage of opportunities to reflect on, evaluate and moderate our teaching, learning and leadership with colleagues outside of our setting	All	Ongoing	

<p>Local opportunities</p> <ul style="list-style-type: none"> ● Involvement in the Taupō Kāhui Ako (Leadership/Moderation/Evaluation) ● Central Plateau Principals Association Meetings and Retreat (PLD/Leadership/Evaluation) 	Principal/ WSL	Ongoing	
We will take pride in and actively care for our school's physical environment	All	Ongoing	
Board to investigate senior playground plans and begin working on replacing the Tiger Turf	Board	Term 1	
<p>We will be actively involved in environmental and sustainability projects in the Taupo community</p> <ol style="list-style-type: none"> 1. Kids Greening Taupō Local PLD opportunities for staff and students 2. Student leadership is developed through an environmental lens (Kids Greening Taupō Rangers) 3. Lead teachers participate in Kids Greening Taupō Professional Learning opportunities 	Enviro leader /Teachers	Ongoing	
<p>We consider the global environmental impact of everything we do</p> <ul style="list-style-type: none"> ● Recycling ● Enviro group ● Selling, giving away veges ● Planting days in gully ● Community planting days 	Enviroleader/ teachers	Ongoing	
As we develop our localised curriculum, look at opportunities to connect with the local community	All	Ongoing	

Annual Targets (based on 2023 data)

Annual target goal

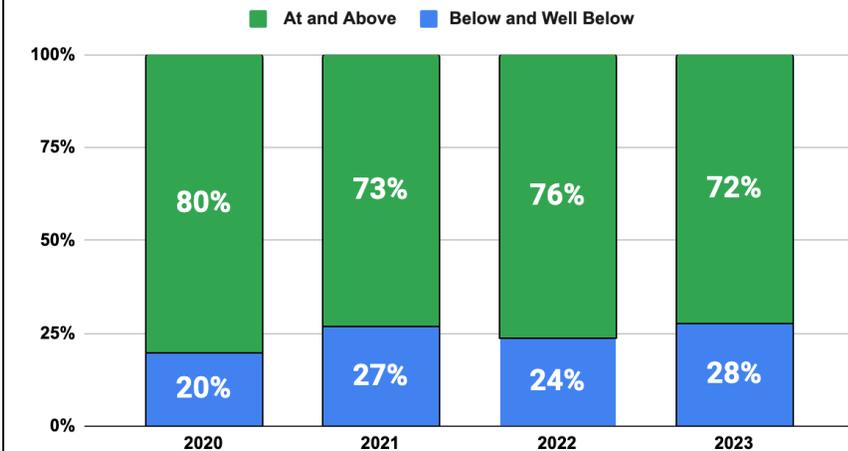
Focus : Mathematics and Writing

Baseline data:

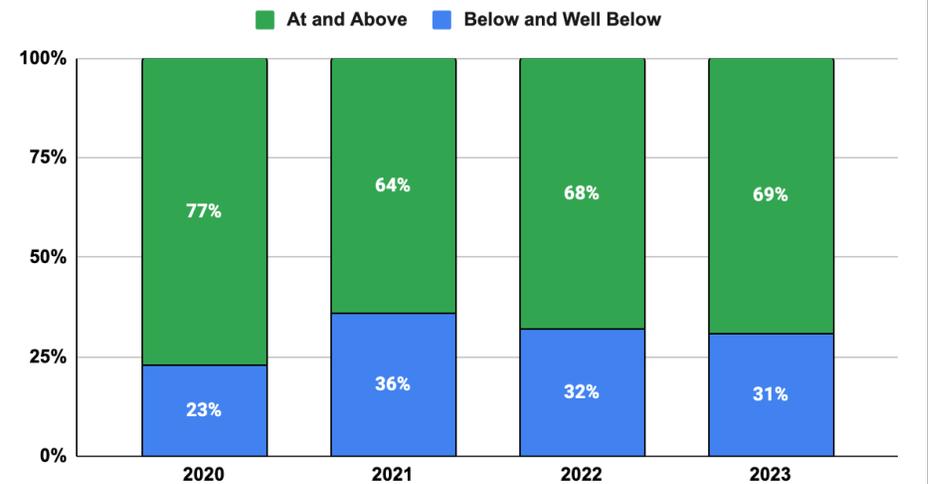
Analysis of the overall data over the past 4 years, has shown a decrease in achievement in all three subjects since 2020.

The impact has been less with reading with at or above remaining at 80% or above. Although reading at or above levels were at 89% in 2020 and 83% in 2021 and 2022.

Mathematics - 4 Year Comparison



Writing - 4 Year Comparison



It is critical that we continue to acknowledge and understand the significant impact that the Covid-19 Pandemic has had on our learners. Four years on from the start of the pandemic, a number of government reports have found significant and concerning ongoing impacts on learners' progress across New Zealand. Whilst the above results predominantly focus on learning outcomes, it is clear that Covid-19 has negatively impacted student attendance, learning behaviour and student wellbeing.

Our target for 2024 is to have 80% of our students achieving at or above in mathematics and 75% achieving at or above in writing.

Goal	Outcome	Action	Measurement
To improve outcomes for target students by monitoring at team level twice a term and staff level once a term	Student achievement will improve and bring the school closer to it's targets of 80% achievement at or above in mathematics and 75% achievement in	Team leaders will schedule times in their team meetings twice a term to discuss target students and to discuss classroom programmes, sharing ideas	Data results to be similar to expectation within and across teams, if not practical measures are put in place each term to address this

	writing	and working collegially Priority student sheets to be filled in each term as a team and then discussed at a teacher meeting	Priority student achievement to be checked each term by SLT - query any discrepancies
To implement and strengthen programmes and assessments in the school eg Numicon, Write that Essay, Word Cracker, Structured Literacy to improve achievement	There will be a range of practical programmes which teachers can use to improve outcomes	Results of assessment will be discussed at team, teacher and SLT levels each term. Collegiality and sharing of ideas being used in classrooms will be encouraged both at team and staff level	PAT testing for Y3-8 in Mathematics, Y4-8 in literacy Numicon signpost tests Writing moderation within and across teams and compared to other schools Dibels testing Mid and end of year OTJs Teacher feedback and discussion Ongoing assessment for learning and use of HITS
To continue to provide extra support for tier 2 and 3 students	At risk students will make accelerated progress	Release time will be given to curriculum leader to continue tier 2 and 3 sessions and teacher aide will also work with small groups	Mid year and end of year data will be collated to assess whether the programme has improved student learning
To provide ongoing teacher professional development in mathematics and writing	Teachers will have the necessary skills to improve teaching and learning in their classrooms in order to improve student outcomes	Staff meetings will held to for the purpose of professional development in order to achieve targets	Teacher feedback Mid and end of year data results
To provide the required resources to support teaching	Classes will have the necessary resources to improve teaching and learning	Collation of what resources are available and what is needed Budget set aside to buy necessary equipment especially for mathematics	Teacher feedback about resources needed and being used