



St Francis Catholic School

Annual Plan – 2024

We are a vibrant & empowering
Catholic school, creating **pathways**
of **excellence** for our tamariki.



Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

1. Implementation and embedment of the school wide rebrand project across the school by 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Annual Implementation of Strategic Plan 2024 – Actions and Timeframe:

Goals:	Actions:	Who and When:	How will we measure success?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p> <p>Stage 3 of property improvements – signage and resources.</p>	<p>Senior Leadership Team, Teachers - throughout the year</p> <p>BOT, Principal – throughout the year</p>	<ul style="list-style-type: none"> • Info gathered at TOD • Wording decided on • Visuals made and displayed • Shared with community • Front of office design complete • Classroom signage up
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data.</p> <p>Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan.</p> <p>Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>Senior Leadership Team, Teachers – each term</p> <p>Senior Leadership Team, Teachers – throughout the year</p> <p>Teachers – June and December</p>	<ul style="list-style-type: none"> • Year 5 and 6 - Collections at the beginning and end of each unit of work, around leadership opportunities etc • Use Russell Bishop’s work to inform planning – tracked by Team Leaders • Principal and Within School lead to attend Kahui Ako meetings and PD sessions • Kahui Ako lead and others to lead a workshop at the conference • Mid and End of Year Report review
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders.</p> <p>Ongoing review of policies and procedures related to mental health.</p>	<p>Teachers – throughout the year</p> <p>BOT, Senior Leadership Team – as per the review cycle</p>	<ul style="list-style-type: none"> • Mitey lead to attend PD each term, and provide observation opportunities of teachers • Review info shared with the community, with an opportunity for feedback

	Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.	Senior Leadership Team – February / March	
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>Within School lead, Senior Leadership Team, Teachers – throughout the year, Kahui Ako conference in March</p> <p>Senior Leadership Team, Junior School Team – February</p>	<ul style="list-style-type: none"> • Kahui Ako conference – March • Structured Literacy LLLL – February for 4 teachers • Continued The Code staff meetings • Purchase more LLLL resources after review, including storage and labelling • Review Achievement targets and target students at each Senior Leadership meeting, moving resources around to accommodate changing data. Include classroom teachers and teacher aides in these discussions and meetings • Interventions (teacher and teacher aide run) are based on current practices rather than historical programmes

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents.</p> <p>Review the ANZH curriculum implementation and track coverage of the strands across the school.</p> <p>Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>Senior Leadership Team – school holiday meetings</p> <p>Teachers - throughout the year</p> <p>Junior School teachers – through the year, Middle School teachers – once a term</p>	<ul style="list-style-type: none"> • TOD doc – February, reviewed by Senior Leadership Team, Term 1 • School holiday meetings with Senior Leadership Team to continue developing documentation, completed by August
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>Teachers, Senior Leadership Team – Term 1 and 2</p>	<ul style="list-style-type: none"> • January meeting of the Senior Leadership Team to review documentation • Collect Year 5 and 6 Student Voice in February / March • Finalise documentation in May • Implement visuals into classrooms in June



Discussion points:

That targets and actions will give effect to Te Tiriti o Waitangi

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes.

High-level tangible steps, rather than surface feature changes.

Catering to students whose needs have not been well met.

Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys
- NELP – National Education Learning Priorities
- Education and Training Act 2020 – Objectives for Boards in Governing Schools

