



St Francis Catholic School

Annual Plan – 2025

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 the end of 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

Where are we currently:

2023 – 2025 Strategic Plan -

https://drive.google.com/file/d/1KFh_rCaeqJshxvoKGApFJHY01zg8WbSW/view?usp=sharing

2022 Annual Report –

<https://drive.google.com/file/d/1bmiqx21wy9e9ypoaHlCVQadeQniT925c/view?usp=sharing>

2022 Financial Statement –

<https://drive.google.com/file/d/1ZzWGpwVNpuzvloCKTNRpuyXQLlGrDaI9/view?usp=sharing>

2023 Annual Report –

https://drive.google.com/file/d/1Az0KpOPJfaEI_DRJikU2ZCkNlygzU_4u/view?usp=sharing

2023 Financial Statement –

https://drive.google.com/file/d/1Lz6Q9XyCvPa_r5Y8tqD8sAF_CwWbBYgU/view?usp=sharing

2024 Annual Plan –

<https://drive.google.com/file/d/1galySlwNfvvCkFOinAquUIEUztlcnENT/view?usp=sharing>

2024 Annual Report –

<https://drive.google.com/file/d/1VFTB3o3jsbqeN6bdcRXylFrK5dLn0uVv/view?usp=sharing>

2024 Financial Statement – To come

How will our targets and actions give effect to Te Tiriti o Waitangi:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the

achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our recent rebrand documentation.

The 2025 local Curriculum will include:

- Te Reo and Tikanga lessons Year 2 – 6 (Level 1 and 2 of the NZC)
- Kapa Haka groups – Year 3 and 4, Year 5 and 6
- Facilitated by our Cultural Lead position

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.
- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.



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>Continue implementation of the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p> <p>Complete 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"> • Branded images on all documentation across the school. • Completion of successful property projects. Start making property goals for the next three-year cycle.
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue with student voice collection as 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. Link with current professional development – Structured Literacy, Maths No Problem, the new RE curriculum etc. Focus: taking ownership of new learning.</p>	<p>Senior Leadership Team, Teachers – each term</p> <p>Senior Leadership Team, Teachers – throughout the year</p>	<ul style="list-style-type: none"> • Analysis of voice data, as part of the review cycle. • Increased students outcomes, proven by data. • Collection and analysis of Year 7 collected data. • PD will be completed: Y4-6 Structured Literacy (MOE funded), Year 1 – 3 Structured Literacy (MOE funded), Maths No Problem resources (MOE funded) and pd (a mixture of MOE funded and self-funded).
<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> <p>Senior Leadership</p>	<ul style="list-style-type: none"> • Tracking and monitoring of informal assessment, comments mentioned in the Mid or End of Year Reports. • Mitey strategies and Health AOs will be integrated across the local curriculum, particularly in the RE curriculum.

<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. Work with Kahui Ako schools who are also implementing the Maths No Problem programme for the first time.</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</p>	<ul style="list-style-type: none"> • Consistent improvements on 2024 data, particularly with identified target students. • Professional development and support will be provided for our new SENCO, particularly working through the SENCO register and MOE Special Learning Needs processes.
<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>Year 1 – 4 teachers to implement the new Level 1 and 2 RE curriculum strands, while Year 5 and 6 teachers attend PD.</p> <p>Implement the new English and Mathematics Curriculum documents – MOE provided resources, professional development and TOD.</p>	<p>Senior Leadership Team – school holiday meetings</p> <p>Teachers - throughout the year</p>	<ul style="list-style-type: none"> • Complete the review cycle by the end of the year.

<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Manners focus to continue. Gold coins initiative to continue. Refreshed Pastoral care plans for each class.</p>	<p>Teachers, Senior Leadership Team</p>	<ul style="list-style-type: none"> • Complete the review cycle by the end of the year.
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Graduate Profile Resources:

https://docs.google.com/document/d/1_krvkTpZ-yHJAn0xtgngEmH3BouBd-kg/edit?usp=sharing&oid=111712547138445895096&rtpof=true&sd=true

<https://docs.google.com/document/d/17pC3gWpHBovUmOGsNIWfiEYsyg9neDT8/edit?usp=sharing&oid=111712547138445895096&rtpof=true&sd=true>

Ministry of Education (MoE) Strategic Documentation:

1. National Education and Learning Priorities (NELP): <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
2. Ka Hikitia: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia>
3. Action Plan for Pacific Education: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education>
5. Attendance and Engagement Strategy: <https://www.education.govt.nz/our-work/strategies-policies-and-programmes/attendance-and-achievement/increasing-school-attendance>
6. Learning Support Action Plan 2019 - 2025 (LSAP): <https://www.education.govt.nz/our-work/information-releases/issue-specific-information-releases/learning-support-action-plan-and-coordinator-role-allocation>
7. Child and Youth Wellbeing Strategy: <https://www.msd.govt.nz/about-msd-and-our-work/child-wellbeing-and-poverty-reduction/child-youth-strategy/index.html>
8. New Zealand Disability Strategy: <https://www.whaikaha.govt.nz/about-us/programmes-strategies-and-studies/programmes-and-strategies/new-zealand-disability-strategy>

St Francis Catholic School works in conjunction with the current government priorities, which are:

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.
- **Attendance Action Plan.**



To meet these national goals, we will include the likes of:

- Considering what changes are necessary this year to either prepare for upcoming curriculum updates or implement those already mandated.
- Focusing on attendance initiatives to support regular student attendance, tailored for your kura or school's context.
- Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, with a focus on how progress is reported to the Board and the community.
- Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this is effectively addressing the learning needs of ākonga in the school or kura.
- Establishing a baseline for how students are progressing and achieving against new curricula that you are implementing.