



St Paul's Catholic School, Ngaaruawaahia

Vision Statement

To know, love and serve God.

Mission

To provide a collaborative, holistic learning environment founded on Catholic ideals.

Summary of the information used to develop this plan

Catholic Character Review, 2023  
ERO report

Statement of Variance, 2025  
Whole School Data, 2025

## Annual Implementation Plan 2026

Strategic Goal 1: Holistic and Collaborative Learning.

Strategic Aim: To enhance the overall learning experience at St. Paul's Catholic School by promoting holistic and collaborative learning opportunities encompassing diverse experiences and skills.

<p>(Annual Target 1a)</p> <p>An increased percentage of students achieving at the Proficient and Excelling levels by the end of 2026 in reading, writing, and mathematics.</p>	<p>Baseline Data (2025)</p> <p>Reading: 55.2% of students on track.</p> <p>Writing: 36.5% of students on track.</p> <p>Mathematics: 55.2% of students on track.</p>	<p>The measures in the Annual Plan align to show:</p> <p>Implementation fidelity</p> <p>Evidence of practice change (planning, observations, walkthroughs, reflection)</p> <p>Impact on learners (achievement, engagement, accelerated progress)</p>		
Key actions	Measure	Responsible	Resources	Complete by
<p>Focus on teacher practice in the classroom by implementing Effective and Efficient Instruction. (Implementing the 13 Elements of Explicit Instruction).</p>	<p>Teachers consistently implement the 13 Elements of Explicit Instruction in classroom programmes, with evidence observed through classroom walkthroughs, planning, and teacher reflection.</p>	<p>Principal and Deputy Principal</p>	<p>Two call back days before the 2026 academic year begins.</p> <p>Coloured Posters</p>	<p>Before the academic year begins.</p> <p>Progress monitored through the year.</p> <p>The middle and the end of each term - PGC reflection sheets</p>

			for each class	
Focus on teacher practice in the classroom by implementing Effective and Efficient Instruction. (Implementing High Leverage Teaching Practices).	High Leverage Teaching Practices are evident in classroom teaching, planning, and observations, resulting in increased student engagement and improved achievement outcomes.	Teachers	Two call back days before the 2026 academic year begins.  Coloured Posters for each class	The middle and the end of each term - PGC reflection sheets.
Teachers will use PATs, DIBELS, iDeaL Spelling, PRIME Mathematics, classroom observations, and student work samples to inform Overall Teacher Judgements (OTJs).	OTJs are informed by multiple sources of evidence, including standardised assessment data, classroom observations, and student work samples, ensuring consistency and reliability across the school.	Classroom Teachers	Time and CRT	On going
Teachers will monitor progress of target students and implement deliberate acts of teaching (DATs) to accelerate progress.	Target students are monitored regularly, with DATs documented in teacher planning and evidence showing accelerated progress for identified learners across the year.	Classroom Teachers	Time and CRT	On going

Staff meetings focused on the Science of learning, including Cognitive Load Theory.	Staff meetings include professional learning on the Science of Learning and Cognitive Load Theory, with teachers demonstrating evidence of these approaches in classroom practice and planning.	Principal and Deputy Principal	TOD and staff meeting time	The end of the year
TODs and Staff meetings focused on Structured Literacy, including Spelling, Reading and Writing - and the Revised Curriculum.	All teaching staff participate in Structured Literacy PLD, with agreed spelling, reading, and writing practices implemented consistently across classrooms.	Deputy Principal	TOD and staff meeting time	
TODs and Staff meetings focused on Structured Maths and using Prime, including basic facts maths - and the Revised Curriculum.	Teachers implement Structured Mathematics approaches and PRIME Mathematics practices consistently, with classroom programmes reflecting explicit teaching of mathematical concepts and basic facts.	Deputy Principal	TOD and staff meeting time	
Ensure all classrooms actively participate in Structured Literacy and Mathematics PLD, with teachers applying new learning through explicit teaching practices, collaborative planning, and ongoing reflection to improve student achievement.	100% of classrooms participate in Structured Literacy and Mathematics PLD, with evidence of new learning reflected in planning, teaching practice, collaborative inquiry, and improved student achievement data.	Deputy Principal		On going

Strategic Goal 1: Holistic and Collaborative Learning.

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<p>(Target 1b)</p> <p>By the end of 2026, all 52 writing target students in Years 2–8 will make at least one year’s progress in writing - to increase the percentage of students who are on track.</p>	<p>Baseline Data (2025)</p> <p>Writing: 36.5% of students on track.</p>	<p>The measures in the Annual Plan align to show:</p> <p>Identification measures show the right students were targeted.</p> <p>Monitoring measures show progress is being tracked during the year.</p> <p>Teaching measures to show interventions (DATs) actually occurred.</p> <p>End-of-year measure proves the target was met.</p>		
Key actions	Measures	Responsible	Resources	Complete by
<p>Writing target students are identified using 2025 whole-school writing achievement data.</p>	<p>52 target students identified by Week 4, Term 1 using 2025 writing achievement data. Classroom planning identifies and prioritises target learners.</p>	<p>Principal and DP.</p> <p>Teachers</p>	<p>Release Time and CRT</p>	<p>Before Term 1 begins</p> <p>By the end of March</p>
<p>Administer PAT Writing assessments to all students in Years 5–8 to inform achievement data analysis and targeted teaching.</p>	<p>100% of Year 5–8 students complete PAT Writing assessments. PAT data is analysed to identify strengths, gaps, and target students requiring acceleration.</p>	<p>Classroom Teachers</p>	<p>Class Time</p>	<p>By the end of February</p> <p>On going</p>

<p>The Learning Support Coordinator (LSC) will use DIBELS assessment data to group students for targeted literacy support and intervention.</p>	<p>Students requiring additional support are identified using DIBELS data. Literacy intervention groups are established and reviewed regularly. Progress data demonstrates improvement for identified students.</p>	<p>LSC</p>	<p>Release time</p>	<p>By the end of Term 2 And again by the end of Term 4,</p>
<p>Use staff meetings to build teacher capability in analysing PAT, iDeal Spelling, and DIBELS data to inform responsive teaching and improve achievement.</p>	<p>Staff meetings include regular professional learning on assessment analysis and responsive teaching. Teachers demonstrate use of assessment data to inform planning and targeted instruction.</p>	<p>Principal and DP</p>	<p>Staff meeting time</p>	
<p>Teachers will collect, moderate, and analyse mid-year writing achievement data to monitor progress toward end-of-year expectations, identify students requiring acceleration, and adjust teaching programmes accordingly.</p>	<p>Mid-year moderation completed schoolwide. Progress of all 52 target students tracked and reviewed mid-year. Teaching programmes adjusted for students not on track to make expected progress.</p>	<p>Classroom Teachers</p>	<p>Staff meeting time</p>	
<p>Teachers will analyse 2026 PAT data, 2025 writing achievement data, ESOL groupings, spelling, and DIBELS data to identify target students. Deliberate Acts of</p>	<p>Deliberate Acts of Teaching (DATs) are documented in planning for all identified target students. Ongoing monitoring shows progress for target learners each</p>	<p>Classroom Teachers</p>	<p>Instructional Teaching Time</p>	

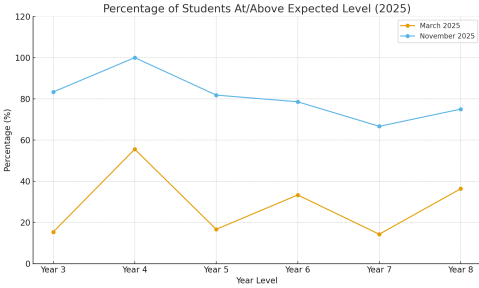
<p>Teaching (DATs) will be planned and implemented to respond to identified learning needs, with ongoing monitoring of student progress and achievement. (no more than 5 students in classroom targets students).</p>	<p>term. By the end of 2026, all 52 target students make at least one year's progress in writing.</p>			
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<p>Strategic Goal 1: Holistic and Collaborative Learning.</p> <p>Strategic Aim: To enhance the overall learning experience at St. Paul's Catholic School by promoting holistic and collaborative learning opportunities encompassing diverse experiences and skills.</p>		
<p>(Target 1c)</p> <p>Parents and whaanau receive clear and consistent mid-year and end-of-year reports using the Common Progress Descriptors to communicate student achievement, progress, and next learning steps.</p> <p>100% of student reports align with updated assessment and reporting requirements.</p> <p>Teachers demonstrate consistent use of the Common Progress Descriptors across year levels and curriculum areas.</p>	<p>Respond to external mandates re assessment and reporting requirements and work with staff and parents to implement these in a quality, consistent and student centred way.</p>	<p>The measures in the Annual Plan align to show:</p> <p>Participation and implementation (staff meetings/PLD occur)</p> <p>Capability building (teachers' confidence and consistency improve)</p> <p>Impact on practice (data informs planning and teaching)</p> <p>Impact on learners (progress and achievement improve)</p>

Key actions	Measures	Responsible	Resources	Complete by
<p>The Principal and Deputy Principal will engage in professional learning, Ministry updates, and sector networks to remain informed of assessment changes and support effective implementation across the school.</p>	<p>The Principal and Deputy Principal participate in relevant professional learning, Ministry updates, and sector networks, with assessment changes communicated to staff and implemented consistently across the school.</p>	<p>Principal and DP</p>	<p>Time and commitment to keep up to date</p>	<p>On going</p>
<p>Regular staff meetings will be used to build teacher capability in formative and summative assessment, including the use of data to inform planning, teaching, and learner progress.</p>	<p>Staff meetings include regular professional learning on formative and summative assessment, with teachers demonstrating increased confidence and consistency in using assessment data to inform planning, teaching, and learner progress.</p>	<p>Principal and DP</p>	<p>Staff meeting time</p>	
<p>Staff meetings will support teachers to use achievement data to identify trends, monitor target students, and implement deliberate teaching actions to improve achievement.</p>	<p>Teachers use achievement data to identify trends and target students, with deliberate teaching actions evident in planning and ongoing monitoring demonstrating improved learner progress and achievement.</p>	<p>Principal and DP</p>	<p>Staff meeting time</p>	

Strategic Goal 1: Holistic and Collaborative Learning.

Strategic Aim: To enhance the overall learning experience at St. Paul's Catholic School by promoting holistic and collaborative learning opportunities encompassing diverse experiences and skills.

<p>(Target 1d)</p> <p>By the end of 2026, 100% of students in Years 3–8 will meet the school’s expected basic facts benchmark, with Year 3 and Year 4 students achieving a score of 50, and Year 5 to Year 8 students achieving a score of 70, to strengthen fluency and confidence in mental mathematics.</p>	<p>Baseline 2025</p>  <table border="1"> <caption>Percentage of Students At/Above Expected Level (2025)</caption> <thead> <tr> <th>Year Level</th> <th>March 2025 (%)</th> <th>November 2025 (%)</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>15</td> <td>85</td> </tr> <tr> <td>Year 4</td> <td>55</td> <td>100</td> </tr> <tr> <td>Year 5</td> <td>18</td> <td>82</td> </tr> <tr> <td>Year 6</td> <td>32</td> <td>78</td> </tr> <tr> <td>Year 7</td> <td>15</td> <td>68</td> </tr> <tr> <td>Year 8</td> <td>35</td> <td>75</td> </tr> </tbody> </table>	Year Level	March 2025 (%)	November 2025 (%)	Year 3	15	85	Year 4	55	100	Year 5	18	82	Year 6	32	78	Year 7	15	68	Year 8	35	75	<p>The measures in the Annual Plan align to show:</p> <p>Promotion of attendance expectations through communication with whaanau.</p> <p>Early identification and monitoring of attendance concerns.</p> <p>Supportive intervention and partnership with whaanau through the Attendance Management Plan.</p> <p>Improved attendance outcomes for identified students and across the school.</p>		
Year Level	March 2025 (%)	November 2025 (%)																							
Year 3	15	85																							
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Year 6	32	78																							
Year 7	15	68																							
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<p>Key actions</p>	<p>Measures</p>	<p>Responsible</p>	<p>Resources</p>	<p>Completed by</p>																					
<p>Mental Maths sessions Monday–Thursday (20 minutes) using explicit teaching of strategies and recall practice.</p>	<p>Classroom programmes show mental maths is taught at least four times per week.</p>	<p>Teachers</p>	<p>Time</p>	<p>On going</p>																					
<p>A basic facts test each Friday, with results graphed by students and analysed by teachers. Master testing</p>	<p>Weekly progress is tracked through student graphs and teacher monitoring sheets, with term data showing</p>	<p>Teachers</p>	<p>Time</p>	<p>On going</p>																					

completed at the end of each term.	improvement trends.			
Students use Times Tables Rock Stars to build fluency and automatic recall.	Students participate in regular TTRS sessions, with engagement and progress data monitored by teachers.	Teachers	Time	On going
Teachers identify target students requiring additional support using assessment data.	Target students are identified in Term 1 and reviewed at least twice per term using assessment information.	Teachers	Time	On going
Targeted small-group intervention (e.g., Daily Automaticity Practice/teacher aide support) for students below expectations.	Intervention groups are timetabled and monitored, with students demonstrating progress toward expected benchmarks.	Teachers And TAs	Time	On going
Explicit teaching of number knowledge and mental strategies during mathematics lessons.	Planning demonstrates deliberate acts of teaching focused on number knowledge, recall, and efficient mental strategies.	Teachers	Time	On going
School-wide consistency in basic facts teaching expectations and	All Years 3–8 classes follow an agreed assessment schedule and	Principal	Time	On going

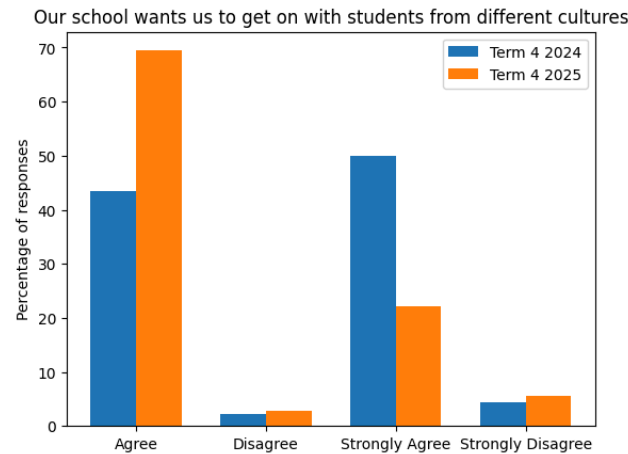
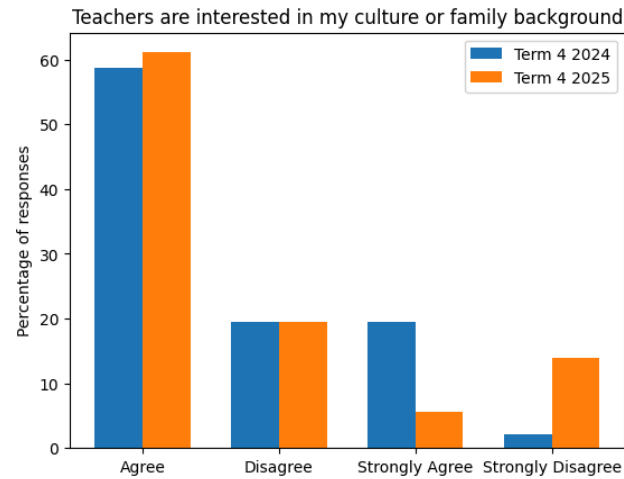
assessment practices.	teaching expectations.			
Celebration and recognition of progress through certificates, class goals, or assemblies.	Student progress and achievement are recognised regularly, promoting motivation and engagement.	Principal	Assemblies	On going
Teachers analyse term data and adapt programmes to respond to student needs.	Basic facts achievement data is reviewed each term and informs classroom planning and targeted support.	Teachers	CRT	End of each Term
A basic facts component included in homework programmes.	Homework includes basic facts activities each week, with whānau encouraged to support practice at home.	Teachers	Homework	Weekly

Strategic Goal 2: Fostering Inclusive and Collaborative Community Partnerships.

Strategic Aim: To strengthen the sense of community within St. Paul's Catholic School by promoting inclusivity, cultural enrichment, effective communication, and collaborative partnerships between the school and its stakeholders.

Target 2a

By the end of 2026, a greater percentage of students in Years 5–8 will respond 'Agree' or 'Strongly Agree' to student voice statements related to cultural responsiveness, inclusion, belonging, and positive relationships, with reductions in 'Disagree' and 'Strongly Disagree' responses.



The measures in the Annual Plan align to show:

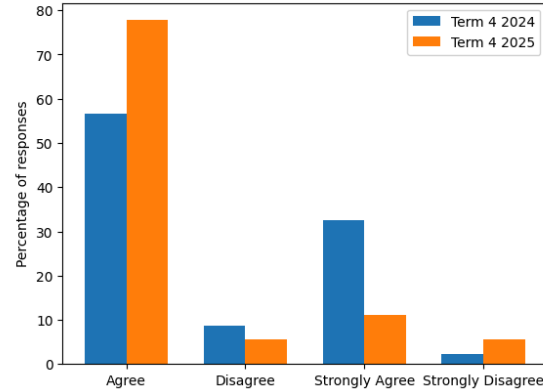
Identification Measures-showing student needs and perceptions are being identified

Monitoring Measures - showing progress and shifts are being tracked over time

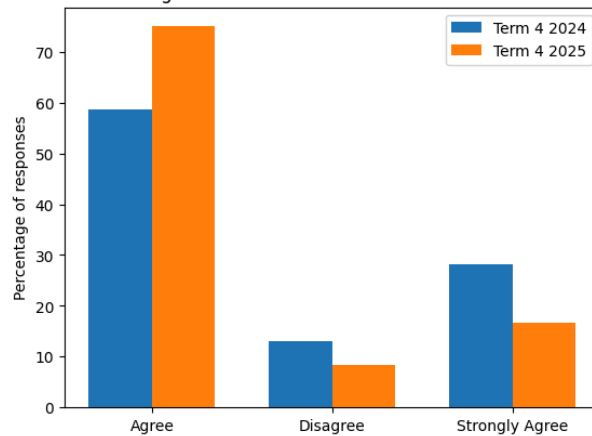
Teaching and Practice Measures - showing actions and interventions actually occurred

Impact/Outcome Measures - proving the desired change occurred

Teachers get on well with students from different cultures and backgrounds



Students get on well with children from different cultures



	<p>Teachers get on well with students from different cultures and backgrounds</p> <p>Students get on well with children from different cultures</p>			
Key actions	Measures	Responsible	Resources	Complete by
Student voice surveys are conducted at least twice during 2026 (mid-year and end-of-year) to monitor shifts in student perceptions.	Student voice surveys are completed by Years 5–8 students at least twice during 2026, with results analysed to identify changes in perceptions of inclusion, belonging, cultural responsiveness, and relationships.	Principal	Time - Google Forms and chromebooks	The end of the year

Staff review student voice and wellbeing data each term to identify trends and adapt practices.	Student voice and wellbeing data is reviewed at least once per term, with staff discussions and planning reflecting adjustments made in response to identified needs or trends.	Teachers		On going
Teachers gather informal student voice through class discussions, reflections, or wellbeing check-ins.	Teachers gather and document informal student voice regularly through classroom discussions, reflections, or wellbeing check-ins, with findings informing classroom relationships and practice.	Teachers	Time	
Teachers intentionally incorporate students' cultures, languages, identities, and family backgrounds into classroom learning and discussions.	Classroom planning and learning programmes demonstrate culturally responsive practices, with students reporting increased feelings of being known, valued, and recognised in learning.	Teachers	Time	Term 3
School-wide opportunities celebrate cultural diversity through liturgies, events, learning experiences, and whānau engagement.	At least one school-wide cultural or community-focused event/opportunity occurs each term, with increased student participation and whānau engagement evident throughout the year.	All Staff	Planning Time  A school Day	Term 3
Students are provided opportunities to share voice about belonging, inclusion, and how teachers can strengthen relationships.	Students participate in structured opportunities to share ideas about belonging and relationships, with student feedback informing classroom and school-wide	Teachers		On going

	practices.			
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**Strategic Goal 3: Nurturing and Strengthening Catholic Character.**

Strategic Aim: To deepen and strengthen the Catholic character of St. Paul's Catholic School by aligning with core values, promoting encounters with Christ, fostering growth in knowledge, exemplifying Christian witness, and safeguarding and enhancing Catholic special character.

<p>Target 3a</p> <p>To have the Year 4, 6, and 8 year groups achieve at 80% or above in the liturgical year basic facts test by the end of 2025.</p>	<p>Baseline Data (2025)</p> <table border="1"> <caption>Liturgical Year Knowledge Assessment - Students Scoring 16/20 or Above</caption> <thead> <tr> <th>Year</th> <th>February</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>Year 6</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Year 8</td> <td>72%</td> <td>82%</td> </tr> </tbody> </table>	Year	February	November	Year 4	50%	60%	Year 6	72%	75%	Year 8	72%	82%	<p>The measures in the Annual Plan align to show:</p> <p>Identification Measures - showing baseline knowledge and students requiring support are identified</p> <p>Teaching and Intervention Measures - showing Liturgical Year concepts are explicitly taught and targeted support occurs</p> <p>Monitoring Measures - showing student progress and assessment data are reviewed throughout the year</p> <p>Impact/Outcome Measures - proving growth in Liturgical Year understanding and improved student achievement occurred</p>		
Year	February	November														
Year 4	50%	60%														
Year 6	72%	75%														
Year 8	72%	82%														
<p>Key actions</p>	<p>Measures</p>	<p>Responsible</p>	<p>Resources</p>	<p>Complete by</p>												
<p>Liturgical Year baseline assessments are completed in February 2026 for students in Years 4, 6, and 8 to identify current knowledge and students requiring additional support.</p>	<p>Liturgical Year concepts are explicitly taught across Years 4, 6, and 8 through planned Religious Education programmes, with evidence visible in classroom planning.</p>	<p>DRS</p>	<p>Class time</p>	<p>Feb and at the end of the year</p>												

<p>Teachers use assessment data to identify concepts requiring reinforcement and students needing targeted teaching.</p>	<p>Students identified as below expectation receive additional reinforcement or targeted support, with progress reviewed throughout the year.</p>	<p>Teachers</p>	<p>Time</p>	<p>On going</p>
<p>Student progress in Liturgical Year knowledge is monitored through regular classroom checks, discussions, and Religious Education activities throughout the year.</p>	<p>Provide opportunities for students to connect liturgical learning to Catholic identity and school life.</p>	<p>DRS</p>	<p>Class time - on release days</p>	
<p>Staff review Liturgical Year assessment data mid-year and end-of-year to identify progress, trends, and areas requiring further reinforcement.</p>	<p>Liturgical Year assessment data is analysed by staff during mid-year and end-of-year review meetings.</p> <p>Trends, strengths, and areas requiring further teaching are identified and documented in planning or meeting notes.</p> <p>Teachers use assessment findings to adapt Religious Education teaching and reinforce areas of need.</p> <p>Evidence of targeted teaching and follow-up support is reflected in classroom planning and student</p>	<p>Principal And DRS</p>	<p>Release Time</p>	<p>Mid-year and a the end of the year</p>

	progress data.			
Liturgical Year assessments are completed in February and November 2026 to monitor growth in student understanding.	<p>All students in the identified year levels complete Liturgical Year assessments in February and November 2026.</p> <p>Assessment results are collated and compared to measure growth in understanding across the year.</p> <p>A higher percentage of students achieve the expected level of understanding in November compared with February results.</p> <p>Assessment data is reported to staff and the Board to inform future Religious Education planning and target setting.</p>	Principal		Mid-year and a the end of the year

### Strategic Goal 3: Nurturing and Strengthening Catholic Character.

Strategic Aim: To deepen and strengthen the Catholic character of St. Paul's Catholic School by aligning with core values, promoting encounters with Christ, fostering growth in knowledge, exemplifying Christian witness, and safeguarding and enhancing Catholic special character.

<p>Target 3b</p> <p>To complete Dimension 1 and Dimension 2 Recommendations.</p>	<p>Baseline Data (2025)</p> <p>Catholic Character Evaluation 2023</p>	<p>The measures in the Annual Plan align to show:</p> <p>Dimension 1: Te Tūtaki ki a Te Karaiti – Encounter with Christ</p> <p>Implementation Measures → showing faith-based practices and initiatives are established and consistently occurring</p> <p>Participation and Engagement Measures → showing tamariki, whānau, staff, and parish involvement in faith opportunities</p> <p>Monitoring Measures → showing practices are reviewed, feedback is gathered, and participation is tracked over time</p> <p>Impact/Outcome Measures → proving strengthened faith formation, deeper Gospel understanding, and stronger school–parish connections occurred</p> <p>Dimension 2: Mā te Mātauranga ka Tipu – Growth in Knowledge</p> <p>Promotion and Participation Measures → showing Sacramental and Religious Education opportunities are actively promoted and engaged with</p>
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		<p>Professional Learning Measures → showing leadership and staff undertake professional growth in Catholic Character and Religious Education</p> <p>Implementation Measures → showing new learnings, practices, and initiatives are applied within the school setting</p> <p>Impact/Outcome Measures → proving strengthened Religious Education capability, Catholic Character, and community understanding of faith occurred</p>		
Key actions	Measures	Responsible	Resources	Complete by
	<p>Dimension 1: Te Tūtaki ki a Te Karaiti-Encounter with Christ</p> <p>How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?</p>			On going
<p>Develop a family prayer pack to support whaanau in assisting tamariki with prayer beyond school.</p>	<p>A family prayer pack is developed and distributed to all whānau by the end of Term 2.</p> <p>Prayer resources include prayers, Gospel reflections, and practical</p>	DRS	Release Time	

	<p>faith activities for use at home.</p> <p>Whānau feedback gathered through a survey indicates increased confidence in supporting prayer at home.</p> <p>Student voice shows an increased number of tamariki participating in prayer beyond school.</p>			
<p>Re-establish the practice of the Gospel reflection on Monday morning assembly having a focus of unpacking the Gospel from the Sunday before.</p>	<p>Monday Gospel reflections occur consistently at assemblies throughout the year.</p> <p>Assembly planning reflects an intentional unpacking of the previous Sunday Gospel message.</p> <p>Student voice and classroom discussions demonstrate increased understanding of Gospel messages and connections to daily life.</p>	<p>All teaching staff</p>	<p>Monday assembly</p>	<p>On going</p>
<p>Re-establish the consistent practice of meditation across the school.</p>	<p>Meditation is implemented consistently in all classrooms (e.g., minimum of 2–3 times per week).</p>	<p>All teaching staff</p>	<p>12 noon each day</p>	<p>On going</p>

	<p>Teacher planning and observations show regular use of meditation practices.</p> <p>Student wellbeing/voice data indicates improved calmness, reflection, and readiness to learn.</p>			
<p>Re-introduce one Sunday Mass each term that kaiako are encouraged to attend - staff to bring a plate and share kai with the parish.</p>	<p>At least one Sunday Mass involving school participation is held each term.</p> <p>Staff attendance is tracked, with increasing participation across the year.</p> <p>Shared kai opportunities occur following Mass to strengthen school-parish relationships.</p> <p>Parish and staff feedback reflects strengthened connections between the school and parish community.</p>	<p>Principal and DRS</p>	<p>Release Time</p>	<p>Once per Term</p>
<p>Establish a clearer passage of communication with the parish priest regarding any planning of school led parish</p>	<p>A clear communication process or protocol is established and shared by Term 1.</p>	<p>DRS</p>	<p>Release Time</p>	<p>Beginning of each year</p>

<p>Masses, especially if there are any changes of circumstances or readings.</p>	<p>Planning meetings or communication with the parish priest occur before each school-led parish Mass.</p> <p>Changes to readings, responsibilities, or circumstances are communicated in advance with minimal disruptions.</p> <p>Staff and parish feedback indicates improved organisation and collaboration for parish Masses.</p>			
	<p>Dimension 2: Mā te Mātauranga ka Tipu: Growth in Knowledge.</p> <p>How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?</p>			
<p>Continue to promote the Sacramental Programmes within the school and in the parish.</p>	<p>Sacramental Programme information is promoted to whānau through newsletters, parish notices, school</p>	<p>Principal</p>	<p>Annelise van Dam</p>	<p>During Term 2</p>

	<p>communication platforms, and meetings at least twice per year. Student participation numbers in Sacramental Programmes are monitored annually.</p> <p>Increased awareness of Sacramental opportunities is reflected through whānau engagement and enrolment in programmes.</p> <ul style="list-style-type: none"> <li>• Parish and school feedback indicates strengthened collaboration in supporting tamariki and whānau through the Sacraments.</li> </ul>			
<p>Tumuaki and Director of Religious Studies to attend the Principal's and DRS conference</p>	<p>Tumuaki and Director of Religious Studies attend the Catholic conference.</p> <p>Key learnings, resources, and insights are shared with staff and/or the Board following attendance.</p> <p>At least one new initiative, strategy, or practice linked to Catholic Character or Religious</p>	<p>Principal and DRS</p>	<p>Two days</p>	<p>Term 2, 2026</p>

	<p>Education is considered or implemented following the conference.</p>			
<p>The Director of Religious Studies will seek opportunities to enhance her experience in the teaching of Religious Education and the maintenance of Special Catholic Character from more experienced practitioners by visiting other schools.</p>	<p>At least two visits to Catholic schools or experienced practitioners are undertaken during the year.</p> <p>Professional reflections or notes are documented following each visit to identify effective practices.</p> <p>New ideas or practices related to Religious Education and Special Catholic Character are trialled or implemented within the school.</p> <p>Increased confidence and capability in leading Religious Education and Catholic Character is evidenced through appraisal discussions and school practice.</p>	<p>DRS</p>	<p>Release Time</p>	<p>On going</p>

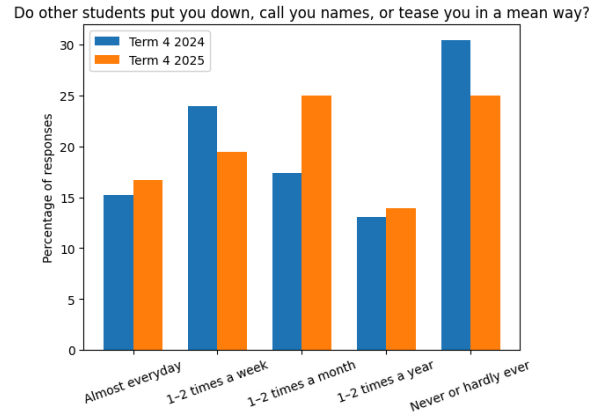
Strategic Goal 4: Fostering a Positive and Inclusive School Environment.

Strategic Aim: To develop a shared understanding of good evidence-based practices to improve and support student wellbeing - to improve the following data in 2025.

(Target 4a)

By the end of 2026, a greater percentage of students in Years 5–8 will report positive experiences of respectful relationships and reduced experiences of teasing, gossip, and unkind behaviour, with fewer students reporting being teased, put down, or excluded.

Baseline (2025)



The measures in the Annual Plan align to show:

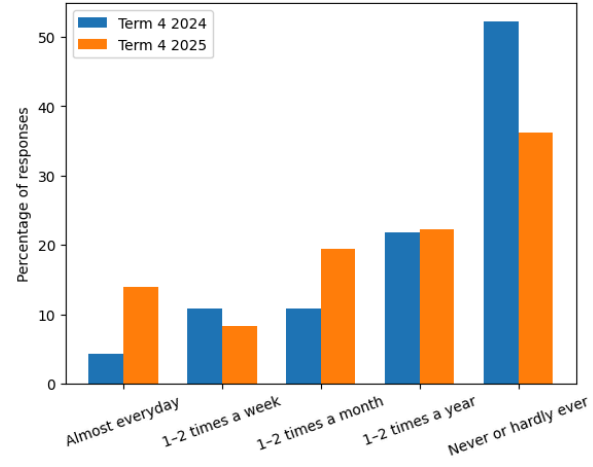
Teaching and Prevention Measures - showing explicit teaching of kindness, empathy, respectful communication, and restorative practices occurs

Student Voice and Participation Measures - showing students actively contribute to discussions, class agreements, peer leadership, and playground mediation

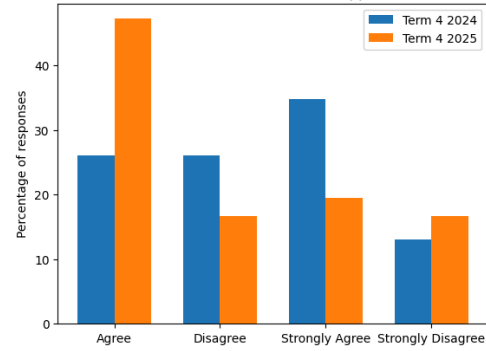
Implementation and Monitoring Measures - showing restorative responses, classroom expectations, and positive behaviour systems are consistently applied and reviewed

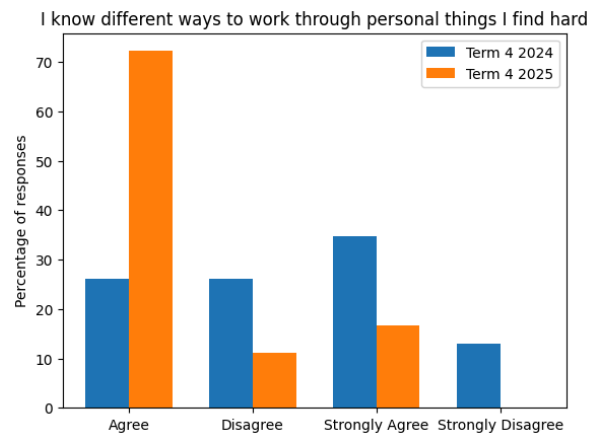
Impact/Outcome Measures - proving improved respectful relationships, reduced teasing or gossip, increased inclusion, and a stronger positive school culture occurred

Do other students tell lies about you in a mean way?



There is an adult at school I can talk to if I need support, or if I feel sad or angry





Key actions	Measures	Responsible	Resources	
Explicit teaching of kindness, empathy, respectful communication, and restorative practices.	Classroom programmes include regular teaching of kindness, respectful communication, and restorative problem-solving linked to school values and Catholic teachings.	Classroom Teachers	Class time and teacher commitment	On going
Use class discussions and student voice questions about teasing, gossip, and respectful behaviour.	Students participate in regular discussions and reflection activities focused on respectful relationships and how to respond to unkind behaviour.	Classroom Teachers	Teacher commitment	
Develop class agreements promoting respectful communication and inclusion.	All classrooms co-construct and regularly revisit class expectations around kindness, inclusion, and respectful language.	Classroom Teachers	Class time	

Provide opportunities for peer leadership and positive role modelling.	Student leaders actively promote respectful behaviour, inclusion, and positive peer relationships during school activities.	Peer Mediators - Teacher	Break times	On going
Respond restoratively to incidents of teasing, gossip, or peer conflict.	Behaviour concerns involving peer conflict are addressed using restorative approaches, with follow-up support evident where required.	All Staff	Time	On going
Celebrate kindness and positive relationships school-wide.	Positive behaviours and acts of kindness are recognised regularly through assemblies, classroom systems, or school-wide acknowledgements.	All Staff	Assemblies	On going
Peer Mediators in the Playground	Playground incidents supported by Peer Mediators are recorded and monitored each term. Staff observations show Peer Mediators are actively using restorative language and problem-solving strategies. Student voice indicates students know who the Peer Mediators are and understand how to access support during break times.	Teachers	Release time	On going

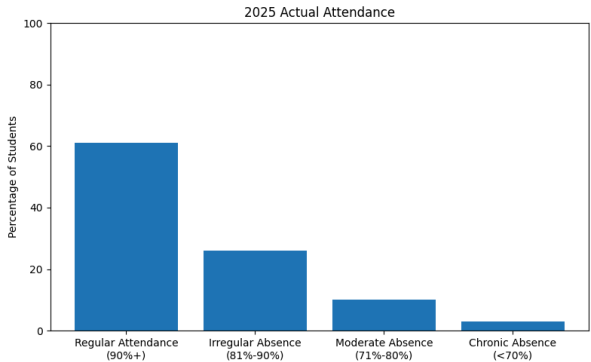
Strategic Goal 4: Fostering a Positive and Inclusive School Environment.

Strategic Aim: To develop a shared understanding of good evidence-based practices to improve and support student wellbeing - to improve the following data in 2026.

(Target 4b)

By the end of 2026, regular attendance will increase from 61% to 70%, irregular attendance will reduce from 26% to 19%, moderate absence will reduce from 10% to 6%, and chronic absence will remain below 5%.

Baseline Data (2025)



The measures in the Annual Plan align to show:

Promotion of attendance expectations through communication with whaanau.

Early identification and monitoring of attendance concerns.

Supportive intervention and partnership with whaanau through the Attendance Management Plan.

Improved attendance outcomes for identified students and across the school.

Key actions

Principal and staff team to promote attendance positively to the community through newsletters and

Attendance messages are shared with whaanau at least twice per term through newsletters and school

Responsible

The Principal

Resources

Newsletter  
Time

On going

communications	communication platforms.  The Attendance Management Plan is followed and reviewed regularly.			
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