



St Anthony's Catholic School, Huntly

2025 Annual Plan

The school gives effect to Te Tiriti o Waitangi by:

Regulation 9(1)(g)

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

Participating in the MOE Maori Achievement Collaborative contract in order to develop staff knowledge and understanding of:

- the importance of local history and practices;
- the need to improve the teaching of te reo Māori and tikanga Māori;
- meeting the Crown's duty to actively protect tino rangatiratanga rights; and
- making a significant contribution to achieving the Crown's Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

2024 strat and annual plan - REVISED AND SIGNIFICANT CHANGE MADE

Regulation 9(1)(e)



Whakapono | Special Character

Strategic Goal 1 - TThe school fosters opportunities to encounter Christ, nurturing a lifelong relationship with God and the Church.

Regulation 9(1)(a)

Annual Target/Goal

Regulation 9(1)(a)

An environment that embodies St. Anthony's values and kaupapa, reflects our Catholic traditions, and supports the entire school community in living out their Catholic faith.

The strengthening of our unique Catholic character through the implementation and integration of the new NZ Catholic Religious Education programme.

Intended Actions

Regulation 9(1)(a)

- The DRS and Principal to attend the 2025 NZ Catholic Education Regional Gathering.
- Staff to review *Catholic Education of School-Age Children*.
- Enhance efforts to integrate te Reo Māori and Tikanga Māori into our Catholic practices.
- Further develop processes for welcoming new students and families.
- Principal to complete a Catholic teaching paper and participate in professional development on the new NZ Religious Education Curriculum.
- Explore opportunities for the community to engage and learn about the new NZ Catholic Religious Education Programme.
- Provide Board training on the new NZ Catholic Religious Education Programme.

Measurement of Success

Regulation 9(1)(d)

- The DRS and Principal successfully attended the NZ Catholic Education Gathering.
- Staff completed a review of the *Catholic Education of School-Age Children*.
- Teachers received and implemented teaching packs from the new NZ Religious Education Curriculum Programme.
- Parents were provided with opportunities to learn about the new NZ Religious Education Curriculum Programme.
- The Board was introduced to the new NZ Religious Education Curriculum Programme.
- Te Reo Māori and Tikanga Māori have been further integrated into Catholic practices, building on progress from 2024.
- The procedure for enrolling and welcoming new students was reviewed and enhanced.

Responsibility	Principal, DRS, Tui, Manukura, Teachers	Resources	MAC, CDA CES, NZ RE Curriculum
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Ako | Teaching and Learning

Strategic Goal 2 - Students are successful, lifelong learners who strive for personal excellence, supported by highly effective teachers dedicated to implementing the latest teaching methodologies.

Regulation 9(1)(a)

Annual Target/Goal

Regulation 9(1)(a)

- Leverage the NZ Curriculum Refresh to design a St. Anthony's Curriculum that is holistic, integrated, and tailored to our community's Catholic RE needs.
- Weaving of Te Ao Māori into all that we do
- Focus on developing robust teaching practices in Reading, Writing, and Mathematics.
- Support staff in continually enhancing the quality of teaching and learning.
- Embed a culturally responsive pedagogy that is inclusive, collaborative, and centered on student progress and achievement.
- equip our children with the skills and knowledge to become safe, literate, and confident digital citizens.

Intended Actions

Regulation 9(1)(a)

- [2024 Student Data](#)
- Implementation of the Government Policy of '[One Hour Reading, One Hour Writing and One Hour Maths](#)' along with 30 minutes Religious Education as per [NZ Catholic Bishops Conference in 2011](#)
- Kaiako/Teachers, in teams, review current teaching and learning practices in relation to Reading, Writing and Maths
- Develop an understanding of how the school continues to honor the teaching of our local curriculum learning objectives..
- Review and refine [Assessment for Learning](#) within our teaching practise
- Through developing implementing '[One Hour Reading, One Hour Writing and One Hour Maths](#)', kaiako/teachers will complete Moe allocated PD on structured approaches

ACTIONS

LITERACY

1. Barriers of learning identified for each student
2. Individualised learning action plans developed with whole teaching staff collaboratively for target students
3. Building reading mileage through Reading TA programme
4. Home reading programme established
5. Teachers are encouraged to review their support programmes for targets within class to identify if acceleration is happening or if the intervention needs adoption to be effective.
6. Investigation and develop of tools structured literacy (better start) writers tool box WTB

Numeracy

Actions:

1. Number TA intervention - school trained provided to target learners across the school
2. Development of Senior school staff for the ALiM programme
3. Development of online tools for numeracy April
4. Internal staff development - reviewing and engaging in progressions, moderation across the school. **Analyses of Results** for Years 1 to 8 for **Mathematics - Number and algebra** by Classroom Teachers Term 1, 2024.

5. Use **Analyses of Results** from **Year End Reports 2023** for Years 1 to 8 to set **Achievement and Progress Goals** for the number and **Algebra Achievement and Progress, for 2024**
6. **Tracking** based on **Mathematics - Strands Progressions** and **Analyses of Results** for **Target Student/s for Mathematics - Strands** by respective Classroom Teacher teachers to inform teaching and learning practice for each term in 2023.
7. Principal to provide **ANOVA to BOT**, for **Mathematics Strand, Achievement and Progress, End of Term 1**,

Measurement of Success

Regulation 9(1)(d)

- • Develop and implement a St. Anthony's Curriculum that is holistic, integrated, tailored, and responsive to learners, aligned with *Te Mātaiaho* and the NZ Religious Education Curriculum, with milestones reviewed and documented each term in 2025.
- Ensure Te Ao Māori is woven throughout daily school activities and the teaching and learning program, with at least three integrated initiatives introduced and evaluated by the end of 2025.
- Achieve measurable improvements in student outcomes for Reading, Writing, and Mathematics, with at least 80% of students meeting or exceeding expected curriculum levels by the end of 2025.
- Build staff capability for quality teaching and learning through at least three professional development sessions, with participation and progress evaluated via feedback surveys and classroom observations by Term 4, 2025.

- A culturally responsive pedagogy that is inclusive, collaborative, and focused on progress and achievement will be embedded, with evidence gathered through teacher appraisals, student surveys, and progress reports by Term 4, 2025.
- By the end of 2025, 100% of students will demonstrate the necessary skills and knowledge to be safe, literate, and confident digital citizens, as assessed through digital literacy programs, classroom activities, and evaluations.

ACTIONS - THIS DATA IS YET TO BE SET BASED ON 2024 RESULTS

- **At the end of 2023 80% were meeting the standard for reading.** By the end of the Year 2024, 91% of **Students being 8 students, English Reading Achievement**, at the at or above appropriate NZC English Curriculum Levels.
- **At the end of 2023 85%** By the end of the Year 2024, 90% of all **Students, being 6 students, English Writing Achievement**, at the appropriate NZC English Curriculum Levels.
- **At the end of 2023 78% were meeting the standard for numbers.** By the end of the Year 2024, 85% of all **Students, being 5 students, achieved numeracy Achievement**, at the appropriate NZC English Curriculum Levels.
- **At the end of 2024 85% of year 1- students were meeting the standard for writing Targeted** students identified as at **Significant Risk** in, will make **more than 1 years Progress** in their individual **Goal Setting**, and develop in their **English Reading, Writing and Mathematics Level**.

Responsibility	Principal, Tui, Manukura, Teachers	Resources	MAC, MOE One Hour reading Writing Maths Guidelines, MOE Digital Citizenship, Professional Development opportunities for staff, Te Mātaiaho
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Hauora | Wellbeing

Strategic Goal 3 -A community that is safe, nurturing, forward-thinking, and full of hope.

Annual Target/Goal

Regulation 9(1)(a)

- Fostering the wellbeing of all learners through the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, and identity).
- Demonstrating a commitment to continuous improvement.
- Encouraging and celebrating success for everyone, recognizing progress, presence and achievement.

Intended Actions

Regulation 9(1)(a)

- Expect and support kaiako/teachers to build their understanding of learners' /ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching (NELP)
- Ongoing improvement will be reflected through the development of initiatives in the areas of Catholic Special Character, Teaching and Learning, student attendance, and Community, throughout the year
- Continue to develop opportunities to celebrate success, both progress and achievement
- Attendance policy has new criteria around attendance and working with family

Measurement of Success

Regulation 9(1)(d)

- Community Involvement Survey results will indicate that at least 80% of respondents agree or strongly agree that learners' wellbeing aligns with the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, and identity) by the end of 2025.
- A record of at least five specific opportunities for ongoing improvement will be documented, with evidence of actions taken and outcomes reviewed each term in 2025.
- By the end of 2025, 90% of students will be able to articulate examples of their progress and achievement and describe how their success has been recognized and celebrated, as assessed through student surveys and interviews.
- By the end of 2025 we have raised student attendance to 80% across all four terms.

Responsibility	Principal, DRS, Tui, Manukura, Teachers	Resources	MAC, CDA CES, Te Whare Tapa Whā, Te Mātaiaho
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Whakawhānaungātanga | Community
Strategic Goal 4 - A community united as a collaborative force.

Regulation 9(1)(a)

Annual Target/Goal

Regulation 9(1)(a)

- Strengthen our learning partnerships
- Building ongoing connections within the community.
- Valuing and celebrating the diversity within our community.

Intended Actions

Regulation 9(1)(a)

- Work with whanau to identify and understand barriers that may prevent ākongā/students from fully participating in the programme of learning
- Develop the opportunities for whanau to be involved in their child’s school life, that will see the partnership supporting student learning
- Look at what is currently working well and possible new ideas to further develop a positive kura whanau ako/learning partnership
- Strengthen the links between school and whanau through school whanau events
- In developing Our Local Curriculum look at how we can further connect with our community to support our programme of learning
- Develop opportunities within the school programme of ako/learning that acknowledges, educates and celebrates our diverse community
- Rapu Kainga/Home Groups identify causes which they can support including the vulnerable of our community.
- PTA continues to develop the Tiaki Fund which is used to support families in need

Measurement of Success

Regulation 9(1)(d)

- Learning partnerships will be identified and documented, with at least three examples shared and discussed in staff meetings or reports by Term 4, 2025.
- At least three new community connections will be established and actively contribute to supporting students and staff in teaching and learning programs, with progress reviewed and reported by the end of 2025.
- The Principal will provide a report by Term 4, 2025, outlining specific actions taken to support vulnerable members of the community, including at least two measurable outcomes.

Responsibility	Principal, DRS, Tui, Manukura, Teachers, PTA	Resources	Te Mātaiaho
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