

## Annual Implementation Plan 2024

Special Character			
<p><b>Strategic Goal:</b> Our Catholic Character is visible in all we do, calling on the values of our founders Ngā Whaea Atawhai - the Sisters of Mercy and enabling children to have a genuine encounter with Christ.</p>			
<p><b>Baseline data</b> Our Liturgy team is embedded with students Year 6-8 taking Ministry roles in Masses. All students have opportunities to read at class Masses. Altar servers have been trained. An increased level of te reo Māori is used in whole-school Masses. An increased number of hymns are sung at whole-school Masses. The Mercy Values are embedded in all aspects of school life, now the focus is on maintenance. Children are models of the Values and understand what they should look like.</p>			
Core Strategy	Actions	Who	Indicators of Progress
Ensure our Catholic character is reflected in the way we interact with others.	<ul style="list-style-type: none"> <li>*Make the prayer life of the school more varied.</li> <li>*Ensure the Mercy Values remain at the centre of all we do.</li> </ul>	DRS, teachers	<ul style="list-style-type: none"> <li>*Prayers are of a varied nature, prepared and run by children, in a variety of settings and genre.</li> <li>*Children and staff remain clear about what each Value looks like and are models of each of them.</li> </ul>
Enhance liturgical celebrations to ensure a true encounter with Christ for all.	<ul style="list-style-type: none"> <li>*Increase opportunities for Ministry for all students.</li> <li>*Introduce sung parts to the Mass.</li> <li>*Further increase the use of te reo Māori in Masses.</li> </ul>	DRS teachers	<ul style="list-style-type: none"> <li>*All children will be more involved in the liturgical life of the school.</li> <li>*A variety of liturgical events will be held.</li> <li>*Connections with the Parish will be evident.</li> </ul>

	<ul style="list-style-type: none"> <li>*Provide opportunities for the Sacrament of Reconciliation.</li> <li>*Provide opportunities for liturgical celebrations with the Parish.</li> </ul>		
Embed the new RE curriculum, Tō Tātou Whakapono Our Faith, into class programmes.	<ul style="list-style-type: none"> <li>*Create the St Bernard's RE Curriculum.</li> <li>*Resource TTWOF.</li> <li>*Provide pld opportunities for staff around TTWOF.</li> <li>*Design St Bernard's RE assessment procedures.</li> <li>*Introduce the assessment procedures.</li> </ul>	DRS	<ul style="list-style-type: none"> <li>*St Bernard's curriculum created and in use.</li> <li>*Staff are trained and confident in the delivery of the programme.</li> <li>*Assessment procedures created and in use.</li> <li>*Assessment reports are presented to the Board.</li> <li>*A budget is allocated for purchasing resources and they are adequate to support the TTWOF programme.</li> </ul>
<b>Resourcing</b> DRS release time. RE budget.			

### Our Students and Staff

#### Strategic Goal:

Our local curriculum is delivered through future focused teaching that responds to students learning needs and abilities, enabling all students to be self-regulating, self-managing and reflective learners.

#### Baseline data

St Bernard's curriculums for Digital Technologies, Te Reo Māori and Aotearoa Histories are written and being delivered.  
A survey of parents gathering their feedback about reporting was carried out in 2023.

Core Strategy	Actions	Who	Indicators of Progress
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<p>Adapt our school curriculum in line with the national curriculum refresh.</p>	<ul style="list-style-type: none"> <li>*Introduce the refreshed English and Mathematics and Statistics curriculums.</li> <li>*Audit resources and build up as necessary.</li> <li>*Design St Bernard's science, technology and arts curriculums.</li> <li>*Continue to develop our local curriculum.</li> <li>*Continue to develop the St Bernard's te reo Māori curriculum.</li> </ul>	<p>principal teachers</p>	<ul style="list-style-type: none"> <li>*The refreshed English and Mathematics and Statistics curriculum are used to plan class programmes.</li> <li>*Students and teachers are more confident in their use of te reo Māori and the language is more embedded into the school day.</li> <li>*Curriculum are designed and interacted with.</li> </ul>
<p>Empower teachers to deliver a stimulating, inspiring and well-rounded education that reflects our vision and values.</p>	<ul style="list-style-type: none"> <li>*Staff attend pld provided by CSES.</li> <li>*Special character pld provided at staff meetings.</li> <li>*Staff participate in mathematics pld.</li> <li>*Staff participate in digital technologies pld.</li> <li>*Introduce the use of PaCT for reading assessment and to support planning.</li> <li>*Connect with staff from other schools.</li> </ul>	<p>principal pld providers DRS</p>	<ul style="list-style-type: none"> <li>*Pld attended.</li> <li>*Professional Growth Cycles reflect pld provision.</li> <li>*Teachers feel more empowered in the delivery of programmes in each area.</li> <li>*Huis held between St Bernard's and other schools to share good practice.</li> </ul>
<p>Embrace a more personalised approach to accommodate diverse learning styles and interests.</p>	<ul style="list-style-type: none"> <li>*Review our learning support register and tracking system for target students.</li> <li>*Develop a gifted extension programme.</li> <li>*Review opportunities for trips, visits and visitors.</li> </ul>	<p>principal senco teachers</p>	<ul style="list-style-type: none"> <li>*Class programmes are differentiated to meet the needs of all students.</li> <li>*Children are given more opportunities to learn outside of the school and more opportunities are provided form the to learn from visitors to the school.</li> </ul>
<p>Build self- aware learners who are aware of goals and next steps.</p>	<ul style="list-style-type: none"> <li>*Design school processes for students recording, assessing and setting own goals.</li> </ul>	<p>principal teachers</p>	<ul style="list-style-type: none"> <li>*Processes in place and working in each class.</li> <li>*Children sharing learning through different means, e.g. Classdojo.</li> </ul>

	*Introduce programme to develop self-management skills in students.		*Children's voice heard in reporting to parents. *Students are self-reflective, show resilience and manage their emotions.
Build learners who participate in and contribute to school life and the wider community.	*Review leadership opportunities for students and implement changes in response. *Increase student participation in local events and initiatives.	principal teachers	*Student leadership roles defined, training given, and timetable of events created and followed. *Students visit local centres. *Students carry out environmental and social justice activities.
Introduce a new system for reporting to parents, focussed on their child's goals, progress and other aspects of school life.	*New reporting format created and introduced.	principal	*Reporting format created. *Reporting format being used. *Feedback on format gathered. *Student voice evident in reporting process.
<b>Resourcing</b> Release time, meeting time, pld budget.			

Our Community			
<b>Strategic Goal:</b> Effective partnerships between our community members are developed and fostered to support the huge opportunities at our small school.			
<b>Baseline data</b> Principal, wsl, staff and senco attending all Kahui Ako huis and pld opportunities. Wsl introduced BSLA and The Code. Culture of the Fortnight introduced and is seeing children enjoying the learning and parents are slowly getting involved during school hours. Some Board members have attended diocesan and NZSTA pld.			
<b>Core Strategy</b>	<b>Actions</b>	<b>Who</b>	<b>Indicators of Progress</b>

Deepen connections with whānau, respecting our wide-ranging cultural backgrounds.	<ul style="list-style-type: none"> <li>*Further increase cultural focus to school events and class programmes.</li> <li>*Educate whānau about different cultural practices and behaviours, for example, tikanga Māori.</li> </ul>	principal teachers	<ul style="list-style-type: none"> <li>*Culture of the fortnight continued.</li> <li>*Visible representations of cultures in school environment.</li> <li>*Children are proud of their culture and share it with their peers.</li> <li>*There is evidence that Māori students see their culture is threaded through school life.</li> </ul>
Build a sense of community through collaborations with parents and the wider community.	<ul style="list-style-type: none"> <li>*Develop a schedule of social events.</li> <li>*Create opportunities for parents to give their time to school life and the school environment.</li> </ul>	principal teachers	<ul style="list-style-type: none"> <li>*Social events happening.</li> <li>*Activities, such as working bees, are happening.</li> </ul>
Build the capabilities of our Board.	<ul style="list-style-type: none"> <li>*Introduce Board Workplan.</li> <li>*Arrange Board pld.</li> </ul>	presiding member principal	<ul style="list-style-type: none"> <li>*Workplan introduced, being followed and added to/adapted as year progresses.</li> <li>*Board members have attended further pld.</li> <li>*Board meeting agendas include items that inform and educate members about teaching and learning.</li> </ul>
Participate fully in all aspects of our Kāhui Ako, working towards our shared achievement challenges.	<ul style="list-style-type: none"> <li>*Attend all huis, pld and events that are part of the Kāhui Ako programme for 2024.</li> <li>*Work towards Kāhui Ako achievement challenges.</li> </ul>	principal wsl teachers	<ul style="list-style-type: none"> <li>*Staff attend relevant pld, huis and events.</li> </ul>
<b>Resourcing</b> Pld budget, reliever budget			