



Holy Trinity Catholic Primary School

Learn Love Serve

ANNUAL IMPLEMENTATION PLAN 2025

2025 - GOAL 1

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|---|---|
| Catholic Special Character: Our living faith is the heart of our school | |
| STRATEGIC GOAL 1: To nurture a living Catholic faith community where each person <i>encounters</i> the living God, <i>grows</i> in the knowledge of Christ and His teachings, and <i>responds</i> to the call to give Christian witness. | |
| INITIATIVE: To continue to implement the new Religious Education Curriculum Tō Tātou Whakapono/Our Faith INITIATIVE: To continue "Our Story/Our Taonga" through the lens of being Authentically Mōāri/Authentically Catholic using Te Kāmaka | INITIATIVE: To introduce CSYMI Peer Ministry programme with senior students to enable peer ministry opportunities across the school |
| Links to Board's Primary Objectives: Section 127 of the Education Training Act 2020 Objectives 1-4 | Links to Education Requirements: NELP Objectives 1, 2, 3, 4/ NELP Priorities 1, 2, 3, 4, 5, 6 Catholic Education for School Aged Children Tō Tātou Whakapono/Our Faith RE Curriculum Wonderfully Made in God's Image - He Mea Hango Mīharo ki tō te Atua Āhua |

Metrics: Qualitative

1. Evidence of RE planning in UbD connected curriculum concept planning and delivery evident in the teaching/learning programmes
2. Administer a student survey to show growth in knowledge and understanding of their faith through participation in the CYSMI programme

Metrics: Quantitative

3. Track students achievement in relation to surface, deeper, transfer skills tasks in RE through HERO reporting

INITIATIVE: To continue to implement the new Religious Education Curriculum Tō Tātou Whakapono/Our Faith

Underway/Not Yet/Complete

| Action | Responsible | Resources | Due | Outcome |
|--|------------------------------|--|------------|---|
| Register Year 5 and 6 teachers to attend CDA/CSE PLD Days x 4 The workshop days include theology that underpins the x 4 themes as well as practical and collaborative preparation and sharing of ideas | DRS | Release time | End Term 4 | Year 5/6 teachers have actively participated in CDA/CSE PLD RE Curriculum Days Teachers increase knowledge and understanding of Tō Tātou Whakapono is evident in planning and implementation |
| Plan and deliver RE Curriculum staff meetings | DRS Year 5/6 Kaitiaki | Release planning time | End Term 4 | Staff meetings have been held |
| Use Tō Tātou Whakapono/Our Faith RE Curriculum for Concept A,B,C and Transfer school-wide UbD mapping planning | Maria/ Curriculum CCPT | Tō Tātou Whakapono/Our Faith RE Curriculum CCPT planning day time | Termly | CCPT regularly use of RE Curriculum for overarching and level mapping |
| Make explicit connections by planning the knowledge and skills from the understanding in the UbD RE planning using Tō Tātou Whakapono and The Charism Progression planning | Kaitiaki | Tō Tātou Whakapono/Our Faith RE Curriculum HTCPS Charism progressions UbD Planning | Termly | Links between all docs are evident in teachers' planning |
| Create an overview of RE curriculum concepts/content to support tracking and monitoring of balanced coverage | DRS | UbD Planning | Termly | An overview of coverage is maintained to support planning |
| Trial year level resources - Year 5 and 6 teachers | LC Moana Kaitiaki | Tō Tātou Whakapono/Our Faith RE Curriculum resources | Termly | Kaitiaki are familiar and use the new resources that support Tō Tātou Whakapono/Our Faith |
| Share information on trialling of RE Curriculum with families through activities, information notes, Mahi Tahī times, newsletters, HERO | DRS LC Moana Kaitiaki | Newsletter information | Termly | Families know of and are introduced to the new RE Curriculum |

End of Year Review for 2025 Next Steps:

Continue with Year 5/6 RE PLD

Share the whānau notes for TTW resource site with our families - in a timely manner - conceded to our Concept learning of Kaitiakitanga, sharing at PTFA, Hui/Fono meetings - whānau page to be part of termly LC newsletters and in student RE Books

INITIATIVE: To introduce CSYMI Peer Ministry programme with senior students to enable peer ministry opportunities across the school

| Action | Responsible | Resources | Due | Underway/Not Yet/Completed | |
|---|---------------|--|-----------------|--|--|
| | | | | Outcome | |
| Plan for and attend end of year 2024 Retreat Day for Year 6 2025 students | Principal DRS | Akld CDA personnel Sancta Maria College peer ministers | End Term 4 2024 | Students experience a day of "Walking with Jesus" being modelled by Youth peer ministers | |
| Register with Canberra Diocese for access to CSYMI resources | Principal | Canberra/Golburn Diocese, Australia website/ resources | Term 1 | CSYMI resources are accessed and used to formulate HTCPs peer ministry approach | |
| Extend invitation to Year 6 students to be part of peer ministry team | Principal DRS | | Term 1 | Students have been invited and are participating in peer ministry approach | |
| Develop a CSYMI framework of implementation using available resources inclusive of intentions, actions, outcomes | Principal DRS | CSYMI resources | End of Term 1 | CYSMI framework developed | |
| Plan for peer ministry school organisation of - timetabling, personnel, resources, material needs, venue | Principal DRS | CSYMI resources School organisation | Term 1 | CSYMI is introduced in a systemic, planned way that values the intentions and purpose | |
| Plan for peer ministers to facilitate school-wide Retreat Days/sessions for student at each year level | Principal DRS | CSYMI resources | From Term 2 | All students experience an opportunity for deepening of relationship with God through peer ministry sessions | |
| Share CSYMI information with school community | DRS | HERO School newsletter | Termly | School community know and are aware of CSYMI approach and are supportive of peer ministers | |
| Plan for beginning, middle, end review survey to gather student voice | DRS | Survey questions | Termly | Students provide feedback and feedforward for the development of the CSYMI approach | |
| Connect to ministries within parish to support CSYMI approach in an authentic context | DRS | St Mary's Parish Papakura Liaison people | End of Term 2 | Peer ministry team able to operate in in authentic setting and context | |

End of Year Review for 2025 Next Steps: identify student involve in 2025 sacramental programme - connect to Peer Ministry student, simple ministry survey
Rework with our Peer Ministry programme initiative

INITIATIVE: To continue "Our Story/Our Taonga" through the lens of being Authentically Māori/Authentically Catholic using Te Kāmaka

Underway/Not Yet/Completed

| Action | Responsible | Resources | Due | Outcome |
|---|--------------------------------|---|----------------------------|--|
| Introduce Te Kāmaka website | DRS | Te Kāmaka website | Term 1 | Staff and Board know of resource |
| Plan for unpacking, exploring of Te Kāmaka after staff prayer time on Tuesdays (10 mins) | Principal DRS | Te Kāmaka website | Term 1 Term 2 weekly | Staff deepen understandings of being authentically māori/ authentically catholic |
| Plan for unpacking, exploring of Te Kāmaka at Board meetings | Principal | Te Kāmaka website | Monthly | Board deepen understandings of being authentically māori/ authentically catholic |
| Develop ways of using Te Kāmaka resources across the connected curriculum, school activities and events | Kaitiaki All staff Board | Te Kāmaka website Localised curriculum Whānau | End Term 4 | Our school practices are inclusive and reflect who we are as being authentically māori/ authentically catholic |

Progress to date:

2025 - GOAL 2

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| Excellence in Teaching and Learning: All ākonga experience rich and responsive teaching and learning | |
| STRATEGIC GOAL 2: To develop a localised, connected and responsive curriculum | |
| INITIATIVE: To continue to implement the Te Mātaiaho Refresh curriculum changes within the context of HTCPS Local Curriculum design | INITIATIVE: to increase teachers capacity to deliver high quality teaching and learning programmes through collaborative coaching model |
| Links to Primary Board Objectives: Section 127 of the Education Training Act 2020 Objectives 1, 3-4 | Links to Education Requirements: NELP Objectives 1, 2, 3, 4 / NELP Priorities 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Literacy and Communication and Maths Strategy Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaita |

Metrics: Qualitative

1. HTCPS Local Curriculum Document is accessible (online and hard copy) and is planned, developed and reviewed regularly.
2. Evidence of alignment to NZ Curriculum Refresh is evident in HTCPS Local Curriculum
3. Evidence of PE/Health and Oral Language lessons timetabled, planned and implemented (connected curriculum)
4. Evidence Te Wai Ako te reo māori programme implemented in all Learning Communities

Metrics: Quantitative

1. Reading and Writing 'at and above' achievement levels increase to 85% or more
2. Collaborative Inquiries on assessment and data practices reflect progress on teachers goals, actions, outcomes and review - rubric
- 3.. Hikairo Self Review tool is administered and data/responses analysed for forward planning and actions

INITIATIVE: To continue to implement the Te Mātaiaho Refresh curriculum changes within the context of HTCPS Local Curriculum design

| Underway/Not Yet/Completed | | | | |
|--|------------------------------------|--|------------------|--|
| Action | Responsible | Resources | Due | Outcome |
| Work with key content areas and align to current HTCPS local curriculum documents /content | SLT CCPT | NZC Refresh HTCPS Local Curriculum docs | Termly | HTCPS Local curriculum documentation reflects NZC Refresh alignment |
| Map actions/tasks for NZC Refresh docs to align with HERO learning goals, HERO reporting, | SLT | NZC Refresh map of implementation | Term 2 | The change of NZC is reflected in the updating of HERO student achievement and progress reporting |
| Plan for and deliver MoE Mathematics & Statistics PLD Days | MoE PLD Facilitator SLT CCPT | education.govt resources Tāhūrangi site | Term 1 Term 2 | Curriculum Refresh TODs are purposeful, informative and progressive - Term 1/2 |
| Agree on protocols for the use of MoE maths resources - Oxford Press | SLT/MLT Kaitiaki | Oxford Press Oxford Press online PLD | Term 1 | Kaitiaki effectively use Oxford Press resources as one of the components of the LC maths programme |
| Implement HTCPS structured approaches to literacy plan throughout Year 0-3 | SLT Kaitiaki | SAL PLD resources SAL resources/texts | Ongoing | Rich literacy programmes are embedded across the Year 0-3 cohorts |
| Budget for the purchasing of Writers Toolbox online resources for Year 5/6 | SLT LC Moana Kaitiaki | Writers toolbox | Term 1 | Kaitiaki effectively use Writers Toolbox resources as one of the components of |

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| | | | | the LC writing programme |
| Attend eastTLe PLD | SLT Year 3-6 Kaitiaki | Evaluation Associates | Term 1 | Kaitiaki are knowledgeable about and confident to use the eastTLe assessment tool in a reliable and valid way |
| Develop a school-wide assessment schedule overview | SLT/MLT | Standardised assessments School assessments | Term 1 | Assessments are administered in a consistent, timely manner |
| Facilitate PLD meetings for assessment and data literacy understandings and actions | SLT | Action Plan from 2024 Assessment and DTa Literacy PLD | Termly | There is consistent and impactful assessment and data literacy practices across the school |
| Review 2024 community engagement data and use to support development of curriculum | SLT | Community Consultation focus questions | Term 1 | Community voice is reflected in HTCPS Local curriculum |
| Implement the Healthy Active Learning Initiative /PLD with a focus on Outdoor Education and Active Play programme | T-L Dalton CLM Facilitator Kaitiaki | CLM Facilitator | Termly | Staff meetings held Staff knowledge and understanding increased and PE/HEALTH lessons planned for and delivered |
| Apply for funding from a variety of sources to supplement outdoor education equipment | HAL School Team | CLM Facilitator | Term 1 | Funding application successful Budget operating fiscally |
| Visit schools using an Outdoor Education on site programme | T-L Dalton CLM Facilitator HAL School Team | Nominated schools | Term 2 | Schools visited |
| Begin to create on site Outdoor Education programme possibilities/ framework | T-L Dalton CLM Facilitator HAL School Team | KFS shared resources | Term 4 | Outdoor Education programme framework developed |
| Plan and implement regular Oral Language lessons - timetabled, planned and implemented (connected curriculum) | Kaitiaki | LCs collaborative planning time | Termly | Students actively participating in and contributing to programmes |
| Provide opportunities for Oral Language family learning time workshops /online | Teaching kaitiaki | Planned home learning activities to highlight strategies and approaches | Term 2 Term 3 | Family home learning workshops are held and strategies shared |
| Seek out, name and action opportunities to promote Te Ao Māori , Te Reo Māori in artworks, displays, signage, newsletters, emails | SLT ALL Staff | Te Reo Māori language | Termly | Increased visibility of spoken and written te reo māori |
| Create visual HTCPS pepeha through visual arts | Maria/Curriculum | The ARTs Budget | Term 1-2 | HTCPS pepeha is displayed publicly |

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|--|-----------------------|--------------------|--------|---|
| display in Receptions/Taamaua | CCPT | | | |
| Implement Wai Ako te reo māori teaching and learning programme across Learning Communities - weekly online lessons | Maria/Curriculum CCPT | Budget Timetabling | Termly | Increased every day te reo māori being spoken |

End of Year Review for 2025 Next Steps:

Outdoor Ed PLD through HAL initiative - purchasing of Outdoor Education equipment and materials for onsite and local activities
 English and Maths & Stats Learning Areas - unpack and worked with 'the refresh' - PLD through MoE TOD/ Maths resources free PLD, Structured Approaches to Literacy PLD, apply for Writers ToolBox online writing programme for Years 5/6, developing teacher expectation for implementation of SAL Years 0-3.
 Oral Language now expectation to be embedded - Focus on Serve and Return for Years 0-2, AT and Korero Paki for Years 0-6
 Refocus on sharing strategies for effective collaborative practices - language of learning -
 Planned PLD across the year - what are the implications for our school - assessment, reporting, HERO
 Introducing the easTTLe assessments for Years 3-6 and planned PLD for understanding and administering and analysis of data

INITIATIVE: to increase teachers capacity to deliver high quality teaching and learning programmes through collaborative coaching model

Metrics: Qualitative

1. HTCPS PLC groups are operating effectively with collaborative/ individual teacher inquiries achieved

Underway/Not Yet/Completed

| Action | Responsible | Resources | Due | Outcome |
|--|-------------------|---|--------|---|
| Implement PLD modelling, observations and coaching model | SLT/MLT WSL EF | WSL EF | Termly | Capabilities /skill level and confidence increased |
| Align WSL Kāhui Ako PLD to HTCPS PLC programmes Hauora - Capabilities - Agency | WSL EF | Kāhui Ako Planned PGC meetings | Termly | Capabilities /skill level and confidence increased |
| Continue to embed an internal PLD model of collaborative coaching in the form of PLCs (professional learning circles) to increase teacher capabilities | SLT/ML WSL AF | HTCPS framework to support PGC structure | | Daily teaching & learning practice is effective and impactful |
| Use Theory of Improvement Model - to provide foundation platform for individual teacher inquiry | SLT WSL AG | Research: 'Elements of Agency in Teaching Practice' | Termly | Daily teaching & learning practice is effective and impactful |

End of Year Review for 2025 Next Steps:
continue with embedding capabilities of Student Agency: voice and choice, revisit taskboards, differentiated for each year levels and reflective of SAL

2025 Goal 3

| Community Hauora/Well Being: Unity/kotahitanga is strengthened through inclusive community partnerships | |
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| STRATEGIC GOAL 3: To develop inclusive, reciprocal and collaborative community relationships | |
| INITIATIVE: To re-establish HTCPS as an effective contributing primary school following decapitation | INITIATIVE: To strengthen community relationships through collaborative engagement with local iwi and school community groups |
| INITIATIVE: to introduce and implement Ki Ora Ara mental health well-being programme for students working with an external agency | INITIATIVE: to strengthen processes and systems to enable increased student attendance |
| Links to Primary Board Objectives: Section 127 of the Education Training Act 2020 Objectives 1-4 | Links to Education Requirements: NELP Objectives 1, 2, 3, 4 NELP Priorities 1, 2, 3, 4, 5, 6 Te Mātaiaho Refresh Curriculum Wellbeing in Education Strategy Ka Hikitia - Ka Hāpaita The Action Plan for Pacific Education 2020-2030 Other resources: Mental Health Education Relationships and Sexuality Education Success for All |

Metrics: Qualitative

1. Restructuring information is shared with the school community in a timely manner
2. Frameworks, processes, opportunities and events to support effective transition have been planned and implemented
3. Ngāti Tamaoho personnel have met with and shared Education Strategy plan with Board/Staff and whānau
4. HTCPS Māori Education plan framework has been developed with all stakeholders
5. Regular community/ethnic meetings are held for school community groups

Metrics: Quantitative

1. Student voice surveys/PMIs provide feedback/feedforward for Kia Ora Ake programme effectiveness
2. MoE Everyday Matters termly reporting shows increase of regular student attendance (90% or more attendance at school)

Underway/Not Yet/Completed

INITIATIVE: To re-establish HTCPS as an effective contributing primary school following decapitation

| Action | Responsible | Resources | Due | Outcome |
|---|--------------|------------|------------------|--|
| Review and update school website, school enrolment information, policy and procedures documentation to reflect Year 1-6 status | Board SLT | SchoolDocs | Term 1 Term 2 | All school information is up to date and reflects Year 1-6 contributing primary status |

End of Year Review for 2025 Next Steps:

Continue to seek sponsorship and follow through with SPIKE for transfer to the new 'site'. Develop a timeline for SPIKE of when this can happen.

INITIATIVE: To strengthen community relationships through collaborative engagement with local iwi and school community groups

Underway/Not Yet/Completed

| Action | Responsible | Resources | Due | Outcome |
|---|------------------------------------|---|------------------|--|
| Work with Ngāti Tamaoho iwi to develop next steps for NT Education Strategy Map | SLT Board members | NT Education Map Facilitator MH | Term 1 | HTCPS has an understanding of Iwi Education Map and elements are beginning to be reflected in HTCPS school practices |
| Plan for a Hui to share Ngāti Tamaoho Education Strategy Plan - work with Māori whānau to identify/determine implications for HTCPS | SLT Board members Key Whānau | Budget Timetabling Facilitator MH | Term 1 | Successful Hui held and Working Action Group has identified HTCPS next steps |
| Plan and advertise dates for community group meetings - offer different ways of gathering | Key Whānau SLT | Budget Timetabling | Term 2 Term 3 | A calendar of events is proposed, known and circulated by whanau to whanau |
| Establish key liaison people in school to support ethnic community groups | SLT | Community | Term 2 | Key Liaison people are known in the school community |

End of Year Review for 2025 Next Steps:

Actively follow up with Ngāti Tamaoho personnel from the NT Education Team - the door has been opened further as a result of LC Maunga's day at Papakura Marae, hosted by Ngāti Tamoho - to share our HTCPS 'Following in the Footsteps' story with them. Work with Māori whānau and Ngāti tamaoho to align NT Education strategic Plan and HTCPS Māori Education plan

INITIATIVE: to introduce and implement Ki Ora Ara mental health well-being programme for students working with an external agency

Underway/Not Yet/Completed

| Action | Responsible | Resources | Due | Outcome |
|--|--------------------|--|--------|--|
| Work with Asian Family Service providers to establish Kia Ora Ake programmes on site | SLT | Kia Ora Ake | Term 1 | HTCPS has a Memorandum of Understanding with Asian Family service to provide Kia Ora ake programme |
| Identify students for group, individual sessions | MLT Kaitiaki | | Termly | |
| Plan for school organisation of - timetabling, personnel, resources, material needs, venue | Principal SENCo | School organisation | Term 1 | Kia Ora Ake programmes is introduced in a systemic, planned way that values the intentions and purpose |
| Plan for beginning, middle, end review survey to gather student voice | Principal SENCo | Survey questions | Termly | Students provide feedback and feedforward for the development of the Kia Ora Ake programme |
| Share information about the Kia Ora Ake programme with parents/caregivers of identified students and with school community | Principal SENCo | Kia Ora Ake HERO School newsletter | Termly | School community know and are aware and supportive of the Kia Ora Ake programme |

Progress to date:

INITIATIVE: to strengthen processes and systems to enable increased student attendance

Underway/Not Yet/Completed

| Action | Responsible | Resources | Due | Outcome |
|---|-------------|---|--------|--|
| Communicate and share MoE government priority with school community | Principal | education.govt.nz resources School newsletter | Termly | All families are aware of Govt priority and need for regular school attendance |
| Communicate and share HTCPS School | Principal | SchoolDocs | Termly | All families are aware of student |

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|--|-------------------|---|------------------|--|
| Attendance policy and procedures with school community | | School newsletter | | attendance expectations |
| Analyze MoE Everyday Matters termly report and share with Board/SLT/staff | Principal SLT | MoE Everyday matters reports | Termly | School data is analysed for trends and patterns and actions taken as required |
| Provide updated MoE Attendance Codes to Office Admin team and kaitiaki | Principal | MoE Attendance codes | Term 1 | HERO is used effectively and accurately to record student attendance /absence |
| Set specific times for administering the roll in LCs | Principal SLT | SCoolDocs Attendance procedures | Ongoing | Correct recording of attendance happens twice daily at consistent times - SchoolDocs procedures are known and followed |
| Monitor student attendance on HERO daily and weekly | SLT/MLT | HERO Attendance register | Daily/ Weekly | HERO is utilised effectively to tack and monitor student absence |
| Include student attendance as an agenda item for SLT/MLT fortnightly meetings | SLT/MLT | HERO Attendance register Intervention Notification | Fortnightly | Student attendance concerns are noted and responded to in a timely manner |
| Set up school student calendar to record and monitor student away from school i.e. overseas, medical, holiday | Office Admin Team | Google calendar | Ongoing | Personnel have overview of known student absences |
| Analyse termly HERO student attendance information | SLT | HERO attendance data | Termly | Student attendance data is analysed for trends , patterns and acted upon |
| Agree roles and responsibilities for responding to student absences | SLT | HTCPS SchoolDocs procedures | Ongoing | Appropriate people/agencies are engaged to support return to school in a successful way |
| Initiate interventions as required | SLT | | Ongoing | Families/students and school work together to ensure regular attendance at school |

Progress to date: