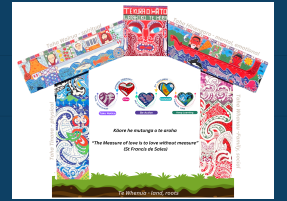




ST FRANCIS DE SALES SCHOOL
TE HURA O HĀTO WERAHIHO TE HERA

2025 Annual Implementation Plan

Through the actions below, we contribute our individual talents, skills and resources to help achieve the Vision for the School. Mā tō rourou, mā taku rourou, ka ora te kura...



OBJECTIVES FOR EDUCATION	Learners at the centre Learners with their whānau are at the centre of education.	Barrier-Free Access Great education opportunities and outcomes are within reach for every learner.	Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau.	Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives.
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Text in blue italics below indicate there have been updates since the last report - click the cell to view

Long term strategic goals (3-5 years)	Over the next 3-5 years we will reach these goals by...	Term One Key Actions	Term Two Key Actions	Term Three Key Actions	Term Four Key Actions	Success Measures
Te Tiriti o Waitangi: Cultivate an environment where te reo me ona tikanga Māori can be experienced, valued, learned, shared, read, seen, and heard by everyone in our school community.	Strengthening the conditions for te reo Māori to be valued, learned, spoken, read, seen and heard by ākongā, kaimahi and whānau through korero and Hero:		Continue leadership professional growth through the adapted Te Reo Māori PLD programme			
	Holding celebrations, gatherings, mihi, performances to honour kawa and tikanga Māori and enhance pride within our rōpū	Kaiko induction for the SFDS Te Reo me ona tikanga Māori progressions and support forward planning	Kaiko implement and analyse the Taku reo Survey, and plan short-term goals for improvement based on the student-voice	Kaiko evaluate implementation of Te Reo me ona tikanga Māori progressions and support forward planning	Kaiko implement and analyse the Te Reo PAT, and plan short-term goals for improvement based on the data	Evaluate implementation of Te Reo me ona tikanga Māori progressions and forward-plan for 2026
All Ākongā Thriving: Nurture a thriving student Catholic community where learner progress and achievement, emotional well-being, self-confidence, a culture of manaakitanga, and a love of life flourish.	Strengthening the teaching of Religious Education teaching through implementation of SFDS planning processes for To Tātou Whakapono	Plan, teach and evaluate Term 1 RE Plan: Ā Tātou Whakapapa Our Story - 'Odd Year'	Plan, teach and evaluate Term 2 RE Plan: Te Atua God - 'Odd Year'	Plan, teach and evaluate Term 3 RE Plan: Kia Noho Hāhi - Being Church - 'Odd Year'	Plan, teach and evaluate Term 4 RE Plan: Te Rongopai Good News - 'Odd Year' - and plan next steps for 2026	
	Mentoring and providing opportunities for professional learning for Acting DRS	Set up routines for regular DRS mentoring sessions - to continue throughout the year				
	Implementing the actions planned by the 2024 PB4L team	Evaluate progress and plan next steps, including exploring Hero as a platform for celebration	Evaluate progress and plan Term 1-2 actions		Evaluate progress and plan next steps, exploring the Mitey programme (to be confirmed, based on staff capacity at the time)	Evaluate progress and plan next steps, looking ahead to 2026
	Implementing of refreshed NZ Curriculum expectations in English and Maths	Analyse dibels data and support teachers to implement strategies to support student needs.	Evaluate progress and plan next steps of structure literacy approaches.	Support teachers to reflect on curriculum coverage and effectiveness of strategies implemented .	Evaluate progress and plan next steps of structure literacy approaches.	Support teachers to reflect on curriculum coverage and effectiveness of strategies implemented .
	Developing and implement a new EOTC Safety Management Plan	Review and update 2025 Camp Safety Plans	Review and update all school EOTC safety plans			Review 2025 EOTC and plan ahead to 2026
Neuro-Divergent Ākongā Empowered: Cultivate an inclusive learning environment where neuro-divergent students demonstrate increased confidence, self-advocacy, positive peer interactions, and a love of learning.	Refining systems to provide rhythm, routine, regular opportunities for connection and regulation, smaller chunks of learning, regular multisensory opportunities for all learners	Implement new school timetable, and evaluate transition routines	Evaluate planning in relation to restructured timetable for focussed learning time and sensory time, and plan improvements		Evaluate school timetable and plan for 2026	
	Targeting Tier 2 literacy teaching for neurodivergent learners	Identify learners needing targeted teaching using Dibels, and begin Tier two group teaching	Monitor progress of Tier two group learners and plan ahead for term 2	Monitor progress of Tier two group learners and plan ahead for term 3	Monitor progress of Tier two group learners and plan ahead for term 4	Plan ahead for support in Term 1 2026
	Providing opportunities for professional learning for staff - BSLA, Structured Literacy, supporting specific learners, etc	BSLA Year 1-3 training		BSLA Year 4-6 trial programme, and evaluate possibility of continuing with microcredential		
		Plan for specific staff professional learning needs, including inducting new staff				Plan for specific staff professional learning needs, including inducting 2026 staff
Financially Sustainable Learning: Ensure financial sustainability while prioritising the diverse needs of our learners.	Fundraising to ensuring financial sustainability	Apply for grants to fund shortfall in Playground redevelopment	Arrange an Easter Raffle fundraiser	Hold a Quiz event fundraiser	Hold a Disco fundraiser	2025 spending will not exceed income (measure: 2025 annual accounts).
Business as usual	We will continue to implement the National Education Learning Priorities by...	Term One: Key business as usual actions	Term Two: Key business as usual actions	Term Three: Key business as usual actions	Term Four: Key business as usual actions	Success Measures
BAU 1: Inclusion	Continuing to work alongside whānau and external services to identify ākongā who need additional support in their learning, removing barriers to them accessing learning, and supporting whānau.	Identify external support needed as and when needed, and support for whānau				Plan ahead for support in Term 1 2026
BAU 2: Catholic Character	Continuing to strengthen our school's Catholic Special Character - Staff PLD, Support to implement To Tātou Whakapono.	Finalise and communicate with staff re Catholic character PLD / support / spiritual development opportunities for 2025.		Contribute to Catholic Special Character Evaluation 4-8 August	Evaluate 2025 and plan ahead for Catholic character PLD / support / spiritual development opportunities for 2026.	Various outcomes of planned interventions - related to individual needs. Outcomes of external Catholic Character Evaluation.
BAU 3: Professional Growth	Continuing to support staff and student wellbeing.	Meet Principal fortnightly, and Parish Priest regularly, and carry out Termly DRS tasks				Wellbeing model fully implemented and understood.
		Implement Wellbeing Model - guiding staff and students, inducting new staff, staff wellbeing actions, monitoring cognitive load on staff throughout the year.				

Leadership Responsibilities Key:

Key:	Principal	Deputy Principal	PB4L Lead	Toa Team	Maths Lead	Inclusion Lead	Team Leaders	Acting DRS	Kāhui Ako Within School Lead (WSL)	Parent School Link (PSL)				
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The measure of love is to love without measure - Kāore he mutunga o te aroha