



ST ANNE'S

CATHOLIC SCHOOL



Living our faith through our actions

EST. 1906

2026 ANNUAL PLAN

2026 MAHERE Ā-TAU

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To increase/enrich our pasifika community through development of language and culture.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To implement an effective Samoan Language Unit that increases; achievement in both target languages, attendance at school and confidence in cultural ways.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Staff-Teachers will improve pedagogy and structure of the unit through reflection as an individual, through PGC work and through support of 'Dual Language Workshops'.

School-An evolving curriculum for our Samoan Language Unit.

School-Establish a second class with a 'unit' strategy.

Community-Increased knowledge, language ability and connection with the pasifika community.

Students-Increased ability and understanding of Samoan language and culture.

Students-Increased attendance.

Students-An increase in positive responses in our annual W@S survey.

Students-Decrease in the amount of negative behaviours in the playground and classroom.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
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Effective Curriculum/Teaching and Increased Achievement

The Samoan curriculum plan is reflected on and evolves over the year.	SU Lead Principal	-Networks with other schools with units -Current curriculum (dual language)	A clear plan exists as to which curriculum areas are taught through which medium and when. Assessment plan made and used alongside plan.
New resources developed or found and their intended use demonstrated for staff for use in any bilingual classroom.	SU Lead Teachers	-Networks with other schools with units -Google Drive	Networks will be made with other schools running units for use of resources. Sharing in both directions. Review and reflection of certain resources from observations and implementing.
Effective bilingual teaching daily, through work with others with experience.	SU Lead Teachers	-PGCs, observations, discussions	Students enjoy the class and make strong gains in all languages. During observations, effective pedagogy is being used naturally.
Pre/formative/post assessment taken in detail in languages/maths/attendance and assessment plan is revised.	SU Lead	-Use English curriculum for guidance -St Anne's Samoan language test	A clear indication of whether increased immersion levels increase achievement/attendance in our target areas compared to other pathways.
Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan.	Principal	-Current research, hopefully Reo Moana	Staff will implement effective approaches informed by relevant research.
Maths curriculum implemented with a structured dual language approach.	SU Lead Principal	-New mathematics curriculum -PLD-New curriculum -Numicon resources	A dual language maths curriculum is implemented that is appropriate for the unit.
Structured literacy approach implemented in heritage language.	SU Lead	-Reo Moana resource books -Networks with other schools	Students literacy levels will increase in heritage language (oral, written, reading)

New RE curriculum introduced, taught and learned bilingually.	SU Lead	-RE Curriculum -CEO advisors	A dual language RE curriculum is implemented that is appropriate for the unit.
Increased Confidence in Cultural Ways and Increased Attendance			
Additional and altered events to include Samoan and pasifika culture.	SU Lead Cultural Leader	-Network for events. -People to call on for advice. -Kitchen needed	Aiga attendance and participation monitored. Feedback gathered around the process and how prepared/comfortable families felt. Changes reflected in the curriculum document.
Talanoa held twice yearly to reflect on direction.	SU Lead Principal		Attendance and participation monitored. Feedback on contents of hui gathered. Changes reflected in the curriculum document.
Organise and run a Fiafia evening for pasifika success.	SU Lead	-Certificates designed -Food	There will be a high attendance at this and will involve pasifika tikanga. Gather feedback during this with aiga.
Pasifika dance/culture opportunities provided.	SU Lead	-Tagata Mai Saute? -New Uniform?	Our pasifika group will be larger than ever, possibly two groups. Students will want to attend and see it as a highlight. More events than normal and/or events are 'better' than existing.

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To implement a new bilingual curriculum and class approach using and assessing localised and research based learning.

ANNUAL GOAL / WHĀIKA Ā-TAU:

To implement an effective dual language (Māori/English) curriculum/approach with an extending number of bilingual rooms and preparation rooms, that increases achievement in both target languages, attendance and confidence in cultural ways.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

School-Curriculum and schoolwide strategy for bilingual teaching continues to develop.

Staff-Acceleration strategies implemented in the classroom.

Community-Community input into the look of the bilingual curriculum at different immersion levels.

Students-Increasing ability in reading, writing and speaking of Te Reo Māori. Ability to converse in target language.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Effective Curriculum/Teaching and Increased Achievement			
Pre/formative/post assessment taken in detail in languages/maths/attendance and assessment plan is revised.	Principal ST/JT Leads	-Assessment plan -Range of assessment platforms	Fair and true testing available for analysis. Hot spots for future teaching to weave into learning. Assessing for learning, not assessing for assessment sake.
More opportunities for oral language development and conversational use.	All staff	-Pūrāku nō konei -Resources to be made/bought.	More use in the playground and classroom. Students can have longer conversations. Students can answer and ask questions to visitors.
Opportunities for whānau growth supported.	All staff	-Whānau hui -Resources for them	Whānau will use more reo at school and in the home. Increase in scores in NZCER Māori 'attitude' tests. Resources will be provided/suggested/available for the whānau.
Staff meetings/PLD for second language acquisition with ideas being inserted into the schoolwide plan.	Principal ST/JT Leads	-Bilingual Maths resources needed	Staff will implement effective approaches informed by relevant research. Working together on a structured approach to numeracy.
Effective Te Reo Māori teaching resources made accessible for all staff with a focus on early books.	All staff (to their ability and those they serve)	-Choice of 20-40 books to focus on.	Resources are being made/shared/found and used in classrooms. (displays, worksheets...) Specific 'early books' support to be made.
Maths curriculum implemented with a structured dual language approach.	Principal JT/ST Leads	-New mathematics curriculum -PLD New curriculum -Numicon resources	A dual language maths curriculum implemented. Achievement will increase compared to 2025.
Structured literacy approach implemented in Māori language.	Principal JT/ST Leads	-Reo Moana resource books -Networks with other schools	Students' literacy levels will increase in Māori language (oral, written, reading).

Storytelling curriculum begins	All teachers	-Kete Pūrākau	Students will be able to orally recall the stories to their own abilities in English and Māori, with support of pictures.
New RE curriculum introduced, taught and learned bilingually.	All teachers	-'Tō Tātou Whakapono'	Teachers will have confidence in the teaching of the curriculum.
Increased Confidence in Cultural Ways and Increased Attendance			
Additional and altered events to include Māori culture.	All staff	-Staff Tuakana to help	Whānau attendance and participation monitored. Feedback gathered around the process and how prepared/comfortable families felt. Changes reflected in the curriculum document.
Whānau Hui held twice yearly to reflect on direction.	Principal Cultural Lead		Attendance and participation monitored. Feedback on contents of hui gathered. Changes reflected in the curriculum document.
Māori culture opportunities (Marae, raft building, waka ama etc).	All staff		There will be a high attendance at this and will involve pasifika tikanga.
Māori dance/culture opportunities provided.	All staff Kpahaka tutor		Our pasifika group will be larger than ever, possibly two groups. Students will want to attend and see it as a highlight. More events than normal and/or events are 'better' than existing.
New trip programme underway.	All teachers		Students will have visited/experienced all local trips for their age and have work to accompany this (writing, science, etc).

STRATEGIC GOAL / WHĀIKA RAUTAKI:

To strengthen the understanding and living of our values statement *'Living our faith through our actions'* to ensure students feel safe at our kura.

ANNUAL GOAL / WHĀIKA Ā-TAU:

Using our values statement, and our founder's charism, support our community to encounter Christ through spiritual formation, evangelisation and faith based leadership.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR? / HE AHA Ā MĀTOU KAWATAU I TE PITO O TE TAU NEI?

Staff - Stronger in their knowledge of our Charism.

Community - Attending Masses that suit their culture and language.

Students - Have the ability to share meaningful prayers, on request.

Students - Sing with love, proud of their faith.

Students - Have the ability to share bible stories with others, on request, and identify the deeper meanings of these.

Students - Faith Team will lead change through role modeling our faith and leading with love and service.

School - Meaningful faith expressions are heard, seen and felt more often through witness.

ACTIONS KĀ MAHI	WHO IS RESPONSIBLE? KEI A WAI TE HAEPAPA?	RESOURCES REQUIRED KĀ RAUEMI	MEASURING SUCCESS WAITOHU TUTUKIKA
Spiritual Formation			
Teach, scaffold and guide children to form meaningful personal prayers that can be shared 'on the spot'.	DRS to lead All teachers	-Prayer exemplars -Templates made/shared	-Formative-regular walk in prayer times should reflect change.
Specifically teach students and community 'what Jesus said, did and commanded' and how it reflects in their lives.	DRS to lead All teachers	-Bible	-Students will be able to articulate 'Living Faith'. Measure in Google form survey Term 1 and 4.
Specifically teach students and community our founders Charism (using 'Our Story') and our faith history.	All teachers	-'Our Story' wall -RNDM website	-See an increase in 'Our Story' Assessment - Senior quiz in term 4.
Provide retreat/reflection opportunities for staff and/or students.	DRS Principal	-Reflections/retreats that suit need	-Staff will take meaningful experiences back to the classroom.
Evangelisation			
Teach and guide students to memorise and sing a selection of hymns in various languages with passion and faith.	Junior/SU Lead All teachers	-Song database	-Students will be able to sing songs on request, without words and easily heard.
Teach selected parables / bible stories in detail so students can retell and know the true/deep meaning without support.	DRS/Principal All teachers	-Bible- study guide -Storytelling resources	-Symbols of main points of stories will guide students over the year. It will take longer to tell each story as they get better at this.
Faith available in Māori/Samoan, including mass.	DRS/Principal Priests	-Church -Fr Monty/Fr Paolo	-Mass will run smoothly and students will 'actively participate' - through observation.
Promote faith through telling stories, prayers, art etc through our entrance display (tv).	All teachers	-TV set up	-Students' work will be available to share and will be reflective work.
Faith-Based Leadership			
DRS and Principal lead by example for all aims in this area.	DRS/Principal		-Leaders will be active in all aims of this section.

With the Faith Team, recreate the peer mediation process to reflect our faith.	DRS/JT Lead	-New certificates	-The Faith team will give certificates/acknowledge students who are living faith in the playground. Using e-tap to notice changes in behaviour termly.
Faith Team model doing works as service.	DRS	-Vinnies support	-Faith Team will take part willingly, in volunteer work ie Vinnies/Caritas.