



Annual Implementation Plan 2025
Te Kura o Heparā Pai Good Shepherd School

Member of Auckland Central Catholic Kāhui Ako / Community of Learners

Strategic Plan 2025 - 2026

Strategic goals in line with selected [Auckland Central Catholic Kāhui Ako / Community of Learning goals 2025 - 2026](#)

Vision Statement:

Good Shepherd School provides a Catholic environment in which students become critical and creative thinkers who are positive in their own identities and who contribute to the global community.

Good Shepherd School Vision for Year 6 students leaving the school is that they:

- Have a personal relationship with God and grow in the knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis.
- Are motivated, active seekers, users and creators of knowledge; critical and creative thinkers; and informed decision makers.
- Are resilient, positive in their own identity and have a sense of belonging to their community.
- Are global citizens.

The Good Shepherd School Board aims to provide the best possible learning environment for our students, give them a strong foundation in the Catholic faith and ensure they are ready for future learning. The Board aims to ensure a strong community network to support the children, staff and the families of the school. The Board has consulted widely with the school community during 2021-2022. (see [Community Consultation 2021-2022 Report November 2022](#)).

The Education and Training Act 2020 which came into effect on 1 August 2020 outlines the Government's **National Education and Learning Priorities (NELPs)**. These priorities provide the focus for schools' planning and reporting framework which came into effect from 1 January 2024. Therefore, the school's 2022 Charter will remain in place for 2023, although this document reflects both the recent comprehensive consultation with the school community and the NELPs.

Accordingly, strategic goals have been identified in the following areas:

1. Special Catholic Character.
2. Teaching and Learning.
3. Community.
4. Wellbeing.

These focus areas will be reviewed and revised as a result of ongoing consultation with the school community. Each year the school will develop an annual plan to ensure it is meeting the strategic goals.

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. These reports will form the basis for deciding priorities for school development and improvement. The charter, strategic plan, annual plan, student achievement and learning programmes will be

reviewed annually. Our school's Catholic Character, along with our commitment to Te Tiriti o Waitangi / The Treaty of Waitangi will be reflected in all aspects of the school's life and will be a consideration in the setting of all goals.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Strategic Goal 1: Special Character</p> <p>Our students develop a personal relationship with God and grow in knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis</p>	<p>All of Section 121 (1) and (2) apply</p> <p>Schedule 6 of the Education and Training Act 2020</p> <p>The Catholic Schools Proprietors Declaration</p>	<p>NELP Priorities 2, 6</p> <p>The Catholic Education of School-Age Children</p>	<p>Good Shepherd School is a living Catholic faith community where each person encounters Christ, grows in knowledge of the Catholic faith and responds to the call to give Christian witness</p> <p>Regular review of identified aspects of Catholic Special Character ensure sustainable process of continuous improvement</p>	<p>Internal review of one aspect of Catholic Special Character</p> <p>Implementation of recommendations of external review of Catholic Special Character 2024</p> <p>Strengthening of teacher capability, collaboration and knowledge in relation to delivering the RE programme as Catholic educators</p> <p>Adherence to the principles of Te Tiriti o Waitangi - partnership and active protection - in the delivery of the RE curriculum and through school events and daily life</p> <p>Further strengthen links amongst school, home and parish communities</p>	<p>Annual report to proprietor and feedback from that report</p> <p>External review for development report from CSO</p> <p>Kaiako Professional Growth Cycle documentation</p> <p>Ākonga and whānau feedback</p>

<p>Strategic Goal 2: Teaching and Learning</p> <p>Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.</p>	<p>All of Section 121 (1) and (2) apply</p> <p>The Catholic Schools Proprietors Declaration</p>	<p>NELP Priorities 1,2,3,4,5,6</p> <p>The Catholic Education of School-Age Children</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Literacy and Communication and Maths strategy</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai Te Reo</p> <p>Action Plan for Pacific Education 2020-2030</p> <p>ERO School Evaluation indicators: Domains 2,4,5</p>	<p>Develop teachers' curriculum and content knowledge to promote highly effective teaching and learning</p> <p>Design and review of Good Shepherd School local curriculum</p> <p>Building of teachers' assessment and data literacy</p> <p>Establish and promote barrier-free access to quality teaching and learning for all students, including those requiring additional learning support</p> <p>Use of digital technologies to support and enhance learning</p>	<p>There is consistency in quality teaching and learning across the school</p> <p>The GSS Curriculum reflects focus on student ownership of their learning and their active participation in their own learning</p> <p>Student achievement data shows accelerated progress in identified areas</p> <p>Pacific students as a group are achieving at the same standard in literacy and numeracy as other ethnic groups</p> <p>The needs of neurodiverse learners, gifted students and English language learners, are being met</p> <p>Digital technologies are used to support learning in all classrooms</p>	<p>Kaiako Professional Growth Cycle documentation</p> <p>Feedback from Mana Whenua on progress made in local curriculum development</p> <p>Feedback from external curriculum facilitators</p> <p>Ākonga achievement data indicates improvement in outcomes especially for target students</p> <p>Ākonga feedback through annual Wellbeing Survey</p> <p>Review of effective use of digital technologies to improve teaching and learning</p> <p>Kaiako feedback on use of digital technologies</p>
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<p>Strategic Goal 3: Community</p> <p>Connections and relationships within the Good Shepherd and wider communities are educationally powerful.</p>	<p>All of Section 121 (1) applies</p> <p>The Catholic Schools Proprietors Declaration</p>	<p>NELP Priorities 1,2,3,4,5,6</p> <p>The Catholic Education of School-Age Children</p> <p>ERO School Evaluation indicators: Domain 3</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Action Plan for Pacific Education 2020-2030</p>	<p>Establishment of connections between school and local iwi, hapu and marae</p> <p>Strengthen the weaving of te ao Māori through school curriculum, culture and everyday school life</p> <p>Celebration of cultural diversity of school community</p> <p>Regular engagement of whānau and students as stakeholders in execution of the school's vision and strategic goals</p> <p>Further strengthen links amongst school, home and parish communities</p>	<p>Enhanced student outcomes as a result of strong community relationships</p> <p>Community relationships are based on <i>Ako</i>, the principle of reciprocal learning and teaching</p> <p>Home-school connections provide parents and whānau with the tools to support learning at home</p> <p>There is recognition, respect and value of the diverse identities, language and cultures within the school community</p> <p>The school proactively identifies and draws on community resources and expertise</p> <p>The strategic priorities for the school reflect the aspirations of the community for their tamariki</p>	<p>Feedback from Mana Whenua on development of local curriculum</p> <p>Feedback from CSO external review for development of Catholic Special Character</p> <p>Regular feedback from whānau through multiple tools, such as PTA meetings, quick surveys</p> <p>Representation of different cultures at performances, e.g assemblies, prayer, Albert/Eden Cultural Festival</p> <p>Close involvement in parish celebrations and liturgies, e.g. Sacramental programme</p>
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<p>Strategic Goal 4: Wellbeing</p> <p>Our students develop habits and skills to support their physical, emotional, spiritual and mental wellbeing.</p>	<p>All of Section 121 (1) applies</p> <p>The Catholic Schools Proprietors Declaration</p>	<p>NELP Priorities 1,2,3</p> <p>The Catholic Education of School-Age Children</p> <p>ERO School Evaluation indicators: Outcome Indicators</p>	<p>Building of a resilient community through the development of resilience programmes (including Growth Mindset) for students and whānau</p> <p>Development of a culture of positive mental health and wellbeing throughout the school community</p> <p>Focus on healthy food and nutrition</p> <p>Daily fitness and regular physical activity</p>	<p>All members of the school understand the concepts of resilience and Growth Mindset, and demonstrate resilience in their lives</p> <p>All members of the school community share the common goal of mentally thriving children</p> <p>There is a common understanding of the importance of regular physical activity and healthy food and nutrition within the school community</p>	<p>Annual Wellbeing Survey analysed and recommendations for improvement acted on</p> <p>Feedback from whānau through multiple tools such as surveys, PTA meetings</p> <p>Teacher planning for regular physical activity and focus on healthy food and nutrition</p> <p>Biennial whānau survey on health programmes at GSS</p>
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Good Shepherd School Annual Implementation Plan 2025

Strategic Goal 1: Catholic Special Character	Our students develop a personal relationship with God and grow in knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis
Annual Target/Goal	We will build capacity for effective leadership in Catholic Special Character at Good Shepherd School
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. School leadership team will have developed in depth knowledge of effective internal evaluation of Catholic Special Character 2. School leadership will have worked closely with proprietor's representatives on the board to review one aspect of Catholic Special Character 3. A process of continuous improvement in maintaining and further strengthening of Catholic Special Character will be in place 4. Strengthening of teacher capability, collaboration and knowledge in relation to delivering the RE programme as Catholic educators 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?	Progress/Review
Action 1: Access appropriate PLD opportunities for all teaching staff	Senior Leadership Team	Leadership Unit Allocation for DRS PLD budget, including Principal's PLD in Catholic Special Character New RE Curriculum resources Tō Tātou Whakaponu Our Faith	Term 1 - Term 4	Kaiako Professional Growth Cycle goal for Catholic Special Character Feedback from RE Advisers Observations of classroom practice as part of kaiako PLD Report from external Review for Development team	<ul style="list-style-type: none"> • DRS Appointed 2025 • Teachers enrolled in new curriculum PLD • Annual report to proprietor and feedback from that report • Ākonga and whānau feedback

Action 2: Review of one aspect of Catholic Special Character	<p>Senior Leadership Team</p> <p>Proprietor's representatives on board</p>	<p>Release time for DRS</p>	<p>Term 1- Term 4</p>	<p>Plan for internal review is in place and progress monitored</p> <p>Special Character team meeting minutes</p> <p>Report to proprietor at the end of the year</p>	<ul style="list-style-type: none"> • External Catholic Character Review 2024 • Kaiako Professional Growth Cycle documentation - special character focus • Classroom prayer Observations - 2024 • Special characters discussed at weekly staff meetings <p> Kaiako Whānau Meet ...</p>
Action 3: Further strengthen links amongst school, home and parish communities	<p>Senior Leadership Team</p> <p>Good Shepherd Parish team</p>	<p>Release time for DRS</p>	<p>Term 1 - Term 4</p>	<p>Dates for parish/school Masses are in the calendar at the beginning of the year</p> <p>Attendance at parish/school Masses is monitored</p> <p>Good Shepherd School ākonga Involvement in Sacramental programme</p> <p>Regular communications in school and parish newsletters</p>	<p>Termly school masses in school overview</p> <p>Special feast days and liturgical events in school calendar</p> <p>Bi weekly children's liturgy</p> <p>School newsletter to whanau</p> <p>Sacramental programme 2025</p>

Strategic Goal 2: Teaching and Learning	Our students are provided with a stimulating learning environment that allows them to develop to their individual potential
Annual Target/Goal	We will build awareness and capacity to effectively deliver Te Mātaiaho and the Common Practice Model with Kaiako
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Senior leadership team and kaiako have developed in-depth knowledge of refreshed learning areas of English and Mathematics and Statistics within Te Mātaiaho 2. Kaiako will continue to develop their knowledge and capacity to deliver effective literacy and numeracy programmes 3. Kaiako will continue to develop their capacity to use student achievement data to inform teaching and learning 4. The Good Shepherd School local curriculum will be further developed to reflect the aspirations of whānau and iwi 5. Diverse learners at Good Shepherd School will show accelerated progress in their learning 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?	Progress/Review
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Action 1: Develop kaiako curriculum and content knowledge to promote highly effective teaching and learning	<p>Senior Leadership Team</p> <p>Literacy and numeracy external facilitators</p>	<p>Leadership Unit Allocation for curriculum leadership</p> <p>PLD budget to cover external literacy facilitation</p> <p>Te Mātaiaho curriculum documents</p> <p>Professional Development Centered around the new Mathematics Curriculum</p>	<p>Term 1 - Term 4</p>	<p>Kaiako Professional Growth Cycle goal</p> <p>Feedback from external facilitators</p> <p>Observations of classroom practice as part of kaiako PLD</p> <p>Kaiako planning will reflect increased understanding of Te Mātaiaho and the Common Practice Model</p> <p>Ākonga achievement data shows increased rates of achievement in literacy and numeracy, especially for targeted groups</p>	<ul style="list-style-type: none"> • GSS Structured Literacy Programme - 2024 • Term 1 2025: Ministry PLD for maths facilitated by Marie Hirst at TOD • 2024 - Maths PLD with Marie Hirst, writing PLD with Murray Gadd and Oracy PLD with Alana Madgwick
Action 2: Design and review of Good Shepherd School Local Curriculum	<p>Senior Leadership Team</p> <p>External facilitator</p>	<p>Release time for curriculum leader</p> <p>PLD budget to cover kaiako release time</p> <p>Identified local community connections and expertise</p> <p>Published documents and research about our rohe and tangata whenua</p>	<p>Term 1- Term 4</p>	<p>Our local school curriculum reflects our deepened understanding of the history and people of our rohe</p> <p>Kaiako surveys and feedback on Te Mātaiaho and local school curriculum PLD</p>	<ul style="list-style-type: none"> • Good Shepherd Curriculum Mapping (FIINAL) 2024 - 2025 • Inquiry PLD with Tracey Pacheco in 2024 (including work on digital technology to enhance our local curriculum)

Action 3: Building of teacher assessment and data literacy	Senior Leadership Team	<p>Release time for curriculum leader</p> <p>PLD budget to cover kaiako release time</p> <p>Standardised assessment tools, especially PAT in mathematics and reading comprehension</p>	Term 1 - Term 4	<p>Progress in student achievement consistently measured against NZC, especially in writing</p> <p>Moderation processes increasingly showing consistency in Kaiako understanding</p> <p>Kaiako are using student achievement data to inform teaching and learning, as evidenced in planning documents</p>	<ul style="list-style-type: none"> • Term 1 2025: Ministry PLD for maths facilitated by Marie Hirst at TOD included new assessment tool for YO-3 teachers. • 2024 & 2025 - regular Staff PLG meetings to look at data from maths and reading PAT tests. • GSS Student Achievement Targets and Analysis of Variance 2025 shared with staff and teachers identified goals for specific learning needs for target students.
Action 4: Establish and promote barrier-free access to quality teaching and learning for all students, including those requiring additional learning support	Senior Leadership Team SENCO	<p>Release time for SENCO</p> <p>MOE funding for ESOL students</p> <p>Kāhui Ako Within School and Across School leaders</p> <p>Community expertise in diverse cultures</p> <p>RTLB and other external support resources</p>	Term 1 - Term 4	<p>Effective programmes for English Language Learners operating in all classrooms, as evidenced through Kaiako Professional Growth Cycles</p> <p>Student achievement data indicates equity in student outcomes for diverse learners</p> <p>Effective provision for gifted and talented learners evidenced through records and documentation</p> <p>Kaiako planning indicates provision being made for diverse learners</p>	<ul style="list-style-type: none"> • Regular interventions across the school throughout 2024 to address the needs of specific learners, e.g. enrichment classes, maths groups, literacy groups, oral language groups

Strategic Goal 3: Community	Connections and relationships within the Good Shepherd and wider communities are educationally powerful.
Annual Target/Goal	We will further strengthen links between the school, the Good Shepherd Parish, whānau, iwi and hapu so that Good Shepherd School reflects the goals and aspirations of the wider Catholic, mana whenua and diverse communities
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. We understand the priorities and expectations of all members of our school community 2. There is a close and collaborative relationship between the kura and Good Shepherd Parish 3. The school curriculum and school events reflect its commitment to Te Tiriti o Waitangi and acknowledge its commitment to its diverse community 	

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Action 1: Establishment of connections between school and local iwi, hapu and marae	School board Senior Leadership Team	Leadership Unit Allocation for curriculum leadership External facilitator in Aotearoa New Zealand Histories	Term 1 - Term 4	Appropriate support from kaumatua of local iwi Evaluation of our developing relationships and networks with mana whenua	
Action 2: Strengthen the weaving of te ao Māori through school curriculum, culture and everyday school life	Senior Leadership Team External facilitator Kapa Haka tutor Cultural Leadership Allowance Holder	Release time for curriculum leader PLD budget to cover kaiako release time	Term 1- Term 4	Professional Growth Cycles indicate Kaiako development in this area Evaluation of progress on Ka Hikitia and Tau Mai Te Reo implementation plan Appropriate PLD in Te Reo Māori accessed on a needs basis for kaiako	<ul style="list-style-type: none"> Regular kapa haka sessions for whole school Pōwhiri held twice in 2024 and a commitment to twice yearly moving forward has been made Implementation of lesson progressions throughout the school for Te Reo Maori Special celebrations, e.g. Matariki breakfast
Action 3: Celebration of cultural diversity of school community	Senior Leadership Team Community people resources	Release time for curriculum leader Within School Teacher	Term 1 - Term 4	Language Weeks celebrated throughout the year Cultural celebration day/week scheduled in school calendar Physical environment of school reflects cultural diversity of whānau Hui and fono held during the year Evidence of regular gathering of whānau voice	<ul style="list-style-type: none"> WST appointed for 2025 Pasifika Cultural group to be formed this year

Action 4: Further strengthen links amongst school, home and parish communities	Senior Leadership Team Parish Priest	Release time for DRS Parish team	Term 1 - Term 4	Parish/School Masses scheduled throughout the year Regular meetings between school and parish personnel Successful Sacramental programme	Continue to have staff and Board of Trustees representatives at PTA meetings
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Strategic Goal 4: Wellbeing	Our students develop habits and skills to support their physical, emotional, spiritual and mental wellbeing.
Annual Target/Goal	We will further develop a culture of positive mental health and wellbeing throughout the school community
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. There is a common understanding of mental health and wellbeing throughout the school community 2. Ākonga, kaiako and whānau understand the importance of regular physical activity to mental wellbeing 3. Garden Club continues to thrive 	

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?	Progress/Review
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Action 1: Building of a resilient community through the development of resilience programmes (including Growth Mindset) for students and whānau	<p>Senior Leadership Team</p>	<p>Mitey approach resources (including facilitators)</p>	<p>Term 1 - Term 4</p>	<p>Consultation with community regarding school's health programmes</p> <p>Whānau, kaiako and ākonga show a shared understanding of what positive mental health looks like</p> <p>Kaiako planning shows regular focus on Mitey, Growth Mindset and wellbeing</p>	<ul style="list-style-type: none"> • In 2024 we continued to be part of the Mitey programme for schools. • Mitey Lead attended workshops throughout the year to build on knowledge. • Teachers attended workshops specifically designed to integrate the Mitey programme into the classroom • Resources shared at Staff PLG sessions for growth mindset and resilience • A big focus on staff mental health and well being with regular check ins, social events, fun activities, mindfulness exercises.
Action 2: Daily fitness and regular physical activity	<p>Senior Leadership Team</p> <p>External facilitator</p> <p>Kapa Haka tutor accessed through Kāhui Ako</p>	<p>Release time for curriculum leader</p>	<p>Term 1 - Term 4</p>	<p>Kaiako planning shows regular fitness sessions</p> <p>Whānau and ākonga feedback</p>	<ul style="list-style-type: none"> • Throughout 2024 all children continued to participate in a number of regular physical activity. • This happened everyday at brain break time (10am) • The whole school also trained for the cross country together for a number of weeks. • The whole school trained for our school athletics day through a rotation programme.

					<ul style="list-style-type: none"> • Everyone participated in our term 1 aquatics programme at school. • In 2024 we did a 2 week swim intensive for our year 4 children.
Action 3: Focus on environmentally sustainable practices.	Senior Leadership Team Garden Club and Environmental leader	Unit allocation budget Release time for environmental leader	Term 1 - Term 4	External educators upskilling our children's knowledge of sustainable waste management practices. Build upon knowledge and practices established in 2024 such as: <ul style="list-style-type: none"> - The importance of bees and the pollination process - Waste free lunch boxes - Learning from the tread lightly caravan 	<ul style="list-style-type: none"> • Tread Lightly Caravan • Emma - CRT with environmental learning • Waste Free lunches • Newsletter updates • Garden Club